Introduction to UN Peacekeeping Pre Deployment Training Standards, Specialized Training Modules for Military Experts on Mission 1st edition 2010

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Introduction and Rationale

1. Current UN peacekeeping missions, especially those mandated to address multidimensional challenges in a deteriorating or fragile security environment, present complicated and often dangerous working environments for UN Military Experts on Mission. Where there are insufficient UN or multinational security forces to establish a safe and secure environment for the execution of the traditional roles of a Military Expert on Mission (observation, monitoring, investigation, verification, liaison and other tasks), these personnel are often reassigned to other roles within the mission that do not require exposure to the insecure environment. Such situations will normally result in critical gaps in the mission capability to gather information and liaise with actors on the ground.

2. In order to clarify the assignment of tactical level tasks for UN Military Experts on Mission in peacekeeping missions, and facilitate the training of UN Military Experts on Mission, this Training Standards provides an overview of the common and core roles of UN Military Experts on Mission as described in several extant policy guidance documents.

3. As the professional and personal requirements for successful work in a peacekeeping operation are continuously increasing, Member States are mandated to provide their selected military officers with the UN pre-deployment training standards consisting of the Core Pre-Deployment Training Material (CPTM) and the Specialized Training Material (STM) for Military Experts on Mission.

Target audience

4. This UN Pre-deployment Training Standards is targeted at all military personnel selected by Member States to be individually deployed as Military Experts on Mission in UN peacekeeping operations.

5. Military Experts on Mission are selected by the Member States and must satisfy the selection criteria set by DPKO Office of Military Affairs (OMA). Military Experts on Mission officers selected for service in a UN peacekeeping operation are expected to be well trained, experienced and of the highest professional standards.

6. Training Standards for Staff Officers (SO) are provided separately.

Aim

7. The aim of the UN peacekeeping training standards for Military Experts on Mission is to support pre-deployment training of military officers going to serve in UN peacekeeping operations.
Training Objective

8. The training objectives of the UN Pre-deployment Training Standards for Military Experts on Mission are to generally prepare the participants for duties in a peacekeeping operation so that they can:
   - Fulfill military aspects of UN peacekeeping mandates in accordance with DPKO/DFS principles and guidelines;
   - Perform their military functions in an effective, professional and integrated manner; and
   - Demonstrate the core values and competencies of the United Nations.

9. The training is aimed to turn a capable and skilful military officer into a competent peacekeeper.

Course contents

10. The course contents for the Military Experts on mission Pre-deployment Training are based on the Core Pre-deployment Training Materials and Specialized Training Material for Military Experts on Mission.
   CPTM Unit 1 – A Strategic Level Overview of UN Peacekeeping
   CPTM Unit 2 – The Establishment and Functioning of UN Peacekeeping Operations
   CPTM Unit 3 – Effective Mandate Implementation
   CPTM Unit 4 – Standards, Values and Safety of UN Peacekeeping Personnel
   STM MEOm Unit 1: Investigation, Verification and DDR
       1.1 Basic UN verification and investigation techniques
       1.2 Verification of minefields, explosive remnants of war and crater analysis
       1.3 Theatre weapons, vehicles and equipment recognition.
       1.4 DDR processes.
   STM MEOm Unit 2: Mediation, Negotiation and the Use of Language Assistants
       2.1 Negotiation and Mediation
       2.2 The use of language assistants
   STM MEOm Unit 3: Liaison and Media Relations
       3.1 Liaison
       3.2 Interviewing techniques
       3.3 Media relations
STM MEoM Unit 4: UN SOPs for reporting, correspondence drafting and briefing techniques

4.1 UN SOPs for reporting
4.2 Correspondence drafting and briefing techniques

For more a detailed description, please see the Course Specifications contained in Annex A

Duration and timing of the course:

11. Military Experts on Mission Pre-deployment Training is delivered by Regional or National Peacekeeping Training Institutes over a minimum period of three weeks.

Methods of Training and Evaluation:

12. Methods of training will be decided by the training staff. It is, however, recommended that due attention is paid to principles of adult learning, guided by the following:

- Adults are autonomous and self-directed
- Adults have accumulated a foundation of life experiences and knowledge
- Adults are goal-oriented
- Adults are relevancy oriented
- Adults are practical

The training sessions should therefore reflect these factors and be interactive; case studies based and make use of the trainees’ experiences.

The UN pre-deployment training standards include a combination of methods, ranging from knowledge-based areas (e.g. United Nations System) to skills-oriented activities (e.g. Theatre weapons, vehicles and equipment recognition, Mediation, Negotiation and the use of language Assistants), followed by questions, guided readings, observations, online research, small group work, presentations, plenary discussions, case studies, role plays and simulations.

Contact Person

13. Col David Caceres, caceresd@un.org

Future Updates

14. Because the aim of the aim of the UN Peacekeeping Training Standards for Military Experts on Mission is to support pre-deployment training of military officers going to serve in UN peacekeeping operations, ITS will ensure they are regularly updated to reflect changes in UN peacekeeping policies and guidance. Any updates to different units or sections will be posted and explained on the Peacekeeping Resource Hub website (http://peacekeepingresourcehub.unlb.org). Instructors are encouraged to check that site regularly. Approximately every two years ITS will also undertake a
comprehensive review of UN Peacekeeping Pre-deployment Training Standards, and the associated Core Pre-deployment Training Materials and the Military Experts on Mission included in the Specialized Training Materials to ensure they meet the needs identified in the Strategic Peacekeeping Training Needs Assessments.

Acknowledgements

15. The ITS first words of gratitude are for General Patrick Cammaert and Mr. Adam Day who jointly with the project leader after a thorough research and consultations within the DPKO offices and peacekeeping missions in the field, drafted the Guidelines on Roles and Training Standards for UN Military Experts on Mission that formed the basis for the determination of the course scope.

ITS would like to thank the members of the Core Advisory Group (Farooque Choudhury, Shayne Gilbert, Katja Hemmerich, William Stutt, Orisi Rabukawaqa, Hawaa El-Tayeb, Jens Andersen and Terence Rolfe) who contributed with their experience and provided the strategic direction of the project.

ITS would also thank the Department of Public Information (DPI), UN Mine Action Service (UNMAS), and the relevant offices in DPKO including the Office of Military Affairs (OMA) and the Disarmament Demobilization and Reintegration Unit of the Office of Rule of Law and Security Institutions, for the constructive collaboration, which have helped to ensure that the training material reflects the view of the United Nations as a whole. ITS would also like to acknowledge the important contribution of the Director of the Chilean Joint Peacekeeping Operations Centre (CECOPAC) who collaborated providing the center’s facilities, instructors and participants for the piloting course of MEoM. The valuable outcomes of that activity were incorporated into the final text of the training materials.

The development of the training elements, i.e. the design, structure, educational content, material slides and training activities was conducted with the invaluable work of Colonel David Caceres, project leader.

ITS also wishes to thank the members of its Review Group (Michael Griesdorf RIP, Zafar Ul-Haq, Karla Witte, Leonel Fuentes, Jonh Eric Jensen, Vanessa Kent, Rafael Barbieri, Diego Mendieta, Anna Shotton, Reena Patel, Victor Briggs and Vicecomodor Alejandro Gustavo Szejner the designer of the DDR training activity) who collaborated in giving smooth language and cohesion to the course materials.

ITS would finally thank the Permanent Mission of Canada for making available the Peace Support Operations Field Book Version 4—2008 of the Peace Support Training Centre and Cedric de Coning for making available the Conflict Management for Peacekeepers and Peacebuilders Handbook both transcendental publications and must-read references in peacekeeping training.
### Annex A. Course specifications

#### Core Pre-deployment Training Materials

<table>
<thead>
<tr>
<th>Unit 1 A</th>
<th>Strategic Level Overview of UN Peacekeeping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The aim of this Unit is to provide a strategic level overview of UN peacekeeping by familiarizing peacekeeping personnel with:</strong></td>
<td></td>
</tr>
<tr>
<td>• The main United Nations (UN) bodies involved in UN peacekeeping</td>
<td></td>
</tr>
<tr>
<td>• The different kinds of peacekeeping activities and peacekeeping missions</td>
<td></td>
</tr>
<tr>
<td>• The key principles and ideals of UN peacekeeping and how to put them into practice</td>
<td></td>
</tr>
<tr>
<td>• The qualities needed in UN peacekeeping personnel.</td>
<td></td>
</tr>
<tr>
<td><strong>On completion of this unit participants will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>Introduction to UN Peacekeeping</td>
</tr>
<tr>
<td>Suggested Minimum Time</td>
<td>120 min</td>
</tr>
<tr>
<td>1. List the main bodies involved in UN peacekeeping</td>
<td></td>
</tr>
<tr>
<td>2. List the five types of peace and security activities used by the Security Council</td>
<td></td>
</tr>
<tr>
<td>3. Explain the main differences between traditional and multidimensional peacekeeping operations</td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td>Fundamental Principles of UN Peacekeeping</td>
</tr>
<tr>
<td>Suggested Minimum Time</td>
<td>60 Min</td>
</tr>
<tr>
<td>1. List the basic principles of UN peacekeeping</td>
<td></td>
</tr>
<tr>
<td>2. Explain what is meant by the &quot;credibility and legitimacy of UN peacekeeping mission&quot; and how peacekeeping personnel can support this in practice</td>
<td></td>
</tr>
<tr>
<td>3. Explain what national ownership means and why it is important to the success of UN peacekeeping</td>
<td></td>
</tr>
<tr>
<td>4. List the necessary qualities in UN peacekeeping personnel</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Unit 2 the Establishment and Functioning of UN Peacekeeping Operations |
| <strong>The aim of this Unit is to familiarize peacekeeping personnel with the process for establishing a UN peacekeeping operation, strategic level direction of UN peacekeeping by the Security Council and Secretary-General and operational level structures of UN peacekeeping missions.</strong> |
| Specifically, this section informs peacekeeping personnel on: |
| • how the Security Council establishes mandates for UN peacekeeping operations and monitors their work; |
| • how the United Nations Secretariat transforms this strategic level guidance into operational frameworks for peacekeeping operations and the roles of different components in a mission; |
| • authority, command and control in UN peacekeeping operations; |
| • Mission management structures. |
| <strong>On completion of this unit participants will be able to:</strong> |
| Part 1 | The Establishment &amp; Operationalization |
| 1. Describe how the Security Council establishes a mandate for a UN peacekeeping operation and monitors its implementation |
| 2. Explain why all peacekeeping personnel must be familiar with the mandate of their peacekeeping operation |</p>
<table>
<thead>
<tr>
<th>Part 2</th>
<th>How United Nations Peacekeeping Operations Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Minimum Time</td>
<td>60 min</td>
</tr>
<tr>
<td>1. Explain the relationship between the support and substantive components of a peacekeeping operation and mandate beneficiaries</td>
<td></td>
</tr>
<tr>
<td>2. List at least four main positions of authority in a UN peacekeeping operation</td>
<td></td>
</tr>
<tr>
<td>3. Explain the main role of the military, police and civilian components of UN peacekeeping operations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3 Effective Mandate Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim of this Unit is to provide peacekeeping personnel with general knowledge on how peacekeeping missions can implement their mandates effectively.</td>
</tr>
<tr>
<td>Part 1 outlines the UN position (contained in Security Council resolutions and UN policy) that conflict can only be addressed effectively when peacekeeping operations ensure respect for international humanitarian law, human rights and the rights of women and children in conflict. It then provides practical tools for peacekeeping personnel to apply that knowledge in their daily work. Part 2 then familiarizes peacekeeping personnel with the key partners they must engage to implement their mandate effectively and ensure that peacebuilding carries on even after the peacekeeping operation has been withdrawn.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 1a</th>
<th>International Law Applicable to Peacekeeping Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1b</td>
<td>Human Rights Protection in UN Peacekeeping Operations</td>
</tr>
<tr>
<td>Part 1c</td>
<td>The Promotion of Gender Equality in UN Peacekeeping Operations</td>
</tr>
<tr>
<td>Part 1d</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On completion of Unit 3 – Part 1a, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the essential rules of international humanitarian law (IHL)</td>
</tr>
<tr>
<td>2. Define who is protected by international human rights law</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On completion of Unit 3 – Part 1b, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Define human rights;</td>
</tr>
<tr>
<td>4. Recognize and identify human rights violations or abuses that occur in the conflict or post-conflict mission environment;</td>
</tr>
<tr>
<td>5. Discuss UN policies on human rights that are relevant to peacekeeping settings;</td>
</tr>
<tr>
<td>6. Describe the practical relevance of human rights to their work and ways to promote and protect human rights through their tasks</td>
</tr>
<tr>
<td>7. Explain the importance of coordinating human rights-related actions with the mission's human rights component.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On completion of Unit 3 – Part 1c, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the different impacts of conflict on women/girls and men/boys</td>
</tr>
</tbody>
</table>
### Child Protection in UN Peacekeeping Operations.

**Suggested Minimum Time**

250 min

2. Explain that women are both victims of conflict and key partners for peacekeeping and peace-building activities of UN peacekeeping operations.

3. Provide examples of how peacekeeping personnel can help protect women and support gender equality in their daily work.

**On completion of Unit 3 – Part 1d, participants will be able to:**

1. Provide the definition of a “child” in international law.
2. Explain how international law protects children affected by armed conflict.
3. Describe the impact of violent conflict on children.
4. Explain what peacekeepers can do to promote child protection and children’s rights in armed conflict.

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### Part 2 Working with Mission Partners

**Suggested Minimum Time**

60 min

**On completion of Unit 3 – Part 2, participants will be able to:**

1. Explain the benefits of an integrated approach between a peacekeeping operation and UN Country Team.
2. Explain why national actors are key partners for UN peacekeeping operations.
3. List the three humanitarian principles.
4. Explain the role of a UN peacekeeping operation in the delivery of humanitarian assistance.

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### Unit 4 Standards, Values and Safety of UN Peacekeeping Personnel

Unit 4 focuses on the responsibilities and obligations of individual peacekeepers in relation to their service in a UN peacekeeping operation. It aims to familiarize UN peacekeeping personnel with the UN rules, core values and standards on conduct and discipline, respect for diversity, HIV/AIDS and all aspects of safety and security.

**On completion of this unit participants will be able to:**

---

### Part 1 Conduct and Discipline

**Suggested Minimum Time**

205 min

1. List the three key principles governing the conduct of peacekeeping personnel.
2. Describe what constitutes misconduct with reference to serious misconduct and misconduct.
3. Describe what constitutes sexual exploitation and abuse, with reference to the uniform standards that peacekeeping personnel are expected to uphold.
4. Outline the consequences of misconduct - particularly sexual exploitation and abuse - for peacekeeping personnel, the host population and the mission.
5. Outline the Department of Peacekeeping Operation’s three-pronged approach to addressing sexual exploitation and abuse.

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### Part 2 HIV/AIDS in Peacekeeping Operations

**Suggested Minimum Time**

80 min

1. Explain how HIV is transmitted.
2. List the ABCs of prevention of HIV/AIDS.
3. Describe how to use a condom properly.
4. Explain whether it is possible to tell if a person is infected with the HIV virus from their appearance.
### Part 3
**Respect for Diversity in UN Peacekeeping**

**Suggested Minimum Time**

120 min

1. Explain what is meant by “diversity” and “culture”
2. Describe how cultural differences and different kinds of diversity might be evident in the mission environment and in the host country
3. Describe what is involved in respecting diversity in relation to working effectively in a multicultural peacekeeping environment
4. Describe strategies for effective communication

### Part 4
**Safety and Security**

1. Participants will be familiar with UN security Management System including the UN security phases system;
2. Participants will be familiar the procedures for security clearance for travel to a UN mission will have been initiated by relevant personnel
3. Eligible personnel (required for civilians and individually deployed military and police officers, and recommended for contingent and FPU commanders) will have completed the Basic and Advanced Security in the Field (B/ASITF) on-line course*
4. List the four basic UN rules of road safety; and
5. Explain that peacekeeping personnel require a UN driver’s permit in order to drive a UN vehicle and how to obtain a UN driver’s permit.
6. Be familiar with appropriate personal and food hygiene measures and personal behaviors that can protect their health while in mission;
7. Be familiar with, and have completed, all required and recommended vaccinations for their mission;
8. Be familiar with, and have received, any required prophylaxis for their mission deployment.
### Specialized Training Material for Military Experts on Mission

**STM: MEO Unit 1: Investigation, Verification and DDR**

<table>
<thead>
<tr>
<th>Aim:</th>
<th>The aim of this unit is to provide peacekeepers with an understanding of the procedures and techniques involved in conducting verifications and investigations; provide peacekeepers with the basic information that will enhance their ability to operate in a mined mission area, as well as the basic tools for conducting a crater analysis; recognize equipment, aircraft and vehicles that operates in the mission area; understand the scope of DDR processes and programs and apply this knowledge in their roles and tasks in the facilitation of the applicable phases and processes of such programs in a complex United Nations peace operation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Learning Outcome</td>
<td>On completion of this section, participants will be able to:</td>
</tr>
<tr>
<td><strong>Section 1.1 Basic UN verification and investigation techniques</strong></td>
<td>- Understand the definition, aim and phases of the verification process in a United Nations peace operation environment to allow peacekeepers to conduct verifications.</td>
</tr>
<tr>
<td>Suggested Time: 45 minutes plus 45 minutes for role playing training activity</td>
<td>- Understand the definition, identify the types and be aware of United Nations investigative procedures to allow peacekeepers to conduct investigations.</td>
</tr>
<tr>
<td><strong>Section 1.2 Verification of minefields, explosive remnants of war and crater analysis</strong></td>
<td>On completion of this section, participants will be able to:</td>
</tr>
<tr>
<td>Suggested Time: 45 minutes plus practical training activity</td>
<td>- Understand and use basic information to operate in a mined mission area in a United Nations peace operation environment</td>
</tr>
<tr>
<td></td>
<td>- Be aware of the value of crater analysis and understand the basic procedures for crater analysis.</td>
</tr>
<tr>
<td><strong>Section 1.3 Theatre weapons, vehicles and equipment recognition.</strong></td>
<td>On completion of this section, participants will be able to:</td>
</tr>
<tr>
<td>Suggested Time: 50 minutes plus practical training activity</td>
<td>- Understand the basics of weapons, vehicles and equipment recognition.</td>
</tr>
<tr>
<td></td>
<td>- Understand the basics of aircraft recognition</td>
</tr>
<tr>
<td></td>
<td>- Became aware of the weapons, vehicles and equipment operating in a specific mission area.</td>
</tr>
<tr>
<td><strong>Section 1.4 DDR processes.</strong></td>
<td>On completion of this section, participants will be able to:</td>
</tr>
<tr>
<td>Suggested Time: 60 minutes plus 45 minutes for role playing training activity</td>
<td>- Understand the UN approach to DDR</td>
</tr>
<tr>
<td></td>
<td>- Identify the participants, beneficiaries and actors of DDR</td>
</tr>
<tr>
<td></td>
<td>- Understand the Military component contribution.</td>
</tr>
</tbody>
</table>
STM: MEOm Unit 2: Mediation, Negotiation and the Use of Language Assistants

<table>
<thead>
<tr>
<th>Aim:</th>
<th>The aim of this Unit is to enable participants to use negotiation and mediation skills as necessary when employed in a UN peacekeeping operation and work with language assistants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Learning Outcome</td>
</tr>
<tr>
<td><strong>Section 2.1 Negotiation and Mediation</strong></td>
<td>On completion of this section, participants will be able to:</td>
</tr>
</tbody>
</table>
| Suggested Minimum Time: 65 min plus 45 minutes for role playing training activity (together with Section 2.2) | • Describe the characteristics of a conflict  
• Define communication, negotiation and mediation  
• Identify the three principles of negotiation/mediation  
• Identify the phases of a negotiation/mediation process and list some needed action within the phases  
• Apply negotiation/mediation skills in an exercise |

| **Section 2.2 The use of language assistants** | On completion of this section, participants will be able to: |
| Suggested Minimum Time: 55 min plus 45 minutes for role playing training activity (together with Section 2.1) | • Describe preparation steps when working with language assistants  
• Apply the use of a language assistant skills in an exercise |

STM: MEOm Unit 3: Liaison and Media Relations

<table>
<thead>
<tr>
<th>Aim:</th>
<th>The aim of this Unit is to provide Military Experts on Missions with the necessary information to understand and familiarize about the concept and responsibilities of liaison and the interviewing techniques within a peacekeeping mission and to inform MEOMs about developing positive media relations and managing interviews so that they can favorably influence the outcome in a UN mission.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Learning Outcome</td>
</tr>
<tr>
<td><strong>Section 3.1 Liaison</strong></td>
<td>On completion of this section, participants will be able to:</td>
</tr>
<tr>
<td>Suggested Minimum Time: 45 minutes plus 45 minutes for role playing training activity (together with Section 3.2)</td>
<td>• Understand the definition, aim, tasks and apply the methods for conducting liaison in UN peacekeeping operations</td>
</tr>
</tbody>
</table>
### Section 3.2 Interviewing techniques

<table>
<thead>
<tr>
<th>Suggested Minimum Time</th>
<th>On completion of this section, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes plus 45 minutes for role playing training activity (together with Section 3.1)</td>
<td>- Identify the techniques and conduct interviews in a complex peacekeeping environment</td>
</tr>
</tbody>
</table>

### Section 3.3 Media relations

<table>
<thead>
<tr>
<th>Suggested Minimum Time</th>
<th>On completion of this section, military experts on missions will be able to:</th>
</tr>
</thead>
</table>
| 60 minutes plus 45 minutes for role playing training activity | - Understand the importance of media relations and how the media affect the success of peace operations.  
- Know what information can be released to the media and how to handle a simple interview |

### STM: MEOm Unit 4: UN SOPs for reporting, correspondence drafting and briefing techniques

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim:</strong></td>
<td>The aim of this Unit is to provide Military Experts on Missions with the necessary information to understand the UN operational reporting system, its requirements and procedures and apply the drafting techniques, and briefing procedures in a complex United Nations peace operation.</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td><strong>Learning Outcome</strong></td>
</tr>
</tbody>
</table>
| **Section 4.1 UN SOP for reporting** | On completion of this section, participants will be able to:  
- Identify the reporting requirements at strategic, operational and tactical level in a United Nations peace operation environment  
- Understand and apply the general procedures for report writing and submission in a United Nations peace operation environment |
| **Section 4.2 Correspondence drafting and briefing techniques** | On completion of this section, participants will be able to:  
- Outline the importance of drafting techniques and apply them in UN correspondence.  
- Understand and apply the UN military briefing procedures. |
Section 1.1 Basic UN verification and investigation techniques

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- The Evidence .................................................................................................. 13
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Preparatory Notes to Instructors

Background

Current UN peacekeeping missions, especially those mandated to address multidimensional challenges in a deteriorating or fragile security environment, present complicated and often dangerous working environments for UN Military Experts on Mission. Where there are insufficient UN or multinational security forces to establish a safe and secure environment, MEoM are requested to execute the traditional roles of investigation and verification.

In such environments UN Military Experts on Mission are required to conduct comprehensive investigations to verify information concerning armed individuals or groups in the mission area. They are also required to investigate incidents such as firing violations, construction upgrading, entries into DMZ, hostage-taking, hijacking, abductions or missing persons, assaults or murders and human rights violations or any other matter directed by the Mission. MEoM are frequently required to work alongside, or in conjunction with other UN components (military contingents, police and civilians) in the field when conducting investigative and verification tasks.

Aim

The aim of this section is to provide peacekeepers with an understanding of the procedures and techniques involved in conducting verifications and investigations in a complex United Nations peace operation environment.

Learning Outcomes

On completion of this section, participants will be able to:

- Understand the definition, aim and phases of the verification process in a United Nations peace operation environment to allow peacekeepers to conduct verifications.
- Understand the definition, identify the types and be aware of United Nations investigative procedures to allow peacekeepers to conduct investigations.

Training Sequence

The material contained in this module could be delivered over one or two training units, depending on the number of learning activities the instructor decides to incorporate. The instructor can modify the duration to suit national training requirements and reflect the subject matter comprehension level of the participants/learners.
This module should be delivered in conjunction with or with due attention to the modules on Working with Different Partners and Security.

**Duration**
The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td>35 min.</td>
<td>10 min.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Options**
45 min for role playing activity

<table>
<thead>
<tr>
<th>Time to be determined by necessary content</th>
<th>Optional Film</th>
<th>Optional Activity</th>
</tr>
</thead>
</table>

**Methodology**
This module contains learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit to a greater extent from the session.

Instructors are highly recommended to distribute the handout to participants the day before the session to give them the necessary time to prepare the session’s topics.

**Structure of the presentation**
- Definition of verification
- Phases of a verification/inspection
- Investigations
- The Evidence
- Witnesses

*Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

**Instructor Profile**
This module is best presented by an instructor who has experience in verification and investigation in UN field missions, who could share his/her experience with the group.
If there is more than one instructor, at least one should have practical experience. 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, case study discussions and in any other activity.

**Instructor Preparations**

**Required Readings**
- UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009
- Peace Support Operations Field Book Version 4 – 2008 Peace Support Training Centre of Canada

**General Preparations**

**Equipment:**
1. Computer
2. Projector and Screen
3. Flip Chart

**Materials:**
1. Copies of handouts…etc.
2. Power Point presentations

**Mission Specific**

If Section 1.1 is being presented to prepare students for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations’: http://www.un.org/Depts/dpko/dpko/index.asp). Additional mission specific information is available at the UN DPKO Policy and Training internet website: http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

**Symbols Legend**

👩‍🏫 Note to the Instructor (Some background information for consideration)

💬 Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor’s own words versus being read to participants)
Mission Specific (A point where the session will benefit from mission specific information)

Example (Stories that illustrate a point or key message)

Sample questions (A list of potential questions to pose to participants)

Handout (Indicates a handout is provided to participants at this point)

Film (A film that is recommended as a core part of the training or an option)

Core Learning Activity (An activity that is strongly recommended for inclusion)

Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part – as indicated in the text)

Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)
Session Notes

SECTION 1.1 BASIC UN VERIFICATION AND INVESTIGATION TECHNIQUES  

Aim
The aim of this section is to provide peacekeepers with an understanding of the procedures and techniques involved in conducting verifications and investigations in a complex United Nations peace operation environment.

Learning Outcome
On completion of this section, participants will be able to:

• Understand the definition, aim and phases of the verification process in a United Nations peace operation environment to allow peacekeepers to conduct verifications.
• Understand the definition, identify the types, and be aware of the investigative procedures to allow peacekeepers to conduct investigations.

Note to Instructor: Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.

This session outlines the importance of having an understanding of what verification is and how to perform it; to understand what an investigation is, the different types of investigation, and how to perform an investigative procedure; to exchange ideas and share experiences with other peacekeepers in training or in your own work.

Definition of Verification

A definition
• Verification is “the process of establishing the truth or validity of something”
**Definition of verification**

- Verification is “the process of establishing the truth or validity of something”

<table>
<thead>
<tr>
<th>Verification</th>
<th>Slide 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Aim</td>
<td></td>
</tr>
<tr>
<td>- Authority</td>
<td></td>
</tr>
<tr>
<td>- Scheduling a verification</td>
<td></td>
</tr>
</tbody>
</table>

**Mission Specific.** It is important to introduce and emphasize the mission specific guidelines for conducting verifications in the mission area.

- **Aim of verification** The aim of verification is to support the success of the mandate or agreement through an inspection and/or assessment to establish compliance or non-compliance with that agreement.

- **Authority to conduct verifications** The authority to conduct verifications will be defined in the mission mandate. Executing verification tasks will depend on an agreement between the belligerent forces and the peacekeeping mission.

- **Scheduling of verifications** Verifications may be conducted on either a regular or irregular basis in accordance with the agreement. They may be followed by an investigation, again in accordance with an agreement, depending upon the results of the verification. The force may have an SOP to govern the conduct of verification tasks.

**Phases of a Verification/Inspection**

<table>
<thead>
<tr>
<th>Phases of a verification/inspection</th>
<th>Slide 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Phase 1  Planning, preparation and briefing</td>
<td></td>
</tr>
<tr>
<td>- Phase 2  Execution</td>
<td></td>
</tr>
<tr>
<td>- Phase 3  Debriefing and reporting</td>
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</tr>
</tbody>
</table>

**Phases of a verification/inspection**

There are three phases of a verification/inspection:

- Phase 1  Planning, preparation and briefing
- Phase 2  Execution
- Phase 3  Debriefing and reporting
### Phase 1 Planning, Preparation and Briefing

- Clarify the aims and objectives.
- Plan the route and localities to be visited.
- Determine whether a Liaison Officer will be required.
- Check your vehicle and kit requirements, procedures, restrictions.
- Select and check the verification kit.
- Ensure you have your ID card.
- Mount the UN flag on the vehicle.

Phase 1 Planning, Preparation and Briefing:

It is very important to attend the operations brief. It will cover all information required (e.g. routes, special procedures and current restrictions or limitations in your verification area). As part of the preparations:

- Clarify the aims and objectives of the verification.
- Plan the route and localities to be visited, and determine any special radio procedures to be established.
- Determine whether a Liaison Officer will be required.
- Check your vehicle and kit requirements, procedures, restrictions, etc.
- Select and check the verification kit that normally includes portable radio, laser-safe binoculars, detailed maps with all known positions, compass, GPS, etc.
- Ensure you have your ID card.
- Mount the UN flag on the vehicle.

### Phase 2 Execution

- Always enter positions through the main entrance. Count armaments according to the agreement.
- Be sure you cover the entire area.
- Maintain continuous radio contact with your HQ.
- Log/note all figures in your file and ensure that all members sign the file before dropping the LO off.
- Request from the operations centre the time they logged your reports on restrictions and special incidents for ease of future reference (“log-in time”).
- Never show maps, figures or results to non-mission personnel.
• Report facts only; no speculations or guesswork.
• Be suspicious and cautious, yet polite. Never expose yourself to unnecessary danger during the investigation.
• Be strictly impartial and do not yield to pressures from any party.
• In addition to your task, observe road conditions, terrain and the presence of obstacles of any kind, especially minefields.

Phase 2 Execution
Points to keep in mind are:
• Always enter positions through the main entrance. Count armaments according to the agreement. The figures should be agreed upon by all observers and the LO immediately after leaving the position.
• Be sure you cover the entire area.
• Maintain continuous radio contact with your HQ and report as directed.
• Log/note all figures in your file and ensure that all members sign the file before dropping the LO off.
• Request from the operations centre the time they logged your reports on restrictions and special incidents for ease of future reference (“log-in time”).
• Never show maps, figures or results to non-mission personnel.
• Report facts only; no speculations or guesswork.
• Be suspicious and cautious, yet polite. Never expose yourself to unnecessary danger during the investigation.
• Be strictly impartial and do not yield to pressures from any party.
• In addition to your task, observe road conditions, terrain and the presence of obstacles of any kind, especially minefields.

Phase 3 Debriefing and Reporting
Complete a debriefing and patrol report immediately upon your return from the verification mission.

Phase 3 Debriefing and Reporting
Complete a debriefing and patrol report immediately upon your return from the verification mission. Report any new positions, restrictions, etc., and include them in a written report (time, location, description, etc.).
## Investigations

**Investigations**

MEoMs may be required to be the initial investigating authority for an incident.

### General:

Over and above mandated verifications, MEoMs may be required to be the initial investigating authority for an incident. Observer teams may discover an incident or be the nearest responding authority, and thus, be required to conduct the initial investigation and/or secure the scene for handover to another agency.

### Types of investigations

- Firing violation
- Construction upgrading
- Entries into DMZ
- Hostage-taking, hijacking, abductions or missing persons
- Assaults or murders
- Human rights violations

### Authority to conduct investigations

Authority to conduct complete investigations will be stipulated in the Force agreement and mandate.
Mission Specific. Introduce the mission specific information regarding the authority to conduct investigations according to mission mandate and parties agreement in place in the mission area.

Authority to conduct investigations
MEoM will normally not be the lead agency in an investigation. MEoM will turn a scene or investigation over to the CIVPOL and/or host nation police. Authority to conduct complete investigations will be stipulated in the Force agreement and mandate. Observers will often conduct initial investigations at the direction of the CMO to determine what has happened and who will take subsequent control.

<table>
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<th>Slide 13</th>
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</table>

**Preparations for investigations**

- Clarify the aim of the investigation
- Conduct a map reconnaissance
- Assemble the required kit
- Collect and review pertinent information
- Identify, and if required, contact other parties
- Verify current restrictions
- Notify HQ of their destination/intentions
- Brief the investigative team

Preparations for investigations
In preparation for an investigation, the MEoM will:

- Clarify the aim of the investigation and/or nature of the complaint
- Conduct a map reconnaissance
- Assemble the required kit
- Collect and review pertinent historical information
- Identify, and if required, contact other parties affected by the investigation in the area
- Verify current restrictions in the area
- Notify HQ of their destination/intentions
- Brief the investigative team
Investigative procedure

The investigative procedure will include:

- Maintaining radio contact and reporting movement progress
- Recording all activity and details such as:
  - Weather conditions
  - The point of entry
  - The evidence that was found
  - Where the evidence was found
  - What was done with the evidence (e.g. was it moved, altered, disturbed, etc.).
  - What was photographed
- Upon arrival, isolating and protecting the scene:
  - Assess the security of the scene (identifying the threat from mines and UXO)
  - Determine the need for tactical security (are you safe?)
  - Protect the scene from onlookers
- Designate responsibilities for undertaking:
  - The primary investigation
  - Scene security
  - Evidence/exhibit recording
  - Witness identification/interviewing
- Then, attempt to determine what happened:
- Extent of the scene
  - Create a safe corridor
  - Methodically examine the scene and document what is seen, and take photographs (for the overall scene and important details, take three photographs – overview, mid-range and close-up)
  - Remember, you are telling a story; provide a context for the information
- Draw conclusions:
  - Balance and consider all evidence
  - Indicate if your conclusions are “best guesses"
Remember:
Reports must be:
  - Complete
  - Accurate
  - Legible
  - Precise
  - Timely
Assumptions must be clearly indicated as such

The Evidence

### Forms of Evidence

<table>
<thead>
<tr>
<th>Slide 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Verbal</td>
</tr>
<tr>
<td>• Material</td>
</tr>
<tr>
<td>• Circumstantial</td>
</tr>
</tbody>
</table>

**Forms of Evidence**

Verbal evidence:
  - Is unreliable and subjective
  - Requires corroboration

Material evidence, which cannot stand alone and requires forensic assistance, includes:
  - Footprints
  - Tire marks
  - Broken objects
  - Trace elements
  - Forensic items (e.g. blood or DNA samples and weapon or ammunition fragments)

Circumstantial evidence, which may corroborate other evidence.

Evidence Handling

<table>
<thead>
<tr>
<th>Slide 16</th>
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</thead>
<tbody>
<tr>
<td>• Record the location. If possible, photograph the evidence</td>
</tr>
<tr>
<td>• Do not disturb evidence</td>
</tr>
<tr>
<td>• Minimize the number of persons handling the evidence</td>
</tr>
<tr>
<td>• Maintain a record that defines the continuity of evidence</td>
</tr>
<tr>
<td>• Use a scale of reference when photographing evidence</td>
</tr>
</tbody>
</table>
Evidence Handling
There are a number of important considerations in evidence handling:

- Record the location of the recovered evidence in a sketch to define the location where the evidence was found and the time and date it was found. If possible, photograph the evidence.
- Do not disturb evidence. If it is absolutely necessary to recover it, use gloves, secure it in a bag (not plastic), and tag it clearly (description, location, date/time, who found/bagged it).
- Minimize the number of persons handling the evidence.
- Maintain a record that defines the continuity of evidence, i.e. who had possession of each particular item (what, where, when).
- Use a scale of reference, such as a ruler or recognizable object, for sizes and distances when photographing evidence.

Witnesses

<table>
<thead>
<tr>
<th>Witnesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm their identities</td>
</tr>
<tr>
<td>Ascertain and record where they can be found or reached</td>
</tr>
<tr>
<td>Separate witnesses</td>
</tr>
<tr>
<td>A witness can become a suspect</td>
</tr>
<tr>
<td>Consider a witness’s motivation to talk</td>
</tr>
</tbody>
</table>

When dealing with witnesses you should:

- Confirm their identities though papers, such as passports or ID cards, or personal or third-party confirmation
- Ascertain and record where they can be found or reached
- Separate witnesses to be interviewed
- Be aware that a witness can become a suspect
- Choose a suitable but consider a witness’s motivation to talk
- If an interpreter is used, exercise caution. Establish interpreter ground rules, and if possible, select an interpreter able to maintain impartiality
Evidence Assessment

Points to consider when assessing collected information and evidence:

- Compare notes (yours and those of other interviewers)
- Assess the credibility of witnesses (if necessary, factor in interpreter bias)
- Identify any corroborating information
- Identify any contradictory information
- Exercise caution in drawing conclusions
Definition of verification
Verification is “the process of establishing the truth or validity of something”.

Aim of verification The aim of verification is to support the success of the mandate or agreement through an inspection and/or assessment to establish compliance or non-compliance with that agreement.

Authority to conduct verifications The authority to conduct verifications will be defined in the mission mandate. Executing verification tasks will depend on an agreement between the belligerent forces and the peacekeeping mission.

Scheduling the conduct of verifications Verifications may be conducted on either a regular or irregular basis in accordance with the agreement. They may be followed by an investigation, again in accordance with an agreement, depending upon the results of the verification. The force may have an SOP to govern the conduct of verification tasks.

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There are three phases of a verification/inspection:
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• In addition to your task, observe road conditions, terrain and the presence of obstacles of any kind, especially minefields.

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Complete a debriefing and patrol report immediately upon your return from the verification mission. Report any new positions, restrictions, etc., and include them in a written report (time, location, description, etc.).

Investigations
General:
Over and above mandated verifications, MEoMs may be required to be the initial investigating authority for an incident. Observer teams may discover an incident or be the nearest responding authority, and thus, be required to conduct the initial investigation and/or secure the scene for handover to another agency.

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The types of incidents the MEOMs could be called upon to investigate are:
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• Construction upgrading
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  - The evidence that was found
  - Where the evidence was found
  - What was done with the evidence (e.g. was it moved, altered, disturbed, etc.).
  - What was photographed
- Upon arriving at, isolating and protecting the scene:
  - Assess the security of the scene (mines UXO)
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  Legible
  Precise
  Timely
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- Broken objects
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Circumstantial evidence, which may corroborate other evidence.

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Points to consider when assessing collected information and evidence:
• Compare notes (yours and those of other interviewers)
• Assess the credibility of witnesses (if necessary, factor in interpreter bias)
• Identify any corroborating information
• Identify any contradictory information
• Exercise caution in drawing conclusions
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages. At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. What is the definition of verification?
2. What is the aim of verification?
3. What are the phases of a verification/inspection?
4. What are the types of investigations?
5. What are the forms of evidence?

Learning Outcome

1. Verification is “the process of establishing the truth or validity of something”.
2. The aim of verification is to support the success of the mandate or agreement through an inspection and/or assessment to establish compliance or non-compliance with that agreement.
3. There are three phases of a verification/inspection:
   - Phase 1 Planning, preparation and briefing
   - Phase 2 Execution
   - Phase 3 Debriefing and reporting
4. The types of incidents the MEOMs could be called upon to investigate are:
   - Firing violation
   - Construction upgrading
   - Entries into DMZ
   - Hostage-taking, hijacking, abductions or missing persons
   - Assaults or murders
   - Human rights violations
5. The forms of evidence are:
   - Verbal
   - Material
   - Circumstantial
### Learning Activity: Basic Investigation and Verification Techniques

**exercise: role playing**

### Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>for activity introduction and instructions and reading the scenario</td>
</tr>
<tr>
<td>20 minutes</td>
<td>for perform the role-playing exercise</td>
</tr>
<tr>
<td>05 minutes</td>
<td>debrief in small groups</td>
</tr>
<tr>
<td>10 minutes</td>
<td>debrief in the plenary group</td>
</tr>
</tbody>
</table>

**Total time:** 45 minutes
Section 1.2 Verification of minefields, explosive remnants of war and crater analysis

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Background

The Military Experts on Mission who work in areas that have experienced armed conflict may be confronted with the threat posed by land mines, unexploded or abandoned ordnance, abandoned military vehicles and equipment, and other explosive remnants of war (ERW).

Landmines may block access to project sites or pose a direct threat to safety even years after a conflict has officially ended. When working in such areas, Military Experts on Mission and organizations must be aware of the physical threats posed by a huge variety of armaments left during and after conflict.

It is thus necessary to protect oneself, to be aware of the threat and to take appropriate preventive action. This section aims to help identify mines and ERW (the term includes UXO and abandoned ordnance but excludes landmines), and explains how they work and their effects.

This section also explains the fundamentals of crater analysis. The projectile direction of flight can be determined fairly accurately from its crater or ricochet furrow. It is also possible to obtain the azimuth of a ray that will pass through or near the firing position by accurately locating the crater and determining the direction of flight. While it is possible to determine the direction of the firing weapons from one crater or ricochet furrow, a firing unit may be located by plotting the intersection of the average azimuths from at least three widely separated groups of craters.

By analyzing shell craters, one can: verify suspected locations that have been obtained by other means; confirm the presence of firing artillery, rockets, or mortars and obtain an approximate direction to them; and detect the presence of new types of enemy weapons, new calibers, or new ammunition manufacturing methods.

Aim

The aim of this section is to provide peacekeepers with the basic information that will enhance their ability to operate in a mined mission area, as well as the basic tools for conducting a crater analysis in a complex United Nations peace operation.

Learning Outcomes

On completion of this section, participants will be able to:

- Understand and use basic information to operate in a mined mission area in a United Nations peace operation environment
- Be aware of the value of crater analysis and understand the basic procedures for crater analysis


Training Sequence

The material contained in this module could be delivered over one training unit, depending on the number of learning activities decided upon by the instructor. The instructor can modify the duration to suit national training requirements and reflect the subject matter comprehension level of the participants/learners.

This module should be delivered jointly with the Basic and Advanced Security in the field interactive course.

Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td>35 min.</td>
<td>10 min.</td>
<td></td>
</tr>
<tr>
<td>Additional Options</td>
<td>Mission Specific</td>
<td>Optional Film</td>
<td>Optional Activity</td>
</tr>
<tr>
<td>(TBD)</td>
<td>Time to be determined by necessary content</td>
<td>Practical session on mines, ERW and crater analysis</td>
<td></td>
</tr>
</tbody>
</table>

Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The training team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit to a greater extent from the session.

The nature of content and training experience recommend that the best way to deliver these learning outcomes is through a practical session. It is the responsibility of the learning institution to deliver this session in English to assure the common understanding of this matter in the multinational mission area, but as information about mines, ERW and crater analysis could be critical, it may be taught in the participant’s mother tongue to ensure understanding.

Structure of the presentation

- Identifying and reducing the threat from mines and UXO
- Practical steps one can take to minimize risks
- Emergency procedures in a minefield
- Mine/UXO incident drill
Crater Analysis

*Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has had first hand professional experience and expertise in the handling of explosives and minefield clearance in a UN peacekeeping mission, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Required Readings

- UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009
- UN MO Handbook 2001
- Peace Support Operations Field Book Version 4 – 2008 Peace Support Training Centre of Canada
- Appendix B Crater analysis and reporting of FM 6 -121 Tactics, techniques and procedures for field artillery target acquisition US ARMY September 1990

General Preparations

Equipment:
1. Computer and section Power Point slides
2. Projector and Screen
3. Flip chart

Materials:
1. Print handouts of Section 1.2 slides. It is suggested that the handouts be printed in the 3 slides per page format.
2. Print handouts of:
Section 1.2 Verification of minefields, explosive remnants of war and crater analysis

- Identifying and reducing the threat from mines and UXO (handout)
- Areas to expect mines (handout)
- Practical steps you can take to minimize risks (handout)
- Going away when you cannot identify your own safe footprints (handout)
- Crater Analysis

Mission Specific

If Section 1.2 is being presented to prepare students for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations’: http://www.un.org/Depts/dpko/dpko/index.asp). Additional mission specific information is available at the UN DPKO Policy and Training internet website: http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

Symbols Legend

- Note to the instructor
- Speaking Points
- A point where the session will benefit from mission specific information
- Example (stories that illustrate a point)
- Sample questions to pose to participants
- Handout
- Film
- Learning activity
- Optional learning activity available at the end of the section
- Key summary points

Note: Questions commonly asked by participants during this session are listed at the end of the section.
### Session Notes

#### SECTION 1.2 VERIFICATION OF MINEFIELDS, EXPLOSIVE REMNANTS OF WAR AND CRATER ANALYSIS

<table>
<thead>
<tr>
<th>Slide 1</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The aim of this section is to provide peacekeepers with the basic information that will enhance their ability to operate in a mined mission area, as well as the basic tools for conducting a crater analysis in a complex United Nations peace operation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide 2</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On completion of this section, participants will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Understand and use basic information to operate in a mined mission area in a United Nations peace operation environment</td>
</tr>
<tr>
<td></td>
<td>• Be aware of the value of crater analysis and understand the basic procedures for crater analysis</td>
</tr>
</tbody>
</table>

**Note to Instructor:** Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.

The aim of this session is to provide basic information that will enhance peacekeepers’ ability to operate in a mined mission area. This information may save your life, but it:

- Will not replace common sense and observation skills
- Will not replace Basic and Advance Security in the field courses
- Will not provide technical information required to neutralize mines and unexploded explosive ordnance (UXO) or render them safe
- Will not make you a land mine or mine clearance expert

This session also aims to convey the value of crater analysis and its practical use in the mission area.
Military Experts on Mission (MEoM) will often operate in mine and UXO affected areas. Wherever possible they should prevent exposure to mine affected areas. By applying basic safety principles they can reduce the risk of accidents involving mines and UXO.

Mine clearance or de-mining entities, either UN, local military, non-governmental organizations, or commercial companies should always be sought for professional assistance in case of mine accidents or when MEOM realize they have entered a mine field.

Military Experts on Mission will often operate in mine and UXO affected areas. They should adapt their procedures and activities to reflect the threat and ensure their safety and security, wherever possible by preventing exposure to mine affected areas. By applying basic safety principles and procedures they can substantially reduce the risk of accidents involving mines and UXO.

Additionally, it should be noted that in most cases where military observers operate in mine affected areas, there will likely be some form of mine clearance or demining entities in existence, either UN, local military, non-governmental organizations, or commercial companies. These entities should always be sought for professional assistance in case of a mine accident or when observers realize they have entered a mine field. Self extraction, or attempts to rescue those injured from minefields, should only be a last resort where no other form of assistance is possible.

Identifying and reducing the threat from mines and UXO

- Please add pictures of the list below

Identifying and Reducing the threat from Mines And UXO (HANDOUT)

The following information is provided to assist in identifying and reducing the threat from mines and UXO:

- Tripwires, usually low to the ground
- Tilt rods, usually 16 cm - 1 m length
- Disturbed surface, loose soil scattered about an area
- Dead animals with blast injuries
- Damaged or cleared areas in vegetation
- Round regularly spaced potholes/craters (mine detonation points)
- Ammunition cans
- Bypasses or tracks around apparently good areas of road/track
- Mines accessories, fuzes, wrapping/packing material, clips, and pins
- Changes in local population movement patterns
- Vehicle tracks or footprints in a pattern out of the ordinary
- Local markings - for example, cloth tied to a fence, a can on a post, small piles or circles of stones, rocks across a path or similar

Areas to expect mines
- Please add pictures of the list below

Remember:
Mines are designed to be hidden and hard to see

Areas to expect Mines (HANDOUT)

Areas to expect mines
- Military positions including confrontation lines
- Likely military targets including infrastructure, airports
- Near civilian locations such as river crossings, wells and water points
- Farmland, woods, vineyards and orchards
- Anywhere where there is a restriction on movement, especially where recovery of a damaged vehicle is difficult
- Bridges, defiles and narrow roads are examples
- Likely ambush areas
- Areas that offer good concealment
- In rubble, debris or scrap on an otherwise clear route
- Near any obstruction of a route that causes traffic to move onto a different surface
- Near demolition sites, road blocks and military sites
- Buildings that could be or have been likely command posts, observation points, rest areas
- In doorways and room corners
- In likely resting spots
- In low ground where people might hide
- Around abandoned equipment

Remember: Mines are designed to be hidden and hard to see
### Practical steps you can take to minimize risks

<table>
<thead>
<tr>
<th>Practical steps you can take to minimize risks</th>
<th>Slide 7</th>
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</thead>
<tbody>
<tr>
<td>• Please add pictures of the list below</td>
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</tr>
<tr>
<td>Remember:</td>
<td></td>
</tr>
<tr>
<td>• Never run into an incident area</td>
<td></td>
</tr>
<tr>
<td>• Never enter a known mined area, even in the event of an accident.</td>
<td></td>
</tr>
<tr>
<td>• Seek qualified help immediately</td>
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</tbody>
</table>

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**Handout**

### Practical steps you can take to minimize risks (HANDOUT)

<table>
<thead>
<tr>
<th>Practical steps you can take to minimize risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Always obtain relevant, current and detailed information on the mine/UXO threat in any area where UNMOs will be traveling.</td>
</tr>
<tr>
<td>• Also obtain current contact information for local mine action organizations that may assist you in the event of an accident.</td>
</tr>
<tr>
<td>• Information can be obtained from local Mine Action Centers, UN Security Officers, NGOs and aid agencies working in the area.</td>
</tr>
<tr>
<td>• Patrol in vehicle pairs and keep at least 100 m between vehicles. If there is an incident then the team in the other vehicle can render assistance.</td>
</tr>
<tr>
<td>• Do not travel in the dark.</td>
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<tr>
<td>• Observe local movement patterns before using an area.</td>
</tr>
<tr>
<td>• Speak to local people and listen to what they tell you. Often, what you are not told is important.</td>
</tr>
<tr>
<td>• Do not use routes that have not been verified as clear of mines.</td>
</tr>
<tr>
<td>• Ensure all personnel in your patrol can assist a mine victim through appropriate first aid and are aware of notification procedures for medical and mine action organizations.</td>
</tr>
<tr>
<td>• No one should enter a minefield to assist a victim unless it is a last resort.</td>
</tr>
<tr>
<td>• Send regular location statements to HQ.</td>
</tr>
<tr>
<td>• Do not look for or take souvenirs of ammunition, land mines or UXO.</td>
</tr>
<tr>
<td>• Expect changes in the use of mine laying techniques.</td>
</tr>
<tr>
<td>• When driving, stay in the well-traveled area of the road or track.</td>
</tr>
<tr>
<td>• When stopping, stay on the road. This also applies to calls of nature. Do not go wandering off into unknown areas.</td>
</tr>
<tr>
<td>• Always carry appropriate first aid equipment in vehicles and when on foot patrols. Regularly check the items for serviceability and to see if they are complete. Check the expiry dates of the items.</td>
</tr>
</tbody>
</table>
• Do not touch trip wires or suspicious objects. Remember: mark it, record the location, report it and don't touch it.
• On foot, stay on hard surfaces and observe local movement patterns.

Remember:
Never run into an incident area.
Never enter a known mined area, even in the event of an accident. Seek qualified help immediately.

EMERGENCY PROCEDURES IN A MINEFIELD:

<table>
<thead>
<tr>
<th>Emergency procedures in a minefield</th>
<th>Slide 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STOP MINED!</strong></td>
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</tr>
<tr>
<td>M : MOVEMENT</td>
<td></td>
</tr>
<tr>
<td>I : INFORM</td>
<td></td>
</tr>
<tr>
<td>N : NOTE</td>
<td></td>
</tr>
<tr>
<td>E : EVALUATE</td>
<td></td>
</tr>
<tr>
<td>D : DON’T</td>
<td></td>
</tr>
</tbody>
</table>

If you know or suspect you have entered a mined area the following procedures are strongly recommended. They are designed to enable a clearly defined set of actions that can be carried out to minimize risk and enable receipt of assistance. They are easily remembered using the following acronym:

**STOP MINED!**

**M: MOVEMENT** stops immediately. Stand still and remain calm, or if in a vehicle, stop and do not attempt to reverse or move the steering wheel.

**I: INFORM** those around you of the threat, and your headquarters of your situation and need for specialist assistance over the radio. Use the car horn to attract attention if in a vehicle.

**N: NOTE** the area and visually identify any other threats such as tripwires, other mines etc.

**E: EVALUATE** the situation and be prepared to take control to avoid additional casualties and ensure those approaching are informed of the threat.

**D: DON’T** attempt to move from your position. Wait for qualified help to assist you.

• If in a vehicle and it is absolutely necessary to extract yourself from it due to fire etc, do so only through the rear of the vehicle using your own wheel
tracks as a pathway, with at least 25 m between persons. Only go as far as is necessary to be safe.

- When extracted from a mine affected area, you should inform headquarters of the exact location of the threat.
- Wherever possible, do not attempt to extract yourself from a mined area. Contact your headquarters and await qualified assistance.

<table>
<thead>
<tr>
<th>Leaving when you can identify your own safe footprints</th>
<th>Slide 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visually identify the best route back</td>
<td></td>
</tr>
<tr>
<td>Slowly retrace your steps placing your feet only in your own identified footmarks</td>
<td></td>
</tr>
<tr>
<td>Only one person should move at a time</td>
<td></td>
</tr>
</tbody>
</table>

The following emergency procedures should only be undertaken if absolutely no external help can be expected. They are considered extremely hazardous.

**LEAVING WHEN YOU CAN IDENTIFY YOUR OWN SAFE FOOTPRINTS** *(In soft and muddy ground):*

- Visually identify the best route back to safe ground using the route you have just traveled.
- If in soft and muddy ground and your footprints are easily visible, slowly retrace your steps placing your feet only in your own identified footmarks.
- Only one person should move at a time, and leave at least 25 m between personnel.

<table>
<thead>
<tr>
<th>Going away when you cannot identify your own safe footprints:</th>
<th>Slide 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visually scan for tripwires</td>
<td></td>
</tr>
<tr>
<td>Remember, it is better to spend days in a minefield waiting for assistance than to be injured or killed trying to extract yourself Mark – Record – Report – Don't touch!</td>
<td></td>
</tr>
</tbody>
</table>

Handout
Going away when you cannot identify your own safe footprints

Going away when you cannot identify your own safe footprints:
- If you cannot see your own footprints or exactly retrace your route then the following procedures should be used:

Visually scan for tripwires
- Where possible feel for tripwires using a long blade of grass, flexible stalk or wire that can bend under a very small amount of pressure. From a crouching or kneeling position hold the feeler between thumb and forefinger horizontally and raise it gently in front of you, until it is past the height of the tallest member of your group. If you feel any obstruction or pressure, stop moving the feeler immediately and attempt this drill in another direction until you find a route clear of obstructions and wide enough for passage.
- Prod with a screwdriver, pen, knife or other sharp object at least 11 cm in length.
- Where possible, always prod from the prone position. Clear an area large enough to lie down, or if impossible, prod from a crouching or kneeling position.
- Holding a prodder at one end, push it into the ground at an angle of approx 30 degrees, applying minimum pressure needed to penetrate the earth.
- Pierce the ground from left to right at intervals of two fingers (3 cm) until you have probed a line at least 50-100 cm across.
- Move forward three finger widths (5 cm) and repeat the process.
- Where the ground is very hard, attempt to soften with water, or carefully clear the earth down to a depth of at least 5 cm.
- As you move forward, mark the edges of the cleared area in an easily recognizable manner.
- If you feel an object with your prodder, gently brush away dirt from the side of the object until you can identify it. Do not dig directly on top of the object or attempt to lever it out of the ground.
- If you see metal or plastic, inform those around you, mark it with easily identifiable items.
- Continue prodding a path around the marked item.
- Continue prodding until you reach the limit of the area checked for tripwires. Repeat the tripwire drill and then continue probing.
- If darkness falls, stop work and remain in location until it is light enough to continue activities.
- Once in an area identified as safe, report the location of the mine field to headquarters and any mine action operators in the vicinity.
- If you have appropriate materials and have been trained to do so, mark the area of the minefield at the point that you reached safe ground.
- **Remember, it is better to spend days in a minefield waiting for assistance than to be injured or killed trying to extract yourself.**
  
  **Mark – Record – Report – Don’t touch!**

---

**Mine/UXO incident drill**

- Personnel should never enter a minefield, unless it is as a last possible resort.
- They should contact HQ and request MEDEVAC and assistance to enable extraction.
- They should reassure the victim that assistance is en route, and prepare first aid equipment in a known safe area.
- If absolutely no assistance is available, those entering a minefield should do so using the procedures noted above for extraction.
- **Remember:**
  - Clear an area around a victim before providing assistance.
  - Do not rush to assist a mine victim - call qualified assistance.
  - Don’t touch mines or UXO.

---

**Mine/UXO incident drill**

- It is generally accepted that personnel should never enter a minefield, even to assist a casualty, unless it is the *last possible resort*.
- Instead, they should contact HQ and request MEDEVAC and assistance from UN or local military, NGO or Commercial Mine Action organizations to enable extraction.
- They should reassure the victim that assistance is en route, and prepare first aid equipment in a known safe area.
- If absolutely no assistance is available, those entering a minefield should do so using the procedures noted above for extraction.
It is important to clear an area around the victim that is large enough to provide assistance. Remember, do not rush to assist a mine victim - call qualified assistance.

Remember: Don't touch mines or UXO

<table>
<thead>
<tr>
<th>IMPROVISED EXPLOSIVE DEVICE</th>
</tr>
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<tbody>
<tr>
<td>(Please add pictures of the subject)</td>
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<tr>
<td>IEDs can be disguised as virtually any object,</td>
</tr>
<tr>
<td>Remotely controlled devices allow the bomber to watch and target forces from a distance.</td>
</tr>
<tr>
<td>Main charges can use any available type of explosives</td>
</tr>
</tbody>
</table>

**IMPROVISED EXPLOSIVE DEVICES**

**Improvised Explosive Device (IED) threat**

IEDs can be disguised as virtually any object, and can function through a multitude of actions. IEDs are only limited by the bomber's imagination. IEDs are unpredictable and extremely hazardous.

Remotely controlled devices allow the bomber to watch and target forces from a distance. New techniques and devices that are more sophisticated are being discovered daily.

A bomber can use a number of widely available explosives as main charges, including commercial, military and homemade. Most types of recently encountered IEDs use military ordnance.

**PRIORITY FOR RESPONSE**

<table>
<thead>
<tr>
<th>Priority</th>
<th>Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate</td>
<td>Stops maneuver and mission capability</td>
</tr>
<tr>
<td>Indirect</td>
<td>Slows maneuver and mission capability</td>
</tr>
<tr>
<td>Minor</td>
<td>Reduces maneuver and mission capability</td>
</tr>
<tr>
<td>No threat</td>
<td>Has little or no effect on capabilities or assets</td>
</tr>
</tbody>
</table>

UN Peacekeeping PDT Standards, Specialized Training Material for Military Experts on Mission 1st Edition 2010
<table>
<thead>
<tr>
<th>Priority</th>
<th>Basis</th>
</tr>
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<tbody>
<tr>
<td>Immediate</td>
<td>Stops maneuver and mission capability, or threatens critical assets vital to the mission</td>
</tr>
<tr>
<td>Indirect</td>
<td>Slows maneuver and mission capability, or threatens critical assets important to the mission</td>
</tr>
<tr>
<td>Minor</td>
<td>Reduces maneuver and mission capability, or threatens non-critical assets of value</td>
</tr>
<tr>
<td>No threat</td>
<td>Has little or no effect on capabilities or assets</td>
</tr>
</tbody>
</table>

**COUNTERMEASURES**

- Vary the route and never travel as a single vehicle
- Watch and stay alert
- Increase your IED knowledge
- Employ your OPSEC
- Be aware that any manmade object can contain an IED
- Do not drive over or step on sandbags
- Assume all IEDs are remotely detonated
- Be on guard
- Drive defensively

**COUNTERMEASURES**

In areas of high risk, there should be movement and route security patrols along highly traveled roads. All movement should be treated as though in a combat operation.

- Vary the route and never travel as a single vehicle wherever possible.
- Watch and stay alert. What appears to be abnormal? Know your indicators.
- Increase your IED knowledge.
- Employ your OPSEC.
- Assume any man-made object encountered can contain an IED.
- Do not drive over or step on sandbags, garbage bags, burlap material, boxes or garbage.
• Assume all IEDs are remotely detonated.
• Be on guard. Be suspicious of individuals in the area of IEDs.
• Drive defensively and keep vigilance for the above-mentioned objects. Driving at high speed can pose a greater hazard.

CRATER ANALYSIS

<table>
<thead>
<tr>
<th>Value of analysis</th>
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<tbody>
<tr>
<td>• Verify firing positions that have been established by other means</td>
</tr>
<tr>
<td>• Confirm the presence of belligerent artillery and approximate direction to it</td>
</tr>
<tr>
<td>• Detect the presence of new types of weapons</td>
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</tbody>
</table>

CRATER ANALYSIS

Value of analysis

By analyzing shell craters it is possible to:

• Verify previously identified or suspected firing positions that have been established by other means
• Confirm the presence of belligerent artillery and obtain an approximate direction to it
• Detect the presence of new types of weapons, calibers or ammunition manufacturing methods

Equipment required

<table>
<thead>
<tr>
<th>Equipment required</th>
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</thead>
<tbody>
<tr>
<td>• Compass, stakes and wire</td>
</tr>
<tr>
<td>• A curvature template</td>
</tr>
<tr>
<td>• A still or video camera</td>
</tr>
</tbody>
</table>

Equipment required

Three elements: direction, dimension and curvature must be measured for crater analysis. The equipment you need to conduct the analysis is:

• Compass, stakes (metal if on hard surfaces) and wire/string to determine the direction from the crater to the weapon that fired the projectile.
• A curvature template (shown) to measure the curvature of the fragment to determine the caliber of the shell. The template can be constructed of heavy cardboard, acetate, wood or other appropriate material.
• A still or video camera to record images of the site and crater.

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**INSPECTION OF SHELLED AREAS**

**Inspection of Shelled Areas**

- Shelled areas must be inspected as soon as possible
- Safety point

---

**INSPECTION OF SHELLED AREAS**

Shelled areas must be inspected as soon as possible. Craters that are exposed to the elements or are tampered with deteriorate rapidly, thereby losing their value as a source of information.

Safety point: Be aware of the area in which the shell impacted and possible reasons for targeting the area. Is the area safe? Are you being lured into the site?
SURVEY OF CRATER LOCATION

Survey of Crater Location

- The site must be located for plotting on charts, maps or aerial photographs.
- The global positioning system (GPS) will provide the highest level of accuracy.
  Direction can be determined by the use of a compass.

DETERMINATION OF PATTERN

Determination of Pattern

- Pattern
- Factors affecting pattern
- Marks on vegetation and other objects
- Drift and wind effects
- Ricochet furrows

DETERMINATION OF PATTERN

Pattern A clear pattern produced on the ground by the detonating shell indicates the direction from which the shell was fired.

Factors affecting pattern Because of terrain irregularities and soil conditions, ideal shell crater patterns are the exception, not the rule. Side spray marks are a principal part of the pattern caused by fragmentation; there is much less effect from nose spray. Base spray is negligible from gun and howitzer projectiles, but is appreciable from mortars. The width, angle and density of the side spray pattern vary with the projectile, the angle of impact, the type of fuze, terminal velocity of projectile, and soil composition. In determining direction, the following are considered:
- The effects of stones, vegetation, stumps and roots on the path of the projectile
- Variations in density and type of soil
- The slope of the terrain at the point of impact

**Marks on vegetation and other objects** The direction from which a round was fired is often indicated by the marks made as it passes through trees, snow, fences and walls. The possible deflection of the shell upon impact with these objects must be considered. Evidence of such deflection must not be overlooked. Pause for a moment and conduct a visual reconnaissance of the site.

**Drift and wind effects** Drift and lateral wind effects do not materially change the direction of the axis of the shell during flight.

**Ricochet furrows** Often when an artillery round with a delay fuze is fired at a low angle, it bounces or ricochets from the surface of the earth. In doing so, it creates a groove called a ricochet furrow, which is an extension of the plane of fire. Care must be taken to determine that the shell was not deflected before or while making the furrow.

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**CRATER ANALYSIS**

<table>
<thead>
<tr>
<th>Crater Analysis</th>
<th>Slide 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Locate a usable crater</td>
<td></td>
</tr>
<tr>
<td>2. Crater should be fresh and clearly defined</td>
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</tr>
<tr>
<td>3. The grid coordinates of the crater should be precise</td>
<td></td>
</tr>
<tr>
<td>4. Direction to the firing weapon must be determined</td>
<td></td>
</tr>
<tr>
<td>5. Shell fragments must be collected for use in identifying the type and caliber of the weapon</td>
<td></td>
</tr>
</tbody>
</table>

**CRATER ANALYSIS** The initial step in crater analysis is to locate a usable crater for use in determining the direction to the hostile weapon. The crater should be reasonably fresh and clearly defined on the ground. Since the crater is the beginning point for plotting the direction to the enemy weapon, the grid coordinates of the crater should be determined as precisely as time and the method used will allow. The direction to the firing weapon must be determined by one of the methods described below, depending on the angle of the trajectory and type of fuze fired. Shell fragments must be collected for use in identifying the type and caliber of the weapon.
TYPES OF CRATERS

Types of Craters

- Low-Angle Fuze Quick Craters (Artillery)
- Low-Angle Fuze Delay Craters (Artillery)
- High-Angle Shell Craters (Mortars)

LOW-ANGLE FUZE QUICK CRATERS (ARTILLERY)

The detonation of a low-angle fuze quick projectile causes an inner crater. The burst and momentum of the shell carry the effect forward and to the sides, forming an arrow that points to the rear (toward the weapon from which the round was fired). The fuze continues along the line of flight, creating a fuze furrow. There are two methods of obtaining a direction to a hostile weapon from this type of crater. These are the fuze furrow and center of crater method and the side spray method. The best results are obtained by determining a mean, or average, of several directions obtained by using both methods.

Fuze Furrow and Center of Crater Method

- Place a stake in the center of the crater.
- Place a second stake in the fuze furrow.
- Set up a direction-measuring instrument in line with the stakes and away from fragments.
- Orient the instrument.
- Measure the direction to the hostile weapon.

In the fuze furrow and center of crater method, one stake is placed in the center of the crater and another is placed in the furrow at the point where the fuze was
blown forward to the front of the crater. A direction measuring instrument is set up in line with the two stakes, and the direction to the hostile weapon is measured. A variation of this method is to place a stake where the shell entered the ground instead of in the fuze furrow and determine the direction in the same manner. This variation method is rarely possible, however, since indications of the point of entry are usually destroyed by the explosion of the shell. The five steps of the fuze furrow and center of crater methods are as follows:

- Place a stake in the center of the crater.
- Place a second stake in the fuze furrow.
- Set up a direction-measuring instrument in line with the stakes and away from fragments.
- Orient the instrument.
- Measure the direction to the hostile weapon.

**Side Spray Method**

Another method used to measure the direction to a hostile weapon is to bisect the angle formed by the lines of side spray. The seven steps in measuring the direction of a fuze quick crater by the side spray method are as follows:

- Place a stake in the center of the crater.
- Place two stakes, one at the end of each line of side spray, equidistant from the center stake.
- Hold a length of communications wire to each side spray stake, and strike an arc forward of the fuze furrow.
- Place a stake where these arcs intersect.
- Set up a direction-measuring instrument in line with the center stake and the stake at the intersection of the arcs.
- Orient the instrument.
- Measure the direction to the firing weapon.
Place a stake in the center of the crater.
Place two stakes, one at the end of each line of side spray, equidistant from the center stake.
Hold a length of communications wire (or other appropriate article) to each side spray stake, and strike an arc forward of the fuze furrow.
Place a stake where these arcs intersect.
Set up a direction-measuring instrument in line with the center stake and the stake at the intersection of the arcs.
Orient the instrument.
Measure the direction to the firing weapon.

LOW-ANGLE FUZE DELAY CRATERS (ARTILLERY)

There are two types of low-angle fuze delay craters: ricochet and mine action.

Ricochet Craters

The projectile enters the ground in a line following the trajectory and continues in a straight line for a few feet, causing a ricochet furrow. The projectile then normally deflects upward. At the same time, it changes direction. The change of direction usually is to the right as the result of the spin, or rotation, of the projectile. The effect of the airburst can be noted on the ground. Directions obtained from ricochet craters are considered to be the most reliable. The five steps required to determine direction from a ricochet furrow are as follows:

- Clean out the furrow.
- Place a stake at each end of a straight portion of the furrow.
- Set up a direction-measuring instrument in line with the stakes and away from fragments.
- Orient the instrument.
- Measure the direction to the weapon.
Set up a direction-measuring instrument in line with the stakes and away from fragments.
Orient the instrument.
Measure the direction to the weapon.

**Mine Action Crater**

Mine action occurs when a shell bursts beneath the ground. Occasionally, such a burst will leave a furrow that can be analyzed in the same manner as the ricochet furrow. A mine action crater that does not have a furrow cannot be used to determine the direction to the weapon.

**HIGH-ANGLE SHELL CRATERS (MORTARS)**

**High-Angle Shell Craters (Mortars) Method**
- Main Axis
- Splinter Groove
- Fuze Tunnel

**HIGH-ANGLE SHELL CRATERS (MORTARS)**

In a typical high-angle mortar crater, the turf at the forward edge (the direction away from the hostile mortar) is undercut. The rear edge of the crater is shorn of vegetation and grooved by splinters. When fresh, the crater is covered with loose earth, which must be carefully removed to disclose the firm burnt inner crater. The ground surrounding the crater is streaked by splinter grooves that radiate from the point of detonation. The ends of the splinter grooves on the rearward side are on an approximately straight line. This line is perpendicular to the horizontal trajectory of the round. A fuze tunnel is caused by the fuze burying itself at the bottom of the inner crater in front of the point of detonation. Three methods may be used to determine direction from a high-angle mortar shell crater: main axis, splinter groove, and fuze tunnel.
Main Axis Method

The four steps used to determine direction by the main axis method are as follows:

- Lay a stake along the main axis of the crater, dividing the crater into symmetrical halves. The stake points in the direction of the mortar.
- Set up a direction-measuring instrument in line with the stake and away from fragments.
- Orient the instrument.
- Measure the direction to the weapon.

Splinter Groove Method

- Lay a stake along the ends of the splinter grooves that extend from the crater.
- Lay a second stake perpendicular to the first stake through the axis of the fuze tunnel.
- Set up a direction-measuring instrument in line with the second stake and away from fragments.
- Orient the instrument.
- Measure the direction to the weapon.
### Splinter Groove Method

The five steps used to determine direction by the splinter groove method are as follows:

- Lay a stake along the ends of the splinter grooves that extend from the crater.
- Lay a second stake perpendicular to the first stake through the axis of the fuze tunnel.
- Set up a direction-measuring instrument in line with the second stake and away from fragments.
- Orient the instrument.
- Measure the direction to the weapon.

### Fuze Tunnel Method

- Place a stake in the fuze tunnel.
- Set up a direction-measuring instrument in line with the stake and away from fragments.
- Orient the instrument.
- Measure the direction to the weapon.

NOTE: If the angle of fall is too great (a 90° angle), the fuze tunnel method cannot be used.
Fuze Tunnel Method

The four steps used to determine direction by the fuze tunnel method are as follows:

- Place a stake in the fuze tunnel.
- Set up a direction-measuring instrument in line with the stake and away from fragments.
- Orient the instrument.
- Measure the direction to the weapon.

NOTE: If the angle of fall is too great (a 90° angle), the fuze tunnel method cannot be used.

ROCKET CRATERS

Rocket Craters

- A rocket crater resulting from a rocket impacting with a low or medium angle of fall; is analyzed in the same manner as an artillery crater.
- If the rocket impacts with a high angle of fall, the crater is analyzed in the same manner as a crater resulting from a mortar round.

ROCKET CRATERS

A rocket crater resulting from a rocket impacting with a low or medium angle of fall is analyzed in the same manner as an artillery crater resulting from a projectile armed with fuze quick. However, if the rocket impacts with a high angle of fall, the crater is analyzed in the same manner as a crater resulting from a mortar round fired with fuze quick. (See paragraph on low-angle fuze quick craters). The tail fins, rocket motor, body, and other parts of the rocket may be used to determine the caliber and type of rocket fired.
SHELL FRAGMENT ANALYSIS

Identification by weapon type and caliber may be determined from shell fragments found in shell craters. Dimensions of the parts, as well as those of the complete shell, vary according to the caliber and type of shell.

**Duds and Low-Order Bursts** The most logical means of identifying the caliber of a projectile is to inspect a dud of that caliber. However, since a dud may not always be available or may be too dangerous to handle, a low-order burst is the next best means of identification. When the explosive filler is not completely detonated, a low-order burst occurs and large shell fragments result. Such large pieces can be used to identify thread count, curvature, wall thickness, and so forth.

**High-Order Bursts** A high-order burst normally results in small deformed fragments. These fragments are useless for identification purposes unless they include a section of either the rotating band or the rotating band seat. Fragments of either of these sections positively identify the shell, since each shell has its own distinctive rotating band markings.

**Rotating Bands and Band Seats** A shell may be identified as to caliber, type, and nation of origin from the:

- Pattern or rifling imprints on rotating bands.
• Width, number, and size of rotating bands.
• Dimensions and pattern of keying or knurling on the rotating band seat.
• Dimensions and pattern of rotating band seat and knurling impressed on the rotating band.

NOTE: US and Soviet artillery require a rotating band or band seat for spin-stabilized projectiles.

NOTE: Except for the rotating bands and band seats of the tail fins, different types of shells may be identical in one dimension (such as wall thickness) but seldom will be alike in two or more dimensions. Therefore, it is necessary to obtain two or more dimensions to make a positive identification.

Tail Fins A mortar can be identified from the tail fins. Tail fins often are found in the fuze tunnel of the crater. A mortar that is not fin-stabilized may be identified from the pieces of the projectile on which the rifling is imprinted.

Fuzes Since the same type of fuze may be used with several different calibers or types of projectiles, it is impossible to establish the type and caliber of a weapon by this means.
Glossary

This glossary provides simple explanations for technical terms. The aim is to assist the reader and not to replace or amend in any way existing legal or technical definitions, such as those found in the 1980 Convention on Conventional Weapons and its annexed Protocols, or the 1997 Convention on the Prohibition on the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction.

Anti-handling Device
A device fitted to an anti-tank or anti-personnel mine that causes the mine to explode when it is handled or disturbed. Anti-handling devices are intended to prevent the clearing of mines by opposing forces.

Anti-personnel Mine
A landmine designed to injure or kill one or more persons. Anti-personnel mines are usually detonated when they are stepped on or when a tripwire is disturbed, but they can also be set off by the passage of time or by controlled means.

Anti-tank Mine
A landmine designed to disable or destroy vehicles, including tanks. Like anti-personnel mines, anti-tank mines can be detonated by pressure (though normally much greater weight is needed) or remote control, as well as by magnetic influence or through the disturbance of a tilt rod (a sort of vertical tripwire).

Booby Trap
A device or material which is designed to injure or kill and which functions unexpectedly when a person or vehicle approaches or disturbs an apparently harmless object or performs an apparently safe act.

Bounding Mine
An anti-personnel mine which is set off by a tripwire or pressure and then explodes in the air at a predetermined height and scatters fragments in all directions.

Fuze
A mechanism which sets off a mine or ammunition.

Mine Action
Activities intended to address a mine threat in a given area or in a given situation. Examples are mine/UXO awareness initiatives, mine advocacy, mine victim assistance, and mine clearance.

Mine Action Centre
A centre which coordinates mine action initiatives within a country. A government or the United Nations usually runs such centers.
Mine Marking
The organized marking of minefields. Standard, easily recognizable mine warning signs are placed around the perimeter of the minefield to alert people to the presence of mines.

Safe Path
A road or path which is known to be free of mines.

Tilt Rod
A post or pole attached to a fuze mechanism on the upper surface of a mine. Pressure exerted on the tilt rod sets off the mine.

Tripwire
A thin, non-reflective metal or colored wire which can be used as a mechanism to trigger an anti-personnel mine or a booby trap. A tripwire is usually stretched low above the ground so that any passer-by will ‘trip’ over it, thus setting off the explosive.

Unexploded Ordnance (UXO)
Explosive munitions which have not yet been set off. UXO may already have been fired, dropped, or launched, but it has failed to detonate as intended.
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

**Questions**

1. Does this session make you a land mine clearance expert?
2. Does this session replace Basic and Advanced Security in the field training?
3. What is the aim of this lecture?
4. Mention three areas to expect mines.
5. What are the emergency procedures in a minefield?
6. Can you use emergency procedures at all times?
7. What is the value of crater analysis?
8. Which are the types of craters?

☞ **Learning Outcome**

1. No.
2. No.
3. To provide peacekeepers with the basic information that will enhance the ability to operate in a mined mission area.
4. Areas in which to expect mines are:
   - Likely military targets including infrastructure, airports
   - Near civilian locations such as river crossings, wells and water points
   - Farmland, woods, vineyards and orchards
5. **STOP MINED!**
   **M:** MOVEMENT stops immediately. Stand still and remain calm, or if in a vehicle, stop and do not attempt to reverse or move the steering wheel.
   **I:** INFORM those around you of the threat, and your headquarters of your situation and need for specialist assistance over the radio. Use the car horn to attract attention if in a vehicle.
   **N:** NOTE the area and visually identify any other threats such as tripwires, other mines etc.
   **E:** EVALUATE the situation and be prepared to take control to avoid additional casualties and ensure those approaching are informed of the threat.
   **D:** DON’T attempt to move from your position. Wait for qualified help to assist.
6. Procedures should only be undertaken if absolutely no external help can be expected. They are considered extremely hazardous.
7. By analyzing shell craters it is possible to:
   - Verify previously identified or suspected firing positions that have been established by other means
   - Confirm the presence of belligerent artillery and obtain an approximate direction to it
   - Detect the presence of new types of weapons, calibers or ammunition manufacturing methods

8. Types of craters:
   - Low-Angle Fuze Quick Craters (Artillery)
   - Low-Angle Fuze Delay Craters (Artillery)
   - High-Angle Shell Craters (Mortars)
# Section 1.3 Theatre weapons, vehicles and equipment recognition

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Preparatory Notes to Instructors

Background

An order of battle was, in its original form during the European period of medieval warfare, the order in which troops were positioned relative to the position of the Army commander. Today it refers to a listing of military units, often with equipment, location and other relevant information.

With standardization in organization of field forces as part of regiments, brigades, divisions and Corps, the order of battle often became associated and confused with the table of organization which is a permanent composition of a given unit or formation according to army doctrine and to suit its staff administration operations. Napoleon instituted the staff procedure of maintaining accurate information about the composition of the enemy order of battle, and tables of organization, and this later evolved into an important function and an organizational tool used by military intelligence to analyze enemy capability for combat.

In its modern use the order of battle signifies the identification, command structure, strength, and disposition of personnel, equipment, and units of an armed force during field operations. Various abbreviations are in use, including OOB, O/B, or OB, while ORBAT remains the most common.

In peacekeeping operations, the use of the term ORBAT is focused to the identification and verification of locations of units and the organization of belligerent’s parties.

The peacekeepers’ capacity for theatre weapons, vehicle and equipment recognition is a key aspect on the establishment and verification of parties’ ORBAT.

This section is primarily a basic reference to assist the peacekeeper in theatre weapons, vehicle, equipment and aircraft recognition and identification.

Acquiring the ability to recognize theatre weapons, vehicle, equipment and aircraft present in the field can be complicated, and some times extremely difficult. However, as an expert on mission it is not important to know the precise name of the equipment, but rather to know how to recognize its role. If you can recognize the role of the weaponry you will be able to report the most important information about it.

Aim

The aim of this section is to provide peacekeepers with the necessary information that will enhance their ability to recognize equipment, aircraft and vehicles that operate in the United Nations mission area.

Learning Outcomes

On completion of this section, participants will be able to:
• Understand the basics of weapons, vehicles and equipment recognition.
• Understand the basics of aircraft recognition
• Became aware of the weapons, vehicles and equipment operating in a specific mission area.

Training Sequence

The material contained in this module could be delivered over one training unit, depending on the number of learning activities upon which the instructor decides. The instructor can modify the duration to suit national training requirements and reflect the subject matter comprehension level of the participants/learners.
This module should be delivered following the module 1.1 Basic UN verification and investigation techniques.

Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 minutes</td>
<td>35 min.</td>
<td>10 min.</td>
<td>Presentation of examples: 5</td>
</tr>
<tr>
<td>Additional Options</td>
<td>Mission Specific</td>
<td>Optional Film</td>
<td>Optional Activity</td>
</tr>
<tr>
<td>TBD</td>
<td>Time to be determined by necessary content</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>

Methodology

This module contains a lecture supported by a Power Point presentation as well as suggested learning activities to keep adult learners engaged. The training team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, demonstrative sessions, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

Structure of the presentation:

• Armored Fighting Vehicle Recognition
• Aircraft Recognition

*Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if
they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in weapons, vehicles and equipment recognition in a UN peacekeeping mission, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Required Readings

- UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009
- UN MO Handbook 2001
- Peace Support Operations Field Book Version 4 – 2008 Peace Support Training Centre of Canada
- VISUAL AIRCRAFT RECOGNITION
  

General

Equipment:

1. Computer and section slides
2. Projector and Screen

Materials:

Print handouts of Section 1.3 slides. It is suggested that the handouts are printed in the 3 slides per page format.

Mission Specific

If Section 1.3 is being presented to prepare students for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations’:

information is available at the UN DPKO Policy and Training internet website: http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

Symbols Legend

☞ Note to the instructor

🗣 Speaking Points

📍 A point where the session will benefit from mission specific information

مثال (Stories that illustrate a point)

❓ Sample questions to pose to participants

🧶 Handout

📽 Film

鹔 Learning activity

.Optional learning activity available at the end of the section

キー summary points

Note: Questions commonly asked by participants during this session are listed at the end of the section.
SESSION 1.3 THEATRE WEAPONS, VEHICLES AND EQUIPMENT RECOGNITION

Aim
The aim of this section is to provide peacekeepers with the necessary information that will enhance their ability to recognize equipment, aircraft and vehicles that operate in the United Nations mission area.

Learning Outcome
On completion of this section, participants will be able to:
- Understand the basics of weapons, vehicles and equipment recognition
- Understand the basics of aircraft recognition
- Became aware of the weapons, vehicles and equipment operating in a specific mission area

Armored Fighting Vehicle Recognition

AFV primary roles
- Main battle tanks
- Self propelled artillery
- Armored personnel carriers / armored infantry fighting vehicles (troop carriers)
- Reconnaissance vehicles
- Combat support vehicles
Armored fighting vehicle recognition

Acquiring the ability to recognize armored fighting vehicles (AFVs) can be complicated. There have been thousands of different vehicles produced over the years, with as many modifications, making identification extremely difficult. However, as an expert on mission it is not important to know the precise name of the vehicle, but rather to know how to recognize its role. If you can recognize the role of a vehicle you will be able to report the most important information about it.

AFV primary roles

There are five primary roles for armored vehicles:
- Main battle tanks
- Self propelled artillery
- Armored personnel carriers / armored infantry fighting vehicles (troop carriers)
- Reconnaissance vehicles
- Combat support vehicles

Usually, vehicles in each category share a number of obvious characteristics. Identifying these characteristics generally results in identifying an AFVs role.

AFV components – HATS

There are four major components of an AFV that you must examine to find the characteristics that help determine the role. The simple acronym HATS will help you to remember them:
- Hull – the lower part of vehicle, which contains the engine and supports the suspension.
- Armaments – the vehicle’s weapons.
• Turret – this is the rotating structure atop the hull, which usually contains the main armament.
• Suspension – this is what the vehicle uses to move. An AFV can be wheeled or tracked. On a tracked vehicle, the track rolls on “road wheels” and the wheel with pointed teeth is the “drive sprocket” which is connected to the engine and rotates the tracks.

Hull designs

There are two types of hull design for vehicles:
• Sponson, which offers more space
• Box

MAIN BATTLE TANKS

Large main armament
Sloped and rounded frontal armour
Engine
Low Hull
Tracked
Drive sprocket
Main Battle Tanks fire directly at targets. They require heavy armor for protection from other weapons. Armor is heavy. That is why all tanks are tracked, thereby achieving lower ground pressure. Main battle tanks have the following characteristics:

- All have tracked suspensions
- The engine is usually located at the rear of the hull (look for the drive sprocket)
- All have a large main armament, usually over 100 mm caliber
- All have turrets, usually centrally located on the hull
- All have sloped, angled or rounded armor on the front of the hull and turret
- All have low hulls and turrets in order to have a small silhouette

Artillery

Unlike main battle tanks, artillery usually fires at targets indirectly. Therefore, they are further behind the front line and do not need much armor protection. For movement, artillery can be either self propelled or towed. Towed artillery are not by definition AFVs but have been included here to ease recognition and reporting.

Self Propelled Artillery look like tanks but have the following characteristics:

- A large, box-like turret
- The turret is usually located towards the rear of the hull
- There is usually a muzzle brake on the barrel
- The armament is usually large caliber (between 122 mm and 155 mm)
- Almost all self-propelled artillery is on a tracked suspension
- Often they have a dead track suspension, with “slack tracks” that hang loose along the top of the road wheels
- There is a travel lock for the main armament barrel at the front of the hull
- The engine is located in the front of the hull
- The hull is usually a sponson type
• The recoil system is exposed

**Towed Artillery** is simply a large gun placed on a carriage and towed behind a truck or “tractor”. The carriage will have a number of wheels and trails (or legs) to stabilize the carriage.

**Multiple Launch Rocket Artillery** Another type of artillery is the multiple launch rocket (MLR) system. The large number of tubes is the easiest way to identify this type of artillery piece. It is usually placed upon a truck chassis but there are versions mounted on AFVs.
Armored Personnel Carriers and Infantry Fighting Vehicles

Armored Personnel Carriers
- Engine in front
- Small Main Armament
- Exit door at rear
- High sponson hull big enough to carry troops

Infantry Fighting Vehicles
- Engine in front
- Turret with large main armament
- Exit door at rear
- Firing ports

Armored Personnel Carriers (APCs) and Infantry Fighting Vehicles (IFVs) are lightly armored vehicles that are used to transport troops; an IFV may also fight. They have the following characteristics:
- A large sponson type hull
- Exit door is located at the rear
- The engine is typically in the front of the hull
- May be tracked or wheeled
- APCs may have a turret, while all IFV have turrets
- APCs may be armed, while IFVs will always be armed
- IFVs will have a main armament of 20 mm caliber or higher
- Both may have firing or observation ports along the side of the hull
Generally, they have a high hull that is large enough to carry troops, although some former Warsaw Pact versions have rather low hulls to reduce their silhouette.

**Reconnaissance Vehicles**

Reconnaissance Vehicles are difficult to identify. This is because they often look very similar to IFVs and sometimes share the same chassis. They will often have the following characteristics:

- Some are small in size (i.e. the size of a car), though many are larger
- Most lack room to carry additional troops
- Most are lightly armed; however, some may have a large main armament
- Most have a wheeled suspension as it is quieter than tracks
- Most are lightly armored
- Similar to APC/IFV in appearance
Anti-Aircraft Vehicles

Anti-Aircraft Vehicles may have the following characteristics:
- Multiple small caliber guns (under 57 mm) or missiles (these may be in square launch tubes)
- Either tracked or wheeled suspension
- Radar dish and/or antennas

Combat Support Vehicles

Mine Roller
Combat Support Vehicles These include vehicles such as bridge layers, mine cleaners, recovery vehicles and engineering vehicles that support combat formations. They can be identified by the various forms of specialist kit on each of the vehicles that help accomplish their task, such as:

- A bridge on top of a vehicle hull is a bridge layer
- Cranes, dozer blades or scooping devices indicate recovery and engineer vehicles
- Large rollers, ploughs and flails are found on mine clearing vehicles

Aircraft Recognition
Aircraft Recognition

The recognition of aircraft can be challenging. European, American and Asian countries have built their own types of aircraft. It is important to know the functional role of an aircraft more than its name. There are six main aircraft types:

- Fighters
- Bombers
- Transports
- Airborne warning/electronic warfare aircraft
- Transport helicopters
- Attack helicopters

Aircraft Characteristics

Most aircraft share similar characteristics. Identifying these common elements will help to identify the role of the aircraft. There are four major components on every aircraft that are analyzed to determine its role. To facilitate aircraft identification, use the acronym **WEFT**:

- **Wing**: this is the lifting surface of the aircraft
- **Engine**: this is the propulsion system of the aircraft
• **Fuselage**: this is the central body of the aircraft, designed to accommodate the crew, passengers and cargo. Is the structural body to which the wings, tail assembly, landing gear and engine are attached

• **Tail**: this area consists of the fixed vertical stabilizer, rudder, tail plane, elevators and control devices

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Wings

There are many variations in wing configurations. The three basic wing types are fixed, variable geometry, and rotary. The following illustrations show examples of wing types:

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**Fixed**

**Wing Positions**

- High-mounted
- Mid-mounted
- Low-mounted

**Slants**

**Wing Slants**

- Positive
- Negative
- Wing tip
- No slant
**Fixed**
Fixed wings are attached permanently to the body of the aircraft and cannot be moved. Until the development of the helicopter, all aircraft had fixed wings.

**Position**
The usual three wing positions for fixed-wing aircraft are high-, mid-, and low-mounted (see the above illustration).

**Slant**
Slant is the vertical angle of the wing, with respect to a horizontal line drawn through the fuselage. The following illustration shows examples of wing slants.

**Shape**
There are many variations and shapes of wings. There are four basic wing shapes: straight, swept-back, delta, and semi delta. The following illustration shows wing shapes.

**Taper**
The gradual diminishing of the width of a wing from its base to the tip is wing taper. Aircraft may have the leading, trailing, or both edges of the wing tapered or the wing may be untapered (see the following illustration).
Wing Tip Shapes
Wing tip shapes are determined by the manner in which the leading and trailing edges of a wing meet. The following illustration shows wing tip shape classifications.
**Variable Geometry**

A relatively new aircraft design feature is variable geometry wings. In the swept position, the aircraft can increase its speed. Un-swept wings allow the aircraft stability at low speeds. The following illustration shows three variable geometry wing positions and high-mounted, mid- to low-mounted, and low-mounted wing positions.

**Fighter Aircraft**

Can be used as interceptor, reconnaissance or ground attack aircraft. Interceptors control airspace and deny enemy aircraft access to the airspace. Reconnaissance aircraft locate targets visually or by using photographic or electronic sensors. Ground attack aircraft conduct attacks against ground targets, including interdiction and close air support missions. Fighter aircraft have the following characteristics:

- Almost all have weapons mounted under or on top of the wings
- The engine(s) intakes are situated on the side or under the fuselage of the aircraft
- Most fighters are smaller than other types of aircraft
- They can have one or two tails
- The horizontal stabilizer/elevators are situated on the fuselage
- The maximum crew capacity is normally two
Bomber Aircraft are designed to attack ground targets from high or low altitude. They can deliver nuclear and conventional munitions. Compared to fighters, bombers are usually bigger and slower. Bombers have the following characteristics:

- They have weapons mounted under the wings or in a bomb bay
- All modern bomber aircraft have jet engines and often have multi-engines
- Most strategic bombers have longer wings than other types of aircraft
- All have long tails
- The cabin area is larger on this type of aircraft
- The fuselage is longer and thinner than on the other types of aircraft

Transport Aircraft
Transport Aircraft are employed to transport material, vehicles or personnel. Compared to other types of aircraft, transports can usually operate from makeshift airfields. Transport aircraft have the following characteristics:

- High mounted wings
- Engines are situated on or under the wings
- Either jet or turbo-prop engines, normally with multi-engines
- Wide fuselage
- Rear cargo ramp to facilitate loading and unloading of material or personnel
- Large, high tail section

AWACS Aircraft

Airborne warning and control system (AWACS) aircraft are employed to conduct deep electronic surveillance and airborne warning and control operations. AWACS aircraft have the following characteristics:

- A rotating dish or a dorsal pod situated on the top of the fuselage
- Usually based upon civilian pattern airframes

Electronic Warfare Aircraft

Electronic warfare (EW) aircraft often resemble attack aircraft. Their mission is to jam enemy communications and air defense radars. EW aircraft usually have an electronics pod and sensors on the tail or under the wings.
**Transport Helicopters** move equipment and troops and have the following characteristics:

- They may be unarmed or have only machine guns
- Usually they have a wide fuselage to accommodate troops and/or equipment
- Some have two rotors
- They are equipped with a rear ramp or a side door
- The pilot and copilot sit side by side
**Attack Helicopters** are employed to conduct patrol, escort, counter-attack and deep raid operations. Attack helicopters have the following characteristics:

- Long, thin fuselage
- Weapons pods mounted on the sides of the fuselage or on winglets
- Cannons or machine guns mounted on the nose (chin) of the helicopter, often in a turret
- The gunner and the pilot are normally seated in tandem
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. What are the five primary roles for armored vehicles?
2. What are the four major components of an AFV?
3. How many hull designs do you know?
4. Mention three battle tank characteristics.
5. Mention three self propelled artillery characteristics.
6. How many main aircraft types there are?
7. What does the acronym WEFT stand for?

Learning Outcome

1. The five primary roles for armored vehicles are:
   - Main battle tanks
   - Self propelled artillery
   - Armored personnel carriers / armored infantry fighting vehicles (troop carriers)
   - Reconnaissance vehicles
   - Combat support vehicles

2. The four major components of an AFV are:
   - Hull
   - Armaments
   - Turret
   - Suspension

3. There are two types of hull designs for vehicles:
   - Sponson
   - Box

4. Main battle tanks have the following characteristics:
   - All have tracked suspensions
   - The engine is usually located at the rear of the hull (look for the drive sprocket)
   - All have a large main armament, usually over 100 mm caliber
   - All have turrets, usually centrally located on the hull
   - All have sloped, angled or rounded armor on the front of the hull and turret
• All have low hulls and turrets in order to have a small silhouette

5. Self propelled artillery look like tanks but have the following characteristics:
• A large, box-like turret
• The turret is usually located towards the rear of the hull
• There is usually a muzzle brake on the barrel
• The armament is usually large caliber (between 122 mm and 155 mm)
• Almost all self-propelled artillery is on a tracked suspension
• Often they have a dead track suspension, with “slack tracks” that hang loose along the top of the road wheels
• There is a travel lock for the main armament barrel at the front of the hull
• The engine is located in the front of the hull
• The hull is usually a sponson type
• The recoil system is exposed

6. There are six main aircraft types:
• Fighters
• Bombers
• Transports
• Airborne warning/electronic warfare aircraft
• Transport helicopters
• Attack helicopters

7. To facilitate aircraft identification, use the acronym **WEFT**:
• Wing
• Engine
• Fuselage
• Tail
## Section 1.4 Disarmament, Demobilization and Reintegration processes

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</table>
Preparatory Notes to Instructor

Background

Disarmament, Demobilization and Reintegration (DDR) plays an important role in post-conflict efforts to prevent the resurgence of armed conflict and the creation of conditions necessary for sustainable peace and longer term development. It forms part of a broader post-conflict peacebuilding agenda which may include measures to address small arms and light weapons (SALW), mine action activities or efforts to redress past crimes and promote reconciliation through transitional justice.

In the typical operational environment in which United Nations (UN) peacekeeping missions take place, the primary contribution by the military component of a mission to the peacekeeping operation's DDR program is to provide security. The military component could also contribute through the gathering and distributing of information specifically related to a DDR program, as well as by monitoring and reporting on security issues. Specialist military ammunition and weapons expertise could contribute to the technical aspects of disarmament. If spare capacity is available, military capabilities could also be utilized to provide various aspects of logistical support, including camp construction, communications, transport and health.

Essential to the successful employment of any military capability in a DDR program is that it be included in planning, be part of the endorsed mission operational requirement, be specifically mandated and be properly resourced.

Aim

The aim of this section is to provide Military Experts on Mission (MEoMs) with the basic information that will enable them to:

- Understand the scope of DDR processes and programs
- Apply this knowledge in their roles and tasks in the facilitation of the applicable phases and processes of such programs

Learning Outcomes

On completion of this section, participants will be able to:

- Understand the UN approach to DDR
- Identify the participants, beneficiaries and actors of DDR
- Understand the Military component contribution to DDR programs

Training Sequence

The material contained in this module could be delivered over one training unit, depending on the number of learning activities upon the instructor decides to
incorporate. The instructor can modify the duration to suit national training requirements and reflect the subject matter comprehension level of the participants/learners.

This module should be delivered in conjunction with or with due attention to the module on Basic UN Verification and Investigation Techniques.

**Duration**

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
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</thead>
<tbody>
<tr>
<td>60 minutes</td>
<td>45 min.</td>
<td>10 min.</td>
<td>Presentation of examples: 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Options</th>
<th>Mission Specific</th>
<th>Optional Film</th>
<th>Optional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 min for role playing activity</td>
<td>Time to be determined by necessary content</td>
<td>Training Activity: 45</td>
<td></td>
</tr>
</tbody>
</table>

**Methodology**

Participants should be fully involved in the learning process through question and answer sessions, examples, brainstorming sessions, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit to a greater extent from the session.

Instructors are highly recommended to distribute the handout to participants the day before the session to give them the necessary time to prepare the session’s topics.

**Structure of the presentation**

- Introduction to DDR
- The UN approach to DDR
- Participants, Beneficiaries and Partners
- The Military Component Contribution

*Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages.*
Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in DDR processes – ideally a Staff Officer or MEoM who served in a UN peacekeeping mission with a DDR mandate. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Instructor Preparations

Required Readings

- UN Peacekeeping Operations, Principles and Guidelines
- UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009
- Integrated Disarmament, Demobilization and Reintegration Standards 1 August 2006
  - Module 1.10 Introduction to the IDDRS
  - Module 2.10 The UN Approach to DR
  - Module 2.30 Participants, Beneficiaries and Partners
  - Module 4.40 UN Military Roles and Responsibilities

General Preparations

Equipment:
1. Computer and section Power Point slides
2. Projector and Screen
3. Flip chart

Materials:
1. Print handouts of Section 1.4 slides. It is suggested that the handouts are printed in the 3 slides per page format.
2. Print handouts of:
   - Elements of DDR
   - Annex 1: UN documents and legal instruments guiding DDR

Mission Specific
If Section 1.4 is being presented to prepare participants for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations’: http://www.un.org/Depts/dpko/dpko/index.asp). Additional mission specific information is available at the UN DPKO Policy and Training internet website: http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

Symbols Legend

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Note to the instructor

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Speaking Points

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A point where the session will benefit from mission specific information

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Example (stories that illustrate a point)

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Sample questions to pose to participants

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Handout

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Film

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Learning activity

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Optional learning activity available at the end of the section

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Key summary points

Note: Questions commonly asked by participants during this session are listed at the end of the section.
Session Notes

Introduction to DDR

SECTION 1.4: DISARMAMENT, DEMOBILIZATION AND REINTEGRATION PROCESSES

Aim
The aim of this section is to provide Military Experts on Mission with the basic information that will enable them to:
- Understand the scope of DDR processes and programs
- Apply this knowledge in their roles and tasks in the facilitation of the applicable phases and processes of such programs

Learning Outcome
On completion of this section, participants will be able to:
- Understand the UN approach to DDR
- Identify the participants, beneficiaries and actors of DDR
- Understand the Military component contribution to DDR

Note to Instructor: Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, participants will be able to answer each of the above points.

What is DDR?

The DDR of ex-combatants is a complex process, with political, military, security, humanitarian and socio-economic dimensions.
What is DDR?
The objective of the DDR process is to contribute to security and stability in post-conflict environments so that recovery and development can begin. The DDR of ex-combatants is a complex process, with political, military, security, humanitarian and socio-economic dimensions.

DDR aims to deal with the post-conflict security problem that arises when ex-combatants are left without livelihoods or support networks - other than their former comrades - during the vital transition period from conflict to peace and development. Through a process of removing weapons from the hands of combatants, taking the combatants out of military structures and helping them to integrate socially and economically into society, DDR seeks to support ex-combatants so that they can become active participants in the peace process.

Technical language
The UN uses the concept and abbreviation ‘DDR’ as an all-inclusive term that includes related activities, such as repatriation, rehabilitation and reconciliation that aim to achieve sustainable reintegration.

The UN Approach to DDR

<table>
<thead>
<tr>
<th>The UN Approach to DDR</th>
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<tbody>
<tr>
<td>DDR is based on a set of principles for planning and implementing integrated DDR processes to guarantee coordination and synergy in these processes among all UN actors.</td>
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</table>

The UN Approach to DDR

Integrated disarmament, demobilization and reintegration (DDR) is part of the United Nations (UN) system’s multidimensional approach to post-conflict peace-building and reconstruction. It is based on a set of principles for planning and implementing integrated DDR processes and concrete mechanisms to guarantee coordination and synergy in these processes among all UN actors.

DDR within multidimensional UN peacekeeping

<table>
<thead>
<tr>
<th>DDR within multidimensional UN peacekeeping</th>
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</thead>
<tbody>
<tr>
<td>Integrated DDR originates from various parts of the UN’s core mandate, as set out in the Charter of the UN, particularly the areas of peace and security, economic and social development, human rights, and humanitarian support.</td>
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</table>
**DDR within multidimensional UN peacekeeping**

Integrated DDR originates from various parts of the UN’s core mandate, as set out in the Charter of the UN, particularly the areas of peace and security, economic and social development, human rights, and humanitarian support. UN departments, agencies, programs and funds are uniquely able to support integrated DDR processes within multidimensional peacekeeping operations, providing such operations with breadth of scope, neutrality, impartiality and capacity-building through the sharing of technical DDR skills. Annex 2 provides an overview of the UN’s mandate and the international legal documents that define how DDR programs normally operate within a peacekeeping context. DDR should also be linked to broader SSR, including judicial, police and military restructuring.

**Elements of DDR**

<table>
<thead>
<tr>
<th>Elements of DDR</th>
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</thead>
<tbody>
<tr>
<td>• DISARMAMENT</td>
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<tr>
<td>• DEMOBILIZATION</td>
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<td>• REINSERTION</td>
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<td>• REINTEGRATION</td>
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</table>

**Elements of DDR**

The Secretary-General in his May 2005 note to the General Assembly (A/C.5/59/31) defines the elements of DDR as set out in the box below. These definitions are also used for drawing up budgets where UN Member States have agreed to fund the disarmament and demobilization (including reinsertion) phases of DDR from the peacekeeping assessed budget.

**DISARMAMENT**

<table>
<thead>
<tr>
<th>DISARMAMENT</th>
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<tbody>
<tr>
<td>Collection, documentation, control and disposal of small arms, ammunition, explosives and light and heavy weapons of combatants and often also of the civilian population.</td>
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</tbody>
</table>

**DISARMAMENT** is the collection, documentation, control and disposal of small arms, ammunition, explosives and light and heavy weapons of combatants and often also of the civilian population. Disarmament also includes the development of responsible arms management programs.
How is Disarmament done?

<table>
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<th>How is Disarmament done?</th>
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<td>• Targeted groups</td>
</tr>
<tr>
<td>• Foreign irregulars</td>
</tr>
<tr>
<td>• Disarmament of police</td>
</tr>
<tr>
<td>• Mine clearance</td>
</tr>
<tr>
<td>• Disarmament by a neutral party</td>
</tr>
<tr>
<td>• The collection of weapons</td>
</tr>
<tr>
<td>• Light weapons</td>
</tr>
</tbody>
</table>

**Targeted groups.** Potential target categories for disarmament include government forces, opposition forces, civil defense forces, irregular armed groups and armed individuals, as well as foreign forces and their weapons.

**Foreign irregulars** who are to be escorted out of the country by international monitors should be subject to the same disarmament requirements as nationals under arms.

**Disarmament of police** may not be accepted by all parties in a conflict. Other methods of police disarmament must also be examined, and neutral ground established to make it feasible.

For the past decades, United Nations peace operations have been deployed in countries where internal civil conflicts are being waged with large numbers of small arms and light weapons. Such conflicts have caused millions of deaths, 90 per cent of which were of civilians. Half of those civilians were children. Several million have been disabled and many millions more made homeless by the conflicts. Traditional inter-State armed conflicts have decreased and intra-State armed conflicts (civil wars), together with crime-related conflicts and urban violence, have increased. The weapons causing the majority of casualties and suffering are small arms and light weapons.

**Mine clearance** or demining also constitutes an important component of disarmament.

Disarmament is normally done before entering a cantonment or holding area to ensure safety. Please note that disposition of such heavy weapons as artillery, tanks and planes is usually specified in the peace agreement and may be monitored by United Nations military personnel.

The main reason for disarmament of combatants and civilians is to restore the power monopoly of the State. Weapons distributed by warring factions and militias have often created a situation in which no group is able to control the use of arms.
Disarmament by a neutral party can only be conducted if all parties to the conflict agree on disarmament of their combatants and civilians.

If either regular or irregular forces are disbanded, disarmament is an essential first step of demobilization.

The collection of weapons from civilians and militias is often conducted to reduce the number of arms circulating in a territory or country after armed conflict has ceased.

Light weapons can be found in households, even years after the end of a conflict. Experience from many countries shows that possession of such weapons still leads to a high number of fatal shootings and that these weapons are used in household and community violence.

**DEMOBILIZATION**

<table>
<thead>
<tr>
<th>DEMOBILIZATION</th>
<th>Slide 10</th>
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<tbody>
<tr>
<td>Is the formal and controlled discharge of active combatants from armed forces or other armed groups.</td>
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</table>

DEMOBILIZATION is the formal and controlled discharge of active combatants from armed forces or other armed groups. The first stage of demobilization may extend from the processing of individual combatants in temporary centers to the massing of troops in camps designated for this purpose (cantonment sites, encampments, assembly areas or barracks). The second stage of demobilization encompasses the support package provided to the demobilized, which is called reinsertion.

The process of demobilization is varied; it can be transitional or conducted at purpose-built cantonments in time frames ranging from 5 to 10 days to longer periods of up to 6 months, depending on the nature of the conflict and the peace accord. It is frequently phased so that not all troops or guerrillas enter the process at the same time. Encampment may be employed for massing troops together in designated camps or barracks. They are registered, screened and processed in the camps for reintegration programs to begin their transition into civilian life - which may or may not begin immediately after the combatants have been demobilized and discharged.

Combatants may or may not receive benefits or some form of compensation and other assistance to encourage their transition to civilian life. Their “transitionary support allowance” covers subsistence and may include a
transportation voucher to allow them to return to their home regions. Demobilization takes place on a set time scale with benefits that are equivalent to but not the same as those for rural or urban reintegration.

When accommodation for demobilized soldiers is being prepared, United Nations peacekeepers may be called on to assist and guide the contractors undertaking the work for security and safety reasons. Different names may be used for the temporary housing areas, such as cantonment site, encampment site, quartering area, assembly area or verification centre. The United Nations has recently adopted integrated DDR standards (IDDRS; reference 119) in an attempt to standardize the terminology and approach in DDR programs.

Experience has shown that if sufficient resources are not made available, demobilization and reintegration are hard to achieve. Getting sufficient donor funding for reintegration programs and the creation of jobs is a difficult task.

Photo - Left: Camp established for disarmed combatants. Right: Camp under construction.

Ex-combatants come from a range of political and economic backgrounds. Reinsertion programs with briefings, counseling and training should take into account different personal situations and offer targeted assistance for return to civilian life.

Effectiveness of the demobilization process chiefly depends on the period of encampment, program goals, combatants’ expectations and appropriate design of programs. Even a plan for short encampment should have a contingency plan and a budget for activities, because of the inevitability of unplanned delays. Planned activities help make encampment more productive and are key to preventing boredom and disillusionment, limiting frustration and lessening the risk of mutiny, riots and self-demobilization.

**DEMOBILIZATION**

- Sports, recreation, entertainment
- Education
- Vocational skills and agricultural training
- Job counseling and referral
Sports, recreation, entertainment. Key programs on the encampment agenda involve sports and recreation. The DDR experience in Mozambique, for example, demonstrated that the budgetary investments in local cultural activities, music, dance, drama and even soccer balls were low in cost yet yielded high returns.

Education. Classes in basic literacy and arithmetic, national language and country-based information (geography, population and environment) help prepare for reintegration.

The shorter the demobilization phase, the better the chances of a smooth integration of combatants into civilian life. There are however, situations in which, for political reasons, combatants have to remain in demobilization sites for several months or a year. This time can be used for skills training. Such programs should be linked to reintegration measures.

Vocational skills and agricultural training help prepare for reintegration and affirm the commitment of the government and international community to the ex-combatants’ welfare.

Job counseling and referral enable vocational skills, capacity and aptitude to be assessed; ex-combatants to investigate their prospects; and referrals for employment and social services.

Not all ex-combatants need everything. A good screening process can be a cost-effective means of achieving processing objectives. The goal should be to create circumstances whereby the ex-combatant becomes independent and self-sustaining.

REINSERTION

| REINSERTION                                                                 |
|                                                                             |
| Is the assistance offered to ex-combatants during demobilization but prior to the longer-term process of reintegration. |

REINSERTION is the assistance offered to ex-combatants during demobilization but prior to the longer-term process of reintegration. Reinsertion is a form of transitional assistance to help cover the basic needs of ex-combatants and their families and can include transitional safety allowances, food, clothes, shelter, medical services, short-term education, training, employment and tools. While reintegration is a long-term, continuous social and economic process of development, reinsertion is short-term material and/or financial assistance to meet immediate needs, and can last up to one year.
REINTEGRATION

Is the process by which ex-combatants acquire civilian status and gain sustainable employment and income.

REINTEGRATION is the process by which ex-combatants acquire civilian status and gain sustainable employment and income. Reintegration is essentially a social and economic process with an open time-frame, primarily taking place in communities at the local level. It is part of the general development of a country and a national responsibility, and often necessitates long-term external assistance.

Types of assistance. In most demobilization and reintegration programs, ex-combatants receive some form of material and financial assistance before leaving the cantonment sites. The principal objective of such aid packages is to assist the ex-combatants in their initial transition from a military to a civilian environment.

Because the political, social and economic environment differs from country to country and sometimes from region to region, there cannot be a blueprint for the content of an ideal aid package that supports resettlement of ex-combatants. All resettlement efforts, however, should include provisions for some form of aid package to help ex-combatants in starting their civilian life. The package should directly relate to such immediate, day-to-day needs as food, clothing, shelter, transportation and education.

Example

Examples of resettlement aid packages:
Mozambique
- Civilian clothing
- Payment coupons for an additional 18 months of financial support in the resettlement area
- Transport subsidy
- Rations for 2 weeks
- Seeds and agriculture tools

Nicaragua
- Rice and beans for a 7-month period
- Civilian clothing for ex-combatants and dependants
Reintegration programs. Different types of vocational training may be conducted according to the availability of resources: mechanics, farming, sewing, carpentry and computer training. Vocational (job) training in different fields is important at the level of both the individual and his or her country.

Who is DDR for?

<table>
<thead>
<tr>
<th>Who is DDR for?</th>
<th>Slide 15</th>
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</thead>
<tbody>
<tr>
<td>• Male and female adult combatants</td>
<td></td>
</tr>
<tr>
<td>• Children associated with armed forces and groups</td>
<td></td>
</tr>
<tr>
<td>• Those working in non-combat roles (including women)</td>
<td></td>
</tr>
<tr>
<td>• Ex-combatants with disabilities and chronic illnesses</td>
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</tr>
<tr>
<td>• Dependants</td>
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</tbody>
</table>

Who is DDR for?

There are five categories of people that should be taken into consideration in DDR programs:

• Male and female adult combatants
• Children associated with armed forces and groups
• Those working in non-combat roles (including women)
• Ex-combatants with disabilities and chronic illnesses
• Dependents

While provisions should be made for the inclusion of the first four groups in DDR programs, the fifth group may, depending on resources and local circumstances, be included in the reintegration phase of DDR. National institutions will generally determine policy on the direct benefits this group will receive during reintegration.

Civilians and civil society groups in communities to which members of the abovementioned groups will return need to be consulted during the planning and design phase of DDR programs, as well as informed and supported in order to assist them to receive ex-combatants and their dependants during the reintegration phase.
What are the key characteristics of DDR?

<table>
<thead>
<tr>
<th>What are the key characteristics of DDR?</th>
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</thead>
<tbody>
<tr>
<td>People-centered</td>
</tr>
<tr>
<td>Flexible, accountable and transparent</td>
</tr>
<tr>
<td>Nationally owned</td>
</tr>
<tr>
<td>Integrated</td>
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<td>Well planned</td>
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</table>

The basic qualities that characterize UN DDR programs and activities are discussed in this section. All UN DDR programs shall be: people-centered; flexible, accountable and transparent; nationally owned; integrated; and well planned.

**People-centered**
UN programs shall be established taking into consideration:
- Criteria for participation/eligibility
- Inclusivity
- Gender equality
- Unconditional release and protection of children
- Human rights and humanitarian law and principles

**Flexible, accountable and transparent**
Each UN or UN-supported DDR program shall strive to remain:
- Flexible and context-specific in approach
- Accountable and transparent
- Flexible, sustainable and transparent in funding arrangements

**Nationally owned**
The primary responsibility for the successful outcome of DDR programs rests with national and local actors, and national stakeholders are responsible for planning, coordinating and running institutions set up to manage different aspects of the peace agreement. However, because national capacity is usually weak in post-conflict settings, it must be systematically developed, as follows:
- Creating national institutional capacity: A primary role of the UN is to supply technical assistance, training and financial support to national authorities to establish credible, capable, representative and sustainable national institutions and programs.
- Finding implementing partners: Besides national institutions, civil society is a key partner in DDR programs.
• Employing local communities and authorities: As these play an important role in ensuring the sustainability of DDR programs, particularly reintegration, their capacities for strategic planning and program and/or financial management must be rebuilt.

Integrated
From the earliest, pre-mission assessment phase and throughout all stages of strategy development, program planning and implementation, it is essential to encourage integration and unity of effort within the UN system and with national players, and to coordinate the participation of international partners so as to achieve a common objective.

Well planned
Planning processes of UN or UN-supported DDR programs shall consider:
• Safety and security
• Assessment, planning, monitoring and evaluation
• Public information and community sensitization
• Transition and exit strategy

Participants, Beneficiaries and Actors

A successful integrated DDR process leads to the transformation of individuals from combatants to civilians and of societies from conflict to peace. These complex changes are brought about by a range of local, national and international actors working in partnership to achieve a common goal: sustainable peace.
Participants and beneficiaries (individuals)

- **Members of armed forces and groups**
  All those who are found to be members of an armed force or group, whether they were involved in active combat or in support roles (such as cooks, porters, messengers, administrators, sex slaves and ‘war wives’), shall be considered part of the armed force or group and therefore shall be included in the DDR program.

- **Abductees**
  Abduction is a feature of modern conflicts and is a serious violation of humanitarian and human rights law. Male and female youth and children, and adult women are all vulnerable to abduction or forced recruitment by armed forces and groups. They are forced to perform a number of military and non-military support roles and are often exposed to extreme and long-term violence.

- **Dependants**
  Dependants are civilians who rely on a combatant for their livelihood. Because they are civilians, they do not directly participate in the disarmament and demobilization phases of DDR.
Women
It is vital to ensure that women participate in all stages of DDR, from program development to implementation, and are taken into account in all stages of the DDR process, through representation in national institutions and decision-making bodies, and through the planning, implementation, monitoring and evaluation of DDR.

Youth
While there is no internationally recognized legal definition of ‘youth’, young people associated with armed forces and groups make up an important part of society and can both fuel conflict and support post-conflict reconciliation and recovery. Many young ex-combatants may have been recruited as children, but not demobilized until they were young adults. They have therefore been denied normal socialization by families and communities, they have missed educational and vocational opportunities, and lack basic living skills.

Children
The recruitment of children into armed forces and groups is a serious violation of human rights and is prohibited under international law. The UN shall promote the unconditional release of children associated with fighting forces at all times, i.e., during open conflict, while peace negotiations are taking place and before the establishment of a national DDR process.

Disabled people
Ex-combatants suffering from disability, chronic illness or substance addiction, because of their health status, will not be eligible for integration into new national security forces. They will require specialized DDR assistance and should be given opportunities to participate and have their concerns reflected in decisions dealing with their treatment and reintegration.

Civilian returnees
Individuals who have been associated with armed forces or groups are not granted refugee status by the UN High Commissioner for Refugees (UNHCR) to avoid aiding people who have been responsible for human rights violations and war crimes. However, certain excombatants, possibly self-demobilized, may be present among refugee and returnee populations. It will be necessary to identify them in consultation with the general local population and with UNHCR and the refugee/IDP or returnee committee, and then to determine whether they are eligible to enter the DDR program.

Communities
Where ex-combatants receive individual reintegration support, this assistance should be limited in time and scope and delivered, as far as possible, through programs and projects that benefit the broader community.
This is a point where the session will benefit from mission specific information.

Note to the instructor: provide information about the Participants and beneficiaries of DDR.

National actors

- **Political parties**
  DDR is one component of the wider peace-building and recovery framework. This framework is often outlined in a peace agreement that lays out the way in which national institutions will manage post-conflict governance, including the respective roles that parties who signed the peace agreement will play in establishing and running national institutions and formulating policy.

- **Governments**
  National or transitional governments generally lead the establishment of institutions for DDR such as a national commission on DDR (NCDDR). This commission, or its equivalent, must be closely linked with government ministries, which will be responsible for longer-term national recovery and reintegration strategies. DDR must also be connected to other transitional authorities such as ceasefire commissions, reintegration commissions, national economic recovery strategies, truth and reconciliation commissions, etc.
The military
The success of DDR programs depends on adequate coordination among civilian, police and military institutions, so it is important to include civilian, police and military personnel in the DDR team to facilitate cooperation between the peacekeeping mission and external partners, including UN funds, agencies and programs, as well as national military authorities.

Non-signatory armed groups
Ideally, the DDR of all armed forces and groups is discussed as part of the peace accord and political agreement, and the different motivations and interests of leaders, field commanders, and members of armed forces and groups are understood before DDR planning begins. If other forces and groups have not been represented in political processes or formal institutional mechanisms for DDR and/or have not signed the peace accord, a framework must be set up to secure their buy-in and participation. This is particularly important in areas where informal militias and/or criminal gangs have been active in conflict, but are not represented in political processes and negotiations.

Civil society
Civil society organizations based in local communities are stakeholders in the policy development and planning phases of DDR, and should be consulted through formal and informal mechanisms. During the implementation phase, they are local partners and service providers. However, international assistance will usually be necessary to build their capacity in networking, strategic planning, program development, and financial management and communications strategies.

The media
Like other institutions in post-conflict societies, the capacities, infrastructure and even neutrality of the local and national media will have been reduced. Yet the media are crucial for the delivery of messages to armed forces and groups, and members of the general public regarding post-conflict reconciliation and peace-building strategies, including the implementation of DDR programs.

This is a point where the session will benefit from mission specific information.

Note to the instructor: provide information about the National actors of DDR.
International actors

This is a point where the session will benefit from mission specific information.

Note to the instructor: provide information about the International actors of DDR present in mission AOR.

International actors

The UN system
Where the Secretary-General has appointed a Special Representative (SRSG), the latter will generally have overall responsibility for the UN system in-country, as well as direct responsibility for the UN peacekeeping mission, including the DDR unit. The SRSG may also represent the UN in political negotiations on DDR, overseeing the provision of technical assistance and implementation of UN support operations.

The region
Regional actors and neighboring countries may have been direct or indirect parties to the conflict, and DDR will have an impact on them when foreign combatants are repatriated. Consultation with regional actors and neighboring countries in the planning phases of DDR will establish the appropriate mechanisms for dealing with such situations.

Member States and bilateral partners
Member States and bilateral partners act as guarantors and supporters of political transition processes and as donors for peace-building and recovery.
programs, and may even assume responsibilities as primary international sponsors of particular components of DDR and security sector reform processes.

**Development banks**

Although the mandates of development banks do not generally allow them to support disarmament or other security-related components of DDR programs, the World Bank and regional development banks have been involved in the financing, program development and monitoring of a number of DDR programs.

**International non-governmental organizations**

Several international NGOs have developed experience in managing and implementing various components of DDR programs (among others, German Agro Action, World Vision, International Rescue Committee, Oxfam and Gesellschaft für Zusammenarbeit). They are also often engaged in humanitarian and development activities in regions where DDR programs are being established.

**International corporations**

Where conflict has resulted from competition for natural resources or where their exploitation fuels conflict, there can be direct and/or indirect links between international commercial interests and local armed groups.

**Research and policy centers**

A number of national and international research centers have made contributions to the development, monitoring and review of past and current DDR programs, and are a valuable external resource in the design and implementation of new programs.
Military component contribution

This is a point where the session will benefit from mission specific information

Note to the instructor: provide information about the military component contribution to DDR

Military component contribution

Military capability, particularly in specialized capacities such as communications, aviation, engineering, and medical and logistical support, is often difficult for the UN to obtain, and may be used only where it is uniquely able to fulfill the task at hand. Where civilian sources can meet an approved operational requirement and the military component of a mission is fully employed, civilian resources should be used. If mandated, and therefore resourced and equipped appropriately, the military should be able to contribute to a DDR program in the ways described below.

Security

Security is essential both to ensure former combatants’ confidence in a DDR program, and to ensure the security of other elements of a mission and the civilian population.
Security

Security is essential both to ensure former combatants’ confidence in a DDR program, and to ensure the security of other elements of a mission and the civilian population. A military component is often tasked with providing a secure environment so that a UN mission can meet its overall objectives. If tasked and resourced, military capability can be utilized to provide security that is specifically related to a DDR program. This can include camp/cantonment security, including security of weapons and ammunition that have been handed in or stored as part of a DDR program, and security of disarmament and/or demobilization sites. The military component can also be tasked with providing security to routes that former combatants will use to enter the program, and provide escorts to movement of those participating in the program. Experience has shown that unarmed MILOBs do not provide security, although in some situations they can assist by contributing to early warning, wider information-gathering and information distribution.

The use of MILOBs in remote situations must be carefully balanced with their security requirements. Unfortunately, the UN flag is not a guarantee of security in many of the situations facing UN peacekeeping forces.

If the mandate and the concept of operations specify that military support to DDR should carry out specific tasks, then the need for this must be factored into the force structure when the concept is drawn up. It is preferable to provide a single recommendation for the force requirement rather than going back to the UN Security Council for additional forces once a mission has started.

Information-gathering and reporting

The military component can contribute to DDR operations by seeking information on the locations, strengths and intentions of former combatants who may or will become part of a DDR program.

Information-gathering and reporting

The military component can contribute to DDR operations by seeking information on the locations, strengths and intentions of former combatants who may or will become part of a DDR program. Parties to the conflict are often reluctant to fully disclose troop strengths and locations, and it would also be naive to assume that all combatants fully accept or trust a peace process. As a result, accurate figures on weapons and ammunition which are expected to be collected during the program may never be available; hence there must be some degree of flexibility included in the technical part of the program.
The information-gathering process can be a specific task of the military component, but it can also be a by-product of its normal operations, e.g., information gathered by patrols and the activities of MILOBs. The military component can be used to detect whether the withholding of information is occurring, and can assist in dealing with this as part of the public information and sensitization campaign associated with DDR. A mission's Joint Operations Centre (JOC) and Joint Mission Analysis Centre should coordinate the information-gathering and reporting activities.

### Information dissemination and sensitization

The military component is normally widely spread across the post-conflict country/region, and can therefore assist by distributing information on a DDR program to potential participants and the local population. This is particularly useful when command chains and communications in armed factions are poor. Any information campaign should be planned and monitored by the DDR and wider mission public information staff. Depending on the security situation, MILOBs may be particularly useful in fulfilling this function.

### Program monitoring and reporting

If involved in a program to provide security, the military component can assist dedicated mission DDR staff by monitoring and reporting on aspects of program progress. This work must be managed by the DDR staff in conjunction with the JOC.
Specialized weapon and ammunition expertise

The military possesses specialized ammunition and weapons expertise that will be useful as part of disarmament aspects of a DDR program. Depending on the methods agreed on in peace agreements and plans for future national security forces, weapons and ammunition will either be destroyed or stored safely and securely.

Logistical support

The logistics and related tasks may encompass:

- Administration (assistance with registration and disarmament forms)
- Supply support (food, equipment/spare parts, petrol)
- Engineering support, if no civilian contractor is available (including explosive ordnance disarmament)
- Medical support, if no civilian medical personnel are available
- Transport support including material handling, if host nation support insufficient
- Communications

Military logistical capabilities can be useful in a DDR program. Their support must be coordinated with units that provide integrated services support to a mission. Where the military is specifically tasked with providing certain kinds of support to a DDR program, additional military capability may be required by the military component for the duration of the task. A less ideal solution would be to reprioritize or reschedule the activities of military elements carrying out other mandated tasks. This approach can clearly have the disadvantage of degrading wider efforts to provide a secure environment, perhaps even at the expense of the security of the population at large.

The logistics and related tasks may encompass:
Tasks for United Nations Military Observers (UNMOs)

UNMOs are normally unarmed and provide liaison functions with warring factions. They may also be involved in the organization and coordination of a demobilization site. Their tasks generally include:

- Monitoring separation of forces
- Monitoring withdrawal and disbandment of irregular forces
- Manning reception centers
- Registering and collecting weapons, ammunition and explosives
- Registering ex-combatants
- Performing investigations

In addition, other groups of observers from regional organizations, international organizations or NGOs may be participating in reintegration programs.
### Learning Activity: Disarmament, Demobilization and Reintegration processes exercise: role playing

#### Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>for activity introduction and instructions and reading the scenario</td>
</tr>
<tr>
<td>20 minutes</td>
<td>for perform the role-playing exercise</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Complete the DDR questionnaire</td>
</tr>
<tr>
<td>15 minutes</td>
<td>For comparing the results of the different groups</td>
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</tbody>
</table>

**Total time:** 45 minutes
### Definition of Disarmament, Demobilization, Reinsertion, Reintegration

**DISARMAMENT** is the collection, documentation, control and disposal of small arms, ammunition, explosives and light and heavy weapons belonging to combatants and often also to the civilian population. Disarmament also includes the development of responsible arms management programs.

**DEMOBILIZATION** is the formal and controlled discharge of active combatants from armed forces or other armed groups. The first stage of demobilization may extend from the processing of individual combatants in temporary centers to the massing of troops in camps designated for this purpose (cantonment sites, encampments, assembly areas or barracks). The second stage of demobilization encompasses the support package provided to the demobilized, which is called reinsertion.

**REINSERTION** is the assistance offered to ex-combatants during demobilization but prior to the longer-term process of reintegration. Reinsertion is a form of transitional assistance to help cover the basic needs of ex-combatants and their families and can include transitional safety allowances, food, clothes, shelter, medical services, short-term education, training, employment and tools. While reintegration is a long-term, continuous social and economic process of development, reinsertion is short-term material and/or financial assistance to meet immediate needs, and can last up to one year.

**REINTEGRATION** is the process by which ex-combatants acquire civilian status and gain sustainable employment and income. Reintegration is essentially a social and economic process with an open time-frame, primarily taking place in communities at the local level. It is part of the general development of a country and a national responsibility, and often necessitates long-term external assistance.
Section 1.4 Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages. At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. What is DDR?
2. What are the elements of DDR?
3. What are the key characteristics of DDR?
4. Who is DDR for?

Expected outcome

1. The DDR of ex-combatants is a complex process, with political, military, security, humanitarian and socio-economic dimensions
2. The elements of DDR are DISARMAMENT, DEMOBILIZATION, REINSERTION and REINTEGRATION
3. The key characteristics of DDR are:
   - People-centered
   - Flexible, accountable and transparent
   - Nationally owned
   - Integrated
   - Well planned
4. DDR is for:
   - Male and female adult combatants
   - Children associated with armed forces and groups
   - Those working in non-combat roles (including women)
   - Ex-combatants with disabilities and chronic illnesses
   - Dependants
Annex 1: UN documents and legal instruments guiding DDR

Handout

1. UN documents
Each mission-specific mandate for DDR is established through a unique Security Council resolution, but direction can also be drawn from the following:

- Statement by the President of the Security Council, S/PRST/2000/10, of 23 March 2000, in which “the Council notes that disarmament, demobilization and reintegration must be addressed comprehensively so as to facilitate a smooth transition from peacekeeping to peace-building”;

- Security Council resolution 1325 (2000) on Women, Peace and Security, in which the Council “[e]ncourages all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependants” (para. 13);

- Resolutions 1379 (2001), 1460 (2003) and 1539 (2004) on Children in Armed Conflict, in the last of which the Security Council “[r]eiterates its requests to all parties concerned, including UN agencies, founds and programs as well as financial institutions, to continue to ensure that all children associated with armed forces and groups, as well as issues related to children are systematically included in every disarmament, demobilization and reintegration process, taking into account the specific needs and capacities of girls, with a particular emphasis on education, including the monitoring, through, inter alia, schools, of children demobilized in order to prevent re-recruitment” (art. 8);

- A series of statements and resolutions adopted by the Security Council on the Protection of Civilians in Armed Conflict that are relevant to the planning and implementation of DDR programs.

The Secretary-General and other UN bodies provide policy guidance on DDR in a number of reports adopted by the Security Council and General Assembly, including:

- The Secretary-General’s report on The Role of UN Peacekeeping in Disarmament, Demobilization and Reintegration, S/2000/101, of 11 February 2000, paras. 2 and 8, in which the Secretary-General lays out the UN’s basic approach to DDR as a key element of stabilization in post-conflict situations to facilitate a society’s transition from conflict to development. He establishes that DDR cannot be viewed as a simple sequence of events, but rather, that each activity forms a continuum whose elements overlap and mutually reinforce each other;

- The Report of the Panel on UN Peace Operations, A/55/305; S/2000/809, of 21 August 2000, which reaffirms the importance of DDR to the achievement of the UN’s peacebuilding objectives, the indivisibility of its component parts and the importance of linking DDR programs to other elements of the peace-building framework, such as the rule of law and democratic governance. In addition, the
Report of the Panel on UN Peace Operations, A/55/502/2000, calls for an integrated or team approach to be taken by the different departments, agencies and programs of the UN system to achieve peace-building objectives; The Secretary-General’s Study on Women, Peace and Security (2002), which recommends that the UN system should incorporate the needs and priorities of women and girls as ex-combatants, ‘camp followers’ and families of ex-combatants in the design and implementation of DDR programs, in order: to ensure the success of such programs, the participation of women and girls and their full access to benefits; to pay attention to the specific needs of girl soldiers; to develop programs on the prevention of domestic violence in the families and communities of ex-combatants; and to recognize the contributions of women and girls in encouraging ex-combatants to lay down their arms;

• The Secretary-General’s bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse, ST/SGB/2003/13, of 9 October 2003, which applies to the staff of all UN departments, programs, funds and agencies, as well as to forces conducting operations under UN command and control, who are prohibited from committing acts of sexual exploitation and sexual abuse and who have a particular duty of care towards women and children. The bulletin also establishes standards of conduct and the responsibility of heads of office, mission or department in this regard;

• The Report of the High-level Panel on Threats, Challenges and Change, A/59/565, of 2 December 2004, which concludes that “[d]emobilization of combatants is the single most important factor determining the success of peace operations” (para. 227, 228), but notes that it is difficult to secure timely funding for DDR operations. The Panel calls for the creation of a standing fund for peace-building to be used to finance the recurrent expenditure of a newly formed government and key agency programs in the areas of rehabilitation and reintegration;

• The report of the Secretary-General on Disarmament, Demobilization and Reintegration, A/60/705, of 2 March 2006, which discusses the UN’s increased engagement in DDR processes as part of complex peacekeeping and non-peacekeeping operations over the last five years, including lessons learned from these operations. The report further discusses the development of the Organization’s new approach to DDR within the United Nations system, based on these lessons learned, which is articulated in the IDDRS.

2. International legal framework
The standards and provisions of international law operate both during and after conflict, and establish the broad normative framework for peace-building and recovery programs, including DDR. Legal regimes with particular relevance to DDR operations include the following:

International humanitarian law
• The Geneva Conventions (1949) and Additional Protocols (1977) provide legal definitions of combatants and armed groups, standards for the protection of civilians, and rights to relief for the wounded, sick and children;
The *International Criminal Court Statute* (1998) establishes individual and command responsibility for crimes against humanity, war crimes and genocide.

**International human rights law**

- The *International Covenant on Civil and Political Rights* (1978) recognizes the right of all people to self-determination and establishes a range of civil and political rights to be respected without discrimination, including rights of due process and equality before the law, freedom of movement and association, freedom of religion and political opinion, and the right to liberty and security of person;
- The *International Covenant on Economic, Social and Cultural Rights* (1978) establishes rights of individuals and duties of States to provide for the basic needs of all persons without discrimination, including access to employment, education and health care;
- The *Convention Against Torture and Other Cruel Inhuman or Degrading Treatment or Punishment* (1984) establishes that torture is prohibited under all circumstances, including a state of war, internal political instability or other public emergency, regardless of the orders of superiors or public authorities;
- The *Convention on the Elimination of All Forms of Discrimination Against Women* (1979) prohibits discrimination on the basis of sex and promotes equal access for men and women to employment, education, and legal, political, economic, social and cultural rights;
- The *Convention on the Rights of the Child* (1989) recognizes the special status of children and establishes their economic, social and cultural rights, as well as States’ duty to protect children in a number of settings, including during armed conflict.

**International refugee law**

- The *Convention Relating to the Status of Refugees* (1951) establishes the rights of refugees and duties of States in this regard, including the prohibition of forced repatriation.

**Statements of international principles and standards**

- The *Cape Town Principles and Best Practices* (1997) establishes 18 as the minimum age for recruitment in any form into any armed force or armed group and encourages governments to ratify the *Optional Protocol to the Convention on the Rights of the Child*, which raises the minimum age for recruitment from 15 to 18 years. Children associated with armed groups and forces are defined as “any person under 18 years of age who is part of any kind of regular or irregular armed force or armed group in any capacity, including but not limited to cooks, porters, messengers and anyone accompanying such groups, other than family members. The definition includes girls recruited for sexual purposes and for forced marriage. It does not, therefore, only refer to a child who is carrying or who has carried arms.”
Unit 2.1 Negotiation and Mediation

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Preparatory Notes to Instructor

Background
In the context of post-conflict societies, United Nations Peacekeeping Operations can contain elements of both small and large scale confrontations which have to be dealt with during the de-escalation efforts. In a Peacekeeping Operation negotiation, mediation and even diplomatic activities not only have to be covered on the management/command level but especially on the practical level by all UN peacekeepers.

Indeed, peacekeepers might have to use operational and structural techniques to prevent and manage conflict, and to de-escalate potential violence whenever tension arises. The main objective is to support the peace process in the post conflict society.

People often use negotiation and mediation techniques in their daily lives without realizing it. This occurs in an environment that is known to them, in their own language and in their own culture, and under circumstances that are far from a conflict or post conflict environment.

Yet communication in a Peacekeeping Operation is much more complex. Peacekeepers have to be prepared to negotiate and mediate conflicts on a daily basis, with people from different cultures, many times in a language that is not their mother tongue and often under tense or even threatening situations.

Additionally peacekeepers often will have to deal with complaints, criticism and demands, all of which will require good negotiation and mediation skills.

Negotiation and mediation skills will improve the peacekeepers’ potential to de-escalate a conflict situation, promote a secure environment, and develop peaceful and lasting solutions to a conflict on any scale.

Aim
To enable participants to:

- Use negotiation and mediation techniques as necessary when employed in a UN peacekeeping operation

Learning Outcomes
On completion of Negotiation and Mediation Module, participants will be able to:

1. Describe the characteristics of a conflict
2. Define communication, negotiation and mediation
3. Identify the three principles of negotiation/mediation
4. Identify the phases of a negotiation/mediation process and list some needed action within the phases

5. Apply negotiation/mediation skills in an exercise

Training Sequence

The material contained in this module could be delivered over three to four training units, depending on the number of learning activities upon which the instructor decides. The instructor can modify the duration to suit national training requirements and reflect the subject matter comprehension level of the participants/learners.

This module should be delivered in conjunction with or with due attention to the modules on Respect for Diversity, Working with Different Partners and Security.

Duration

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Assessment</th>
<th>Session Activities</th>
</tr>
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<tbody>
<tr>
<td>65 minutes</td>
<td>45 min</td>
<td>5 min.</td>
<td>15 min</td>
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Additional Options

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<tr>
<th>Mission Specific</th>
<th>Optional Film</th>
<th>Optional Activity</th>
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</thead>
<tbody>
<tr>
<td>TBD by PKTC</td>
<td></td>
<td>Unit 2 Training Activity 45 (together with 2.2)</td>
</tr>
</tbody>
</table>

Methodology

This module contains suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

It is advisable to distribute all handouts prior to the session, so participants can take advantage from the information and ask instructors for clarifications.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

Structure of the presentation

- Definition of Conflict
- Typical responses to conflict
- Definition of communication, negotiation, mediation
- Purpose of Negotiation/Mediation
Section 2.1: Negotiation and Mediation

- Phases of Negotiation/Mediation
- Learning Outcome Assessment

*Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

**Instructor Profile**

This module is best presented by an instructor who has experience in negotiation and mediation, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

**Instructor Preparations**

**Required Readings**


**General Preparations**

**Equipment:**

1. Computer and PowerPoint slides
2. Projector and Screen
3. Flip Chart
4. Materials: Copies of handouts…etc.

**Mission Specific**

If Section 2.1 is being presented to prepare participants for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations’: [http://www.un.org/Depts/dpko/dpko/index.asp](http://www.un.org/Depts/dpko/dpko/index.asp)). Additional mission specific information is available at the UN DPKO Policy and Training
internet website:
http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

Symbols Legend

 şü  Note to the Instructor (Some background information for consideration)

1. Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor’s own words versus being read to participants)

MISSION SPECIFIC  Mission Specific (A point where the session will benefit from mission specific information)

e.g.  Example (Stories that illustrate a point or key message)

?  Sample questions (A list of potential questions to pose to participants)

Handout (Indicates a handout is provided to participants at this point)

Film (A film that is recommended as a core part of the training or an option)

Core Learning Activity (An activity that is strongly recommended for inclusion)

Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part – as indicated in the text)

Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)
### Session Notes

#### Negotiation and Mediation

**Note to Instructor:** Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

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<tr>
<td><strong>Aim</strong></td>
</tr>
<tr>
<td>To enable participants to: Use negotiation and mediation techniques as necessary when employed in a UN peacekeeping operation</td>
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</tbody>
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<td><strong>Learning Outcome</strong></td>
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<tr>
<td>On completion of the module, participants will be able to:</td>
</tr>
<tr>
<td>• Describe the characteristics of a conflict</td>
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<tr>
<td>• Define communication, negotiation and mediation</td>
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<tr>
<td>• Identify the three principles of negotiation/mediation</td>
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<tr>
<td>• Identify the phases of a negotiation/mediation process and list some needed action within the phases</td>
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<tr>
<td>• Apply negotiation/mediation techniques in an exercise</td>
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<tr>
<th>Slide 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Structure of the Presentation</strong></td>
</tr>
<tr>
<td>• Definition of Conflict</td>
</tr>
<tr>
<td>• Typical responses to conflict</td>
</tr>
<tr>
<td>• Definition of communication, mediation, negotiation</td>
</tr>
<tr>
<td>• Purpose of Negotiation/Mediation</td>
</tr>
<tr>
<td>• Phases of Negotiation/Mediation</td>
</tr>
<tr>
<td>• Learning Outcome Assessment</td>
</tr>
</tbody>
</table>
Definition of Conflict

Conflict is a state of human interaction where there is disharmony or a perceived divergence of interests, need or goals. There is a perception that interests, needs or goals cannot be achieved due to interference from the other person or people (ACCORD).

Note to instructor: Even though negotiation/mediation skills are used in everyday life, participants should be aware that in a peacekeeping operation they are going to be confronted with a conflict or post conflict environment. It is important for them to understand the background of the conflict.

Characteristics of a conflict

- Conflict is a state or relationship characterized by disharmony
- Conflict emerges when parties/people opinions differ over goals, values and/or interests
- Due to the differences parties/people start to compete
- Parties/people confront each other
- The confrontation might escalate into violence, destruction and devastation if not managed
- Management of conflict starts with communication, negotiation, and mediation
- A managed conflict can create an opportunity for positive change

Conflict Management Continuum

<table>
<thead>
<tr>
<th>Informal discussion</th>
<th>Negotiation</th>
<th>Mediation</th>
<th>Arbitration</th>
<th>Adjudication</th>
<th>Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision by the parties</td>
<td>Decision by external party</td>
<td>Decision by force</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parties lose control of the process/content/solution

Note to instructor: Before showing the slide above ask the participants which options they have to respond to a conflict and which are the main tools the participants will use in the mission.
Expected Outcome:

1. Decisions by the parties (ACCORD)
   - Informal Discussion: An unstructured process, where parties attempt to resolve their problems on their own (also useful to prepare for formal negotiations)
   - Negotiation: An informal or formal process, where parties actively talk about their conflict for the purpose of reaching agreement and bringing resolution to their problems.
   - Mediation: A “facilitated negotiation”, where an independent third party helps belligerents to come to a resolution of their problems, but does not decide on their behalf.

2. Decision by external party (ACCORD)
   - Arbitration: Parties jointly commit to a third party making a decision about how to resolve the conflict, which will be binding on all parties. This is often used in industrial or business conflicts.

   **Example** The Eritrea-Ethiopia Boundary Commission was an example of this mechanism. On 13 April 2002 in The Hague, the Commission conveyed to representatives of the two governments its decision about delimitation of their common border which was an important milestone in the peace process; the decision of the Commission was "final and binding",

   - Adjudication: A legal process, backed up by the power of institution –e.g. a medical board governing doctors, or a court governing society. The “adjudicator” makes a decision for the parties, which is binding on the parties.

   **Example** The International Court of Justice (ICJ) is the principal judicial organ of the United Nations (UN). It was established in June 1945 by the Charter of the United Nations and began work in April 1946.

   The Court’s role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies.

3. Decision by force (ACCORD)
   - This is the last resort, and the most destructive and costly way of resolving conflicts. It often causes sexual and gender-based violence (SGBV) and the collapse of structures/infrastructures. Use of force can lead to loss of life; destruction of property and the social order; massive financial costs associated with the financing of a war and peacekeeping
intervention; and the loss of trade, resources and functioning economic systems

The participants will mainly use the first three options:
• Informal Discussion
• Negotiation
• Mediation

Typical responses to conflict

Note to instructor: Before showing the slide below; ask the participants which options they have to respond to a conflict and to provide examples of situations from the mission in which responses are appropriate.

There are five basic “typical” styles that we use when responding to conflict. Each style may be appropriate under circumstances, and we should make a conscious choice which approach to use.
The Appropriate response

MEoM as part of a peacekeeping mission, probably do not have complete freedom to respond to a conflict situation in any way they want and they may need to follow protocol, lines of authority, and policy and guidelines. They may also have to consider the safety and security of civilians or team members in a dangerous situation. MEoM must select their response to a conflict according to the particular demands of the environment in which they find themselves. A joint problem solving approach might not always be the most appropriate response. Following are some alternatives of responses to a conflict situation.

### Handout: What is an Appropriate Response?

<table>
<thead>
<tr>
<th>STYLE</th>
<th>IS APPROPRIATE WHEN…</th>
<th>IS INAPPROPRIATE WHEN…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawing</td>
<td>• The issue is trivial&lt;br&gt; • The relationship is significant&lt;br&gt; • Time is short and a decision is not necessary&lt;br&gt; • Your only power is to block the other person by not dealing with the issue</td>
<td>• You care about both the relationship and the issues involved&lt;br&gt; • You use this style habitually for most issues&lt;br&gt; • Negative feeling may linger&lt;br&gt; • Others would benefit from caring confrontation</td>
</tr>
<tr>
<td>Yielding</td>
<td>• You really don’t care about the issue&lt;br&gt; • You have no wish to block the other person</td>
<td>• You are likely to harbour resentment&lt;br&gt; • You use this style habitually in order to gain acceptance&lt;br&gt; • Others wish to collaborate and will feel like enforcers if you simply accommodate them</td>
</tr>
<tr>
<td>Forcing/Confronting</td>
<td>• A life-threatening emergency looms&lt;br&gt; • You’re sure you’re right, and being right matters more than preserving relationships&lt;br&gt; • The issue is trivial and others don’t really care what happens</td>
<td>• Collaboration has not yet been attempted&lt;br&gt; • Cooperation from others is important&lt;br&gt; • This style is used routinely for most issues&lt;br&gt; • Self-respect of others (losing face) is affected and is likely to have long-term consequences on your relationship</td>
</tr>
<tr>
<td>Compromising</td>
<td>• Cooperation is important, but the time or resources are limited&lt;br&gt; • Finding some solution, even less than best, is better than complete stalemate&lt;br&gt; • Efforts to collaborate will be misunderstood as forcing</td>
<td>• Finding the most creative solutions possible is essential&lt;br&gt; • You can’t live with the consequences</td>
</tr>
<tr>
<td>Joint problem solving</td>
<td>• The issues and relationship are both important&lt;br&gt; • Cooperation is important&lt;br&gt; • A creative end is important&lt;br&gt; • Reasonable hope exists to meet all interests</td>
<td>• Time is short&lt;br&gt; • The issues are important&lt;br&gt; • The goals of the other person are incompatible with your mandate and/or principles</td>
</tr>
</tbody>
</table>
**Definitions**

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Slide 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Communication</td>
<td></td>
</tr>
<tr>
<td>- Negotiation</td>
<td></td>
</tr>
<tr>
<td>- Mediation</td>
<td></td>
</tr>
</tbody>
</table>

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**Learning Activity: Define Communication, Negotiation and Mediation**

The purpose of this group discussion activity for participants is to find their definition for communication, negotiation and mediation, and to compare them with the expected outcome.

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time Required</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>for activity introduction and instructions</td>
</tr>
<tr>
<td>5 minutes</td>
<td>for work small groups discussions</td>
</tr>
<tr>
<td>5 minutes</td>
<td>for small group reports in plenary *</td>
</tr>
<tr>
<td><strong>Total time:</strong> 15 minutes</td>
<td>*total time dependent number of groups</td>
</tr>
</tbody>
</table>

**Activity Guidelines:**

1. Divide participants into three small groups.
2. Ask each group to explain one of the terms in the slide.
3. Ask participants to present their results in the plenary.
4. Complement the results with the expected outcome

**Expected Outcome:**

**Communication:**

A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours or a technique for expressing ideas effectively as in:

- Speech
- Non verbal communication
- Body language
- Taking into consideration the Cross Cultural Communication
- Show of respect
• Identify expectations in the cultural context

Negotiation
• Involves two or more parties
• Happens when there is a problem, a conflict of interest or a common concern between parties
• Appropriate when the parties have a more-or-less even power balance
• Happens when the parties want to reach a joint agreement
• A verbal, interactive process
• Requires parties to identify the issues of a conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)

Mediation
In most cases, mediation:
• Involves two or more parties
• Occurs following the invitation of the parties to a conflict
• Involves an acceptable, impartial third party whose role is to assist the parties to reach their own mutually acceptable agreement, and who has no authoritative decision-making power
• Happens when there is a problem, a conflict of interest or common concern between parties
• Appropriate when the parties have an uneven power balance
• Can only occur when parties are willing to negotiate
• Happens when the parties want to reach a joint agreement
• A verbal, interactive process
• Requires a mediator to assist parties to identify the issues of conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)
### Purpose of Negotiation/Mediation

<table>
<thead>
<tr>
<th>Purpose of Negotiation/Mediation</th>
<th>Slide 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identification and isolation of areas of conflict/disputes</td>
<td></td>
</tr>
<tr>
<td>• Prevention of escalation</td>
<td></td>
</tr>
<tr>
<td>• Reduce differences in areas of conflict/disputes</td>
<td></td>
</tr>
<tr>
<td>• Resolution of conflict/disputes</td>
<td></td>
</tr>
<tr>
<td>• Preventive action against recurrence of conflict/disputes</td>
<td></td>
</tr>
</tbody>
</table>

### Principles of Negotiation/Mediation

<table>
<thead>
<tr>
<th>Principles of Negotiation/Mediation</th>
<th>Slide 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand your mandate</td>
<td></td>
</tr>
<tr>
<td>• Understand the interests of the people/parties</td>
<td></td>
</tr>
<tr>
<td>• Understand the cultural context</td>
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</tbody>
</table>

### 2. Principles of Negotiation/Mediation

Successful communication and negotiation/mediation depend on how well peacekeepers understand the following three principles:

- Understand the mandate and role of the United Nations in the conflict.  
  You need to have a clear understanding of the UN interests / mandate in order to achieve a positive outcome.

- Understand the interest(s) of the people/parties  
  You need to know, anticipate and understand the peoples'/parties' interests and their objectives. The focus should be on their real interests, not their stated positions.

- Understand the cultural and historical context within which you operate in order to evaluate the situation and the local needs.

### Techniques of Negotiation/Mediation

<table>
<thead>
<tr>
<th>Techniques of Negotiation/Mediation</th>
<th>Slide 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Separate the people from the problem</td>
<td></td>
</tr>
<tr>
<td>• Focus on interests not positions</td>
<td></td>
</tr>
<tr>
<td>• Generate a variety of possibilities</td>
<td></td>
</tr>
<tr>
<td>• Result has to be based on objective criteria</td>
<td></td>
</tr>
</tbody>
</table>
The four bullet points describe techniques how to achieve a positive result in the negotiation/mediation process.

- Separate the people from the problem
  - Be hard on the problem, easy on the people
- Focus on interests not positions
  - Positions are yes-or-no obstacles
  - Interests present problems to be solved, perhaps in more than one way
- Generate a variety of possibilities
  - Look for ways to create value before trying to claim it
- Result has to be based on objective criteria
  - Build a joint model of the problem - kick your model of the problem around, not each other

### Phases of Negotiation/Mediation

<table>
<thead>
<tr>
<th>Phases of Negotiation/Mediation</th>
<th>Slide 12</th>
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</thead>
<tbody>
<tr>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Conduct of negotiation/mediation</td>
<td></td>
</tr>
<tr>
<td>Follow up</td>
<td></td>
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</tbody>
</table>

### Negotiation

### Preparation of Negotiation

<table>
<thead>
<tr>
<th>Preparation of Negotiation</th>
<th>Slide 13</th>
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<tbody>
<tr>
<td>Advanced preparations/considerations</td>
<td></td>
</tr>
<tr>
<td>Internal preparations</td>
<td></td>
</tr>
<tr>
<td>Final preparations</td>
<td></td>
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</tbody>
</table>
As in all matters and tasks, the planning and preparation is key to success. Therefore: Do your homework!

**Advanced preparations/considerations**
- What is the conflict/dispute about?
- Who are the people/parties involved? Name, rank, personality, authority, religion, ethnicity, culture, attitudes?
- Has the conflict/dispute been dealt with before?
- Why has it come up at this time?
- What is the background/history?
- Obtain all possible information about the immediate conflict/dispute and outline the options for a settlement
- Read previous reports on the matter; what was the UN conclusion and how does it relate to previous/future arrangements?
- What are your options, limitations, frame, mandate, etc.?
- When and where will the negotiation take place (get confirmation)
- Establish an agenda for the meeting
- What do you hope to achieve, what is the minimum desired result?
- What are the objectives/interests of the people/parties involved?
- Can you identify some common ground?

**Internal preparations**
- Who is going to do the talking?
- Who is taking notes and writing minutes (can notes be taken – can a tape recorder be used)?
- Decide on the role of the language assistant/interpreter
- Are you all going to attend the meeting (driver, extra team)?
- Decide on need for specialists (weapons, mines, economic, cultural, etc.)

**Final preparations**
- Be at the place for the meeting in due time, in good shape and well dressed
- Make ready for seating, security, parking and communication
- Consider coffee, drinks, food
- Place agenda, pencils and writing pads on the table

**Conduct of negotiation**
## Conduct of negotiation

<table>
<thead>
<tr>
<th>Slide 14</th>
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</thead>
<tbody>
<tr>
<td>• The opening talks</td>
</tr>
<tr>
<td>• The main talks</td>
</tr>
<tr>
<td>• Summary</td>
</tr>
</tbody>
</table>

### The opening talks

- Take your time and be patient
- Remember the customary salutations and exchanges of courtesies (in accordance with the local habit)
- Some introductory small talk may be useful and polite (gives everybody a chance to get used to the way the common language is used and it offers a chance to assess the mood)
- Offer/take refreshments
- Introduce yourself and your team (wear name tag)
- Introduce the agenda of the meeting
- Find agreement on the agenda
- It is advised to avoid using cellphones and keep them turned off.

### The main talks

- If possible let your counterpart start, and listen to him, do not interrupt, be patient
- If incorrect information is given, state the actual facts (supported by evidence) but do not argue
- State the UN point of view (facts only)
- If there are differences in points of view, note the view of the counterpart and highlight the point of view of the opposite side (eventually also the UN approach). Declare that you will come back to the issue after an examination of the key problems. Carry out your examination and negotiation in a similar manner with the other party
- In some cases the task of the UN team includes conveying complaints, either from the opposing party or from the UN itself. Make sure that the complaint is clear in all its details - preferably confirmed in writing
- **Make no promises or admissions**, unless the situation or your mandate clearly states you can do so. Do not reveal anything about one party that could be exploited by the other party. To be impartial and correct is of the greatest importance
Always be restrained if one of the parties expresses a negative view about the UN, the opposing party's morale, politics or methods. Try to make everybody accept the UN mandate and the solution it promotes. Make careful reminders about agreements, actual arrangements and past practices.

**Summary**

- Summarize the meeting
- Complete the meeting by repeating what has been agreed upon, if possible have it confirmed in writing
- Agree upon a time and place for further negotiations
- Do not forget to give the final polite phrases, etc.

**The follow up**

<table>
<thead>
<tr>
<th>The follow up</th>
<th>Slide 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post meeting analysis</td>
<td></td>
</tr>
<tr>
<td>Prepare a short verbal briefing for your headquarters</td>
<td></td>
</tr>
<tr>
<td>Prepare a detailed written follow-up on the negotiation</td>
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<tr>
<td>Contribute to other general information systems</td>
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</tbody>
</table>

**The follow up**

The reporting of results and the follow-up on the meeting is very important for the credibility of the UN operation:

- Post meeting analysis
- Prepare a short verbal briefing for your headquarters (involve all UN members present at the meeting)
- Prepare a detailed written follow-up on the negotiation, facts, conclusions, recommendations and arrangements
- Contribute to other general information systems in accordance with the SOP

**Mediation**

**Preparations of Mediation**

<table>
<thead>
<tr>
<th>Preparations of Mediation</th>
<th>Slide 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the parties separately before the meeting</td>
<td></td>
</tr>
<tr>
<td>Discuss the conflict/dispute internally</td>
<td></td>
</tr>
</tbody>
</table>
Preparations of Mediation

The technique applied in mediation is basically the same as for negotiation. The most important difference is that representatives for the opposing parties are present in the same location. This calls for careful considerations concerning security measures as well as pre-accepted subjects for the meeting.

- Meet the parties separately before the meeting
- Discuss the conflict/dispute internally, make an approved agenda and distribute it before the meeting
- Select a meeting-place (neutral ground and/or secured area)
- Establish the conditions for the meeting - armed/unarmed - how many persons – language assistants/interpreters - communications - seating - who goes first - separate rooms
- Consider possible solutions to the main conflict/dispute

Conduct of mediation

- Start the meeting by reading the agreed agenda
- If there has been a previous meeting give the result and the status of what has been implemented
- Appear impartial, observe objectivity and remain respectful
- Try to balance the outcome
- Guide/mediate the parties through their negotiation
- If no agreement/result can be reached, agree to meet again
• Start the meeting by reading the agreed agenda
• If there has been a previous meeting give the result and the status of what has been implemented
• Appear impartial, observe objectivity and remain respectful
• Try to balance the outcome (“one for you and another one for me”)
• Guide/mediate the parties through their negotiation
• If no agreement/result can be reached, agree to meet again

No one can change the past, but you may be able to change the future.

The follow up
(As mentioned under negotiation)

<table>
<thead>
<tr>
<th>The follow up</th>
<th>Slide 18</th>
</tr>
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<tbody>
<tr>
<td>(As mentioned under negotiation)</td>
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</table>

General Tips for the Negotiator/Mediator

<table>
<thead>
<tr>
<th>General Tips for the Negotiator/Mediator</th>
<th>Slide 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pay social compliments.</td>
<td></td>
</tr>
<tr>
<td>• Cordiality, dignity and respect</td>
<td></td>
</tr>
<tr>
<td>• Define the common ground</td>
<td></td>
</tr>
<tr>
<td>• Remain calm</td>
<td></td>
</tr>
<tr>
<td>• Avoid criticism</td>
<td></td>
</tr>
<tr>
<td>• Do not be arrogant</td>
<td></td>
</tr>
<tr>
<td>• Be fair</td>
<td></td>
</tr>
<tr>
<td>• Use terminology known by all</td>
<td></td>
</tr>
<tr>
<td>• Complaints are clear, complete and in writing</td>
<td></td>
</tr>
<tr>
<td>• Make no promises</td>
<td></td>
</tr>
<tr>
<td>• Do not reveal anything about any party</td>
<td></td>
</tr>
<tr>
<td>• If you make a statement that you will do something – do it</td>
<td></td>
</tr>
<tr>
<td>• Maintain eye contact with the speaker</td>
<td></td>
</tr>
</tbody>
</table>

Negotiator’s tips

• Pay **military and social compliments** to all military, police and civilian representatives involved in the negotiations. Take the time to welcome and bid farewell to all of the key players.

• Encourage an air of **cordiality, dignity** and respect in the proceedings,
Define the common ground to reinforce the success already achieved. If friction occurs, do not attempt to fill gaps in conversation. It may be more productive to allow long pauses to occur. This is a psychological tool to encourage the parties to take the initiative in speaking, and thereby revive dialogue.

Remain calm if one of the parties decides to criticize the mission, you as an individual, or a third party. Never lose control of your emotions, this is interpreted as a sign of weakness, and inhibit your ability to continue effectively as a negotiator/mediator.

Be tactful and avoid any inference that might be interpreted as criticism.

Do not be arrogant or patronizing. This may backfire with justification.

Be fair in your approach to all parties. Avoid circumstances that may lead to a “loss of face”.

Use the correct terminology known by all.

If it is required to convey complaints, ensure that the particulars are clear, complete and in writing.

Make no promises or admissions, unless you have the authorization to do so.

Do not reveal anything about one party that could be exploited by the other party. Maintain scrupulous impartiality in all speech and actions.

If you make a statement that you will do something – do it; and if you cannot, explain to the parties why.

Maintain Eye Contact with the Speaker. During a translation of speech, it will be essential to maintain eye contact with the person with whom you are speaking (and not the interpreter) in order to identify cues to “non-verbal communication” that indicate whether the objectives of the discussion are being achieved, and opportunities for new initiatives are offered.

<table>
<thead>
<tr>
<th>Summary of Key Points</th>
<th>Slide 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characteristics of a conflict and conflict management continuum</td>
<td></td>
</tr>
<tr>
<td>• Communication, negotiation and mediation</td>
<td></td>
</tr>
<tr>
<td>• Be aware of the mandate, cultural context and interests of people/parties</td>
<td></td>
</tr>
</tbody>
</table>
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions
1. Define conflict and describe the characteristics of a conflict
2. Define communication, negotiation and mediation
3. Identify the three principles of negotiation/mediation
4. Identify the phases of a negotiation/mediation process

Expected outcome
1. Define conflict and describe the characteristics of a conflict
   
   Definition
   Conflict is a state of human interaction where there is disharmony or a perceived divergence of interests, need or goals. There is a perception that interests, needs or goals cannot be achieved due to interference from the other person or people (ACCORD)

   Characteristics
   - Conflict is a state or relationship characterized by disharmony
   - Conflict emerges when parties/people opinions differ over goals, values and/or interests
   - Due to the differences parties/people start to compete
   - Parties/people confront each other
   - The confrontation might escalate into violence and escalate into destruction and devastation if not managed
   - Management of conflict starts with communication, negotiation, mediation
   - A managed conflict can create an opportunity to positive change

2. Define communication, negotiation and mediation

Communication:
A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours or a technique for expressing ideas effectively as in:

- Speech
- Non verbal communication
- Body language
- Taking into consideration the Cross Cultural Communication
  - Show of respect
  - Identify expectations in the cultural context

**Negotiation**

- Involves two or more parties
- Happens when there is a problem, a conflict of interest or a common concern between parties
- Appropriate when the parties have a more or less even power balance
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires parties to identify the issues of a conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)

**Mediation**

In most cases, mediation:

- Involves two or more parties
- Occurs under the invitation of the parties to a conflict
- Involves an acceptable, impartial third party whose role is to assist the parties to reach their own mutually acceptable agreement, and who has no authoritative decision-making power
- Happens when there is a problem, a conflict of interest or common concern between parties
- Appropriate when the parties have an uneven power balance
- Can only occur when parties are willing to negotiate
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires a mediator to assist parties to identify the issues of conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)

3. Identify the three principles of negotiation/mediation

Successful communication and negotiation/mediation depend on how well peacekeepers understand the following three principles:

- Understand the mandate and role of the United Nations in the conflict.
- Understand the interest(s) of the people/parties
- Understand the cultural and historical context within which you operate in order to evaluate the situation on the local needs.

4. Identify the phases of a negotiation/mediation process

- Preparation
- Conduct of negotiation/mediation
  - Opening talks,
  - main talks
  - summary
- Follow up
**Learning Activity: Negotiation, Mediation and Use of Language**

**Assistants exercise: role playing**

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>for activity introduction and instructions and reading the scenario</td>
</tr>
<tr>
<td>20 minutes</td>
<td>for perform the role-playing exercise</td>
</tr>
<tr>
<td>05 minutes</td>
<td>debrief in small groups</td>
</tr>
<tr>
<td>10 minutes</td>
<td>debrief in the plenary group</td>
</tr>
</tbody>
</table>

**Total Time:** 45 minutes
Unit 2.2 The Use of Language Assistants

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exercise: role playing ............................................................................. 13
Preparatory Notes to Instructor

Background

Due to the multinational nature of peacekeeping operations, most peacekeepers will not be able to communicate with local people of the host country in their own language.

The UN will typically employ local people as language assistants to help peacekeepers with translation and interpretation.

This unit provides some guidance on how to work with language assistants/interpreters, and how to make use of a language assistant/interpreter in a negotiation or conflict situation.

It will help participants to understand the cultural context that creates the need for interpretation, and to understand the roles and importance of language assistants/interpreters.

It will also include practical information and the “dos and don’ts” of working with language assistants/interpreters.

Aim

To enable participants to:

- Work with language assistants/interpreters

Learning Outcomes

On completion of the module: use of language assistants, participants will be able to:

1. Describe preparation steps when working with language assistants
2. Apply their knowledge how to use a language assistant in an exercise

Training Sequence

The material contained in this module could be delivered over one to two training units, depending on the number of learning activities upon which the instructor decides. The instructor can modify the duration to suit national training requirements and reflect the subject matter comprehension level of the participants.

This module should be delivered in conjunction with or with due attention to the modules on Negotiation and Mediation, Respect for Diversity, Working with Different Partners and Security.
## Duration

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Assessment</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 minutes</td>
<td>45 min</td>
<td>10 min.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Options</th>
<th>Mission Specific</th>
<th>Optional Film</th>
<th>Optional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 min for role</td>
<td>TBD by PKTI</td>
<td></td>
<td>Unit 2 Training Activity</td>
</tr>
<tr>
<td>playing activity</td>
<td></td>
<td></td>
<td>45 min. (together with 2.1)</td>
</tr>
</tbody>
</table>

## Methodology

This module contains suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

**Structure of the presentation**

- Working with Language Assistants
- Challenges of Working with Language Assistants
- Preparation of Language Assistants
- Working with Language Assistants - how the job should be done

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

*Please Note:* It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

## Instructor Profile

This module is best presented by an instructor who has experience in negotiation and mediation and the use of language assistants as MEOm, who
Section 2.2: the Use of Language Assistants

could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. 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, case study discussions and in any other activities.

Instructor Preparations

Required Readings


General Preparations

Equipment:
1. Computer and PowerPoint slides
2. Projector and Screen
3. Flip Chart

Materials:
1. Copies of handouts…etc.

Mission Specific

If Section 2.2 is being presented to prepare participants for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations’: http://www.un.org/Depts/dpko/dpko/index.asp). Additional mission specific information is available at the UN DPKO Policy and Training internet website: http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

Symbols Legend

☞ Note to the Instructor (Some background information for consideration)

💬 Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor’s own words versus being read to participants)
Mission Specific (A point where the session will benefit from mission specific information)

Example (Stories that illustrate a point or key message)

Sample questions (A list of potential questions to pose to participants)

Handout (Indicates a handout is provided to participants at this point)

Film (A film that is recommended as a core part of the training or an option)

Core Learning Activity (An activity that is strongly recommended for inclusion)

Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part – as indicated in the text)

Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)
The Use of Language Assistants

Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

Aim
To enable participants to:
• Work with language assistants

Learning Outcome
On completion of the module, participants will be able to:
• Describe preparation steps when working with language assistants
• Apply their knowledge how to use a language assistant in an exercise

Structure of the Presentation
• Working with Language Assistants
• Challenges of Working with Language Assistants
• Preparation of Language Assistants
• Working with Language Assistants - how the job should be done
Working with Language Assistants

Who are the Language Assistants?

- Most interpreters in peacekeeping operations are not professionally trained. They have some knowledge of the mission language, which is usually English, and the local languages, and have been hired by the mission as “language assistants”. Very few language assistants would have received any formal training in interpretation.

- Think of your language assistant as your ambassadors to the local community. Language assistants are normally influential in their communities because they are more educated than most others.

- Language assistants usually live and stay within their own communities and will be asked by family and friends about the experience of working with the United Nations. This can lead to potential security risks for both the language assistant and the mission due to confidential issues.

- Take care of your language assistant do not put him/her into dangerous situations.

Note to the instructor: Recall the definition of communication after slide 5 and see slide below.

Communication

A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours

- A technique for expressing ideas effectively as in:
  - Speech
  - Non verbal communication
  - Body language
  - Taking into consideration the Cross Cultural Communication
    - Show respect
Identify expectations in the cultural context

The major impact (more than 50%) of communication happens through body language, postures, gestures, and eye contact, the tone of voice has a high impact as well (app. 40%), and the least impact happens through the content or the words used. (research results, see WIKIPEDIA)

Challenges of Working with Language Assistants

- Misunderstandings/misinterpretations
- Timing has to be adjusted
- Incomplete interpretation

Interpreting a conversation between two people of different languages and cultures requires special sensitivity to and knowledge of those languages and cultures so that the words, together with the substance, emotion and context of the statements, can be accurately communicated. Due to these facts some of what you say to the other party might not be conveyed and understood in the same way as you said it or intended it to be understood. Likewise, you might not hear what the other party wanted to communicate to you.

Remember to devote twice the amount of a regular time estimate when you conduct a meeting, negotiation or mediation with interpretation.

Due to a lack of professional training the interpretation might not be complete or accurate.

Preparation of Language Assistants

- Information in advance
- Written information where possible
- Proper briefing on the subject

Note to the instructor: After having shown the slide brainstorm with the participants how to prepare their language assistants for the meeting and what has to be considered in advance. Complement the results with the expected outcome.
Expected Outcome:

- Inform the language assistant in advance – as many working days ahead of time as possible to allow scheduling and preparation
- Provide as much written information as possible, as far ahead as possible
  This will allow familiarization with materials, checking for meaning and context. Include:
  - Agenda, list, titles and backgrounds of speakers
  - Copies of speeches, talking points, documents to be distributed
  - List of technical words
- Brief the language assistant about the event and the exact role expected of him/her
  - Will they be expected to provide simultaneous translation of an unseen presentation?
  - Will a copy of the presentation be provided ahead of time?
  - Will there be interpretation into a number of different languages?
  - How many people will be speaking?
  - Will there be a panel, group or one speaker?

<table>
<thead>
<tr>
<th>Preparation of Language Assistants II</th>
<th>Slide 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security issues</td>
<td></td>
</tr>
<tr>
<td>- Be aware of the possibility of being in a location where the language assistants might be at risk or might be compromised.</td>
<td></td>
</tr>
<tr>
<td>- Ensure adequate security for language assistants.</td>
<td></td>
</tr>
</tbody>
</table>

Be aware of what potential security problems exist and inform the language assistant.
- Be aware of the possibility of being in a location where the language assistant’s ethnicity, role or relationship to others may put them at risk or compromise. In some cases another language assistant may be required.
- Ensure adequate security for language assistants.
Preparation of Language Assistants III

Sensitive issues

- Can they travel away from home?
- Is it appropriate to travel with females by themselves?
- Are there separate toilet facilities at the venue?
- Is the venue one that is accessible and open to women?
- What transport / security requirements need to take place?

Pay specific attention to needs of female language assistants. Examples:

- Can they travel away from home?
- Is it appropriate to travel with females by themselves or should it be separately or with another female or family chaperone?
- Are there separate toilet facilities at the venue?
- Is the venue one that is accessible and open to women?
- What transport / security requirements need to take place?

Note to the instructor Be aware of the sensitivity of a topic, questions / answers. Language assistants/interpreters may be reluctant to interpret these or change the meaning to avoid embarrassment or offence. It may be culturally inappropriate or embarrassing for male / female interpreters to interpret certain topics in public or in front of the opposite sex.

Working with Language Assistants - how the job should be done

You have to brief him/her on how you want to conduct the session.

- Instruct your language assistant on the physical position you want him or her to take.
- Keep looking at the person to whom you are speaking.
- Instruct the language assistant to repeat what is being said, not to give you a summary or evaluation.
- Brief the language assistant not to analyse, edit, purge or
Since your language assistant most likely hasn’t received formal training as an interpreter, you have to brief him/her on how you want to conduct the session.

- Instruct your language assistant on the physical position you want him or her to take, such as 6 inches behind you on your right when standing and talking, or seated to your left when sitting down.
- Keep looking at the person to whom you are speaking, not the language assistant, and keep eye contact — or show that you are focused on the other person in whatever way may be culturally appropriate under the circumstances.
- Instruct the language assistant to repeat what is being said, not to give you a summary or evaluation.
- Brief the language assistant not to analyse, edit, purge or “value-judge” any of the statements. The language assistant may, however, explain the cultural nuances or context for you where necessary, in addition to interpretation, and clearly distinguish the interpretation from the contextualisation.
- The obligation of the negotiator/mediator is to make the work of the language assistant as easy as possible:
  - Use short sentences and encourage others to do the same.
  - Avoid technical terms and abbreviations (where unavoidable, discuss the issues with the language assistant/interpreters beforehand so that they can prepare appropriate translations).
  - Avoid idioms and jokes that are culturally specific.

Note to Instructor: If time allows divide class in three groups and hand out exercises in the Optional Learning Activity which can be found at the end of the module: IDP – Persons/Groups with special protection needs, Rape, extortion, gang violence and mob justice and Protection for money exchangers increasing violence.
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. Describe preparation steps when working with language assistants

Expected outcome

1. Describe preparation steps when working with language assistants
   - Inform the language assistant in advance
   - Brief the language assistant about the event and the exact role expected of him/her
   - Be aware of what potential security problems exist and inform the language assistant.
   - Be aware of the possibility of a risk situation for the language assistant
   - Ensure adequate security for language assistants.
   - Pay specific attention to needs of female language assistants.
   - Be aware of the sensitivity of a topic, questions / answers.
Learning Activity: Negotiation, Mediation and Use of Language Assistants exercise: role playing

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>for activity introduction and instructions and reading the scenario</td>
</tr>
<tr>
<td>20 minutes</td>
<td>for perform the role-playing exercise</td>
</tr>
<tr>
<td>05 minutes</td>
<td>debrief in small groups</td>
</tr>
<tr>
<td>10 minutes</td>
<td>debrief in the plenary group</td>
</tr>
</tbody>
</table>

Total time: 45 minutes

Is available in the STM MEoM Training Toolbox
Section 3.1 Liaison

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Liaison types .................................................................................................. 9
Methods of Conducting Liaison ................................................................. 12
Learning Outcome Assessment ................................................................. 14
Learning Activity: Liaison and Interviewing Techniques exercise: Role Playing... 15
Preparatory Notes to Instructors

Background

The Military Expert on Mission’s continuous work, parallel to other duties, is liaison with all the “players” in the field.

Through liaison, meeting and discussing with people, MEOm pave the way to fulfilling their other tasks. When you know the people and they know you. It is easier to start actions needed to solve the problems.

The aim of liaison is to establish communication, build productive relationships and create mutual understanding. Successful liaison will result in dispute resolution on low level, increased credibility, easier access to important persons and information and greater understanding of the situation and people in the mission area.

Conflict thrives on rumor, uncertainty and prejudice. Therefore liaison is a vital tool and key factor to success, by presenting accurate information within parties built on trust.

In order to be effective in liaison, MEOm have to record all people they meet, the discussions they have and other information they gather.

Aim

The aim of this unit is to provide Military Experts on Missions with the necessary information to understand and familiarize about the concept and responsibilities of liaison within a peacekeeping mission.

Learning Outcomes

On completion of this section, participants will be able to:

Understand the definition, aim, tasks and apply the methods for conducting liaison in UN peacekeeping operations

Training Sequence

The training material contained in this unit is best presented after Unit 2 Negotiation and Mediation. The necessary time for the delivery of the unit depends on the number of training activities upon which the trainer/instructor decides; it also depends on the modification on the duration of this material to fit in the national training requirements and reflect the subject matter understanding level of the participants.

Duration

The times shown below are the minimum recommended time periods and subject to above recommendations. Additional activities and discussions can be added as time permits.
## Methodology

This session involves a slide-supported lecture followed by learning activities (suggested and optional). It is recommended that instructor should inform participants of the content, format and timing, this can improve participant’s ability to focus on the subject and benefit better from the session, since as adult learners they need to be kept engaged.

The structure of presentation is as follows:

- The definition, aim and tasks of liaison
- Liaison types
- The methods for conducting liaison in UN peacekeeping operations

*Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.*

## Instructor Profile

This module is best presented by an instructor who has experience as Liaison Officer of Force/UNMO HQ in a UN peacekeeping mission, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

## Instructor Preparations

**Required Readings**

- UN Peacekeeping Operations, Principles and Guidelines
UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009

Handbook on UN Multidimensional Peacekeeping Operations, November 2003


Peace Support Operations Field Book Version 4 – 2008 Peace Support Training Centre of Canada

General Preparations

Equipment:
1. Computer and section Power Point slides
2. Projector and Screen
3. Flip chart

Materials:
Print handouts of Unit 3.1 slides. It is suggested that the handouts are printed in the 3 slides per page format.

Mission Specific
If Section 3.1 is being presented to prepare students for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through 'current operations': http://www.un.org/Depts/dpko/dpko/index.asp). Additional mission specific information is available at the UN DPKO Policy and Training internet website: http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

Symbols Legend

짓는 문화물
Note to the instructor

💬 Speaking Points

➡️ A point where the session will benefit from mission specific information

مثال (stories that illustrate a point)

❓ Sample questions to pose to participants
Section 3.1   Liaison Pg. 5

Handout

Film

Learning activity

Optional learning activity available at the end of the section

Key summary points

Note: Questions commonly asked by participants during this session are listed at the end of the section.
### Session Notes

#### SECTION 3.1 LIAISON

<table>
<thead>
<tr>
<th>Slide 1</th>
</tr>
</thead>
</table>
| **Aim**  
The aim of this unit is to provide Military Experts on Missions with the necessary information to understand and familiarize about the concept and responsibilities of liaison within a peacekeeping mission. |

<table>
<thead>
<tr>
<th>Slide 2</th>
</tr>
</thead>
</table>
| **Learning Outcome**  
On completion of this section, participants will be able to:  
- Understand the definition, aim, tasks and apply the methods for conducting liaison in UN peacekeeping operations |

<table>
<thead>
<tr>
<th>Slide 3</th>
</tr>
</thead>
</table>
| **Structure of presentation**  
- The definition, aim and tasks of liaison  
- Liaison types  
- The methods for conducting liaison in UN peacekeeping operations |

<table>
<thead>
<tr>
<th>Slide 4</th>
</tr>
</thead>
</table>

**Note to Instructor:** Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.

The Military Experts on Mission’s continuous work, parallel to other duties, is liaison with all the players in the field. Through liaison, meeting and discussing with people, having tea with the local population, etc MEOm pave the way to fulfilling their other tasks. When you know the people and they know you. It is easier to start actions needed to solve the problems.
Learning Activity: To define liaison, it aim and tasks

Learning Activity Time Required

Two groups:
• Definition of liaison and it aim
• Liaison tasks

Learning Activity: To define liaison, it Aim and tasks

The purpose of this group discussion activity for participants is to find their concepts for liaison tasks, and to compare them with the expected outcome.

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes for activity introduction and instructions</td>
</tr>
<tr>
<td>5 minutes for work small groups discussions</td>
</tr>
<tr>
<td>5 minutes for small group reports in plenary</td>
</tr>
<tr>
<td>Total time: 15 minutes</td>
</tr>
</tbody>
</table>

Activity Guidelines:
1. Divide participants into two small groups.
2. Ask each group to explain one of the terms in the slide.
3. Ask participants to present their results in the plenary.
4. Complement the results with the expected outcome

Expected Outcome:

Definition of Liaison

Definition of liaison
Liaison is defined as “communication or cooperation between military units.” For MEoM, this definition is expanded to include communication and cooperation with the local population, belligerents, non-governmental organizations (NGOs), local government officials, police, etc acting in the mission area.

The aim of Liaison

The aim of liaison is to establish communications, build productive relationships, and create mutual understanding. Successful liaison will result...
in dispute resolution at lower levels, increased credibility of the MEOMs greater access to important persons and information, and greater understanding of the situation and the key players in the mission area.

**Liaison tasks**

<table>
<thead>
<tr>
<th>Liaison tasks</th>
<th>Slide 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;PEACEKEEPER&quot;</td>
<td></td>
</tr>
<tr>
<td>Propose liaison meetings.</td>
<td></td>
</tr>
<tr>
<td>Establish contact</td>
<td></td>
</tr>
<tr>
<td>All reports are handed according to the tasks.</td>
<td></td>
</tr>
<tr>
<td>Coordinate activities and cooperate with Force units</td>
<td></td>
</tr>
<tr>
<td>Ensure high level of cooperation</td>
<td></td>
</tr>
<tr>
<td>Keep force elements continuously informed</td>
<td></td>
</tr>
<tr>
<td>Ensure that liaison assistance requests are met promptly.</td>
<td></td>
</tr>
<tr>
<td>Ensure that volatile situations are defused as soon as possible.</td>
<td></td>
</tr>
<tr>
<td>Pay attention of the challenge of conducting liaison through an interpreter.</td>
<td></td>
</tr>
<tr>
<td>Ensure that reports are complete and correct.</td>
<td></td>
</tr>
<tr>
<td>Records on all activities must be kept updated.</td>
<td></td>
</tr>
</tbody>
</table>

**Liaison tasks**

Whenever MEOMs are tasked, their main liaison tasks will be to:

- Propose and arrange liaison meetings.
- Establish and maintain contact with:
  - Local authorities (e.g. village leaders, tribe heads, etc.).
  - Military elements at different levels
  - Police, gendarmerie and local militia(s)
  - Civilian organizations in the area.
  - NGOs and other UN/Force agencies.
  - Individuals of different religions, populations groups, etc.

- All required reports are handed in according to the tasks and timings, together with all additional material your team deems necessary to help understand incidents and/or situations.

- Coordinate activities and cooperate with Force units (e.g. commanding officers, liaison teams/officers, operation section(s), etc.), especially where language may be a barrier between different national elements within a Force and with observer teams as required.

- Ensure that a high level of cooperation is maintained between all elements of the mission and the population throughout the AOR.

- Keep all concerned force elements continuously informed about conditions and changing situations within and beyond the AOR.

- Ensure that all the liaison assistance requests from both military units and civilian population are met promptly.

- Ensure that volatile situations are defused as soon as possible without endangering peacekeeping personnel.
Pay attention of the additional challenge of conducting liaison through an interpreter.
Ensure at all times that reports, minutes of meetings, etc., are complete and correct, stating clearly the differences between the facts and your assumptions and assessments concerning liaison activities.
Records on all activities must be kept updated, meetings, contacts (including personnel files), etc., Ensure that team members are always up to date on the situation when starting their tour of duty.

Liaison types

<table>
<thead>
<tr>
<th>Liaison types</th>
<th>Slide 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cross-boundary liaison – friendly forces</td>
<td></td>
</tr>
<tr>
<td>• Liaison across the chain of command</td>
<td></td>
</tr>
<tr>
<td>• Liaison with civil authorities and international organizations</td>
<td></td>
</tr>
<tr>
<td>• Liaison with belligerent forces</td>
<td></td>
</tr>
</tbody>
</table>

Cross-Boundary Liaison – Friendly Forces

This liaison will aim to:
• Maintain transparency of intentions
• Ensure that operations do not conflict
• Encourage cross-boundary support
• Assist commonality of force posture and military activity
• Ensure that cross-boundary operations can be conducted effectively

Cross-Boundary Liaison – Friendly Forces

Most units involved in conducting operations will normally be allocated in AOR. As such, there will be a need for considerable cross-boundary liaison with neighboring units. This liaison will aim to:
• Maintain transparency of intentions and conduct
• Ensure that patrols and other operations do not conflict
• Encourage cross-boundary support and medical assistance, particularly where a remote site in one area is adjacent to a friendly location across the unit boundary; in such cases MEDEVAC will often be more effective via the bordering unit.
• Assist commonality of force posture and military activity; a military force has to have the ability to be effective and consistent in all AORs
• Ensure that cross-boundary operations, such as escorts or convoys, can be conducted effectively
Liaison across the Chain of Command

Chain of command liaison will assist with two well-known liaison challenges: planning and simply relaying future intentions.

The multinational and multilingual nature of a Force will often give chain of command liaison a greater significance. This is particularly so if a military contingent is not familiar with generic operating procedures used by the lead military force such as NATO. Chain of command liaison will also assist with two well-known liaison challenges: planning and simply relaying future intentions.

Liaison with Civil Authorities and International Organizations

Liaise with municipal civil authorities, international organizations, who will help with shared initiatives and increase overall security knowledge.

Where appropriate, liaise with municipal civil authorities such as the local administration, police, coastguard, air traffic controllers, fire services and hospitals. Liaise also with international organizations such as the UN High Commissioner for Refugees (UNHCR), International Committee of the Red Cross (ICRC), the World Health Organization (WHO), UN Civilian Police (UN CIVPOL), etc., who will help with shared initiatives and increase overall security knowledge.

Liaison with Belligerent Forces

- Operations within an established framework
- Operations where No established Framework Exist.
• Operations within an established framework

All levels of command within the Military Component of Mission should normally attempt liaison with belligerent forces. Depending on the military structure there may well be involved by formation and unit level liaison officers (Los) and UN MilObs. All will attempt to meet and provide liaison with key civil, military and police commanders. A liaison plan has to be developed to coordinate the responsibilities between different LOs and to ensure timely and accurate passage of information up and down the chain of command. In particular, responsibilities for liaison with specific belligerent commands have to be established. For example, a unit LO may liaise with belligerent brigades, a brigade LO may liaise with belligerent divisions, and a divisional LO may liaise with belligerent corps HQ. Foot patrols, if deployed, can be used for liaison with the civilian population and any local belligerents.

• Operations where No established Framework Exist.

Where such a framework is not established there is potential for different LOs to have meetings with the same belligerent commander several times in a short space of time. In this case for example, a divisional LO wanting to verify information at a lower level and in person should get the unit LO (or whoever normally deals at that level) to arrange the meeting, accompany the divisional LO, and provide introductions to the belligerent commander, thus retaining continuity.

Probable liaison tasks with belligerent include:

- Negotiations
- Ceasefire violations
- Protest/briefs

Probable liaison tasks with belligerent include:

- Negotiations
  The need to negotiate will depend on the mandate, the force structure, and its level of dependency on host nation support or belligerent force goodwill
- Ceasefire violations
  The basing of LOs at belligerent force HQ will assist in the resolution of any ceasefire violations. Not only will this allow a rapid assessment of which party is de aggressor, but this will also assist the military
commander in preventing an escalation of the violation or reprisals. Coordinated and timely negotiations can be conducted concurrently with opposing belligerent military commanders to bring about a return to stability or a ceasefire.

- Protest/briefs
  The requirement for briefings to host nations/belligerents concerning future operations, and the requirement to protest breaches of any ceasefire or peace agreement, will depend entirely on the nature of the mandate.

**Methods of Conducting Liaison**

<table>
<thead>
<tr>
<th>Methods of Conducting Liaison</th>
<th>Slide 13</th>
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</thead>
<tbody>
<tr>
<td>• Formal liaison</td>
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<tr>
<td>• Informal liaison</td>
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</tbody>
</table>

Liaison is conducted in two ways:

- Formal liaison
  Formal liaison is conducted through visits and meetings arranged in advance and organized for the specific purpose intended

- Informal liaison
  Informal liaison occurs through visits, social or casual contact. Informal liaison must be conducted deliberately even when it is spontaneous.

**Military Observer Liaison Teams**

<table>
<thead>
<tr>
<th>Military Observer Liaison Teams</th>
<th>Slide 14</th>
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<tbody>
<tr>
<td>• Deployment</td>
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<tr>
<td>• Team selection</td>
<td></td>
</tr>
<tr>
<td>• Liaison at different levels</td>
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</table>

**Military Observer Liaison Teams**

- **Deployment**
  UN MilObs are generally deployed across the whole mission AOR. The mission AOR is usually divided into sectors with MilOb Teams assigned to specific sectors. Periodically, teams from different sectors may operate in one other’s area to learn the areas and standards tasks of neighboring teams and enable them to provide assistance on short notice.
• **Team selection**
The teams and their members are usually appointed and coordinated by the sector HQ or the observer mission HQ. Personality, experience in the field, knowledge of language(s), etc., are taken into consideration when selecting officers for liaison purposes. And since liaison is not an activity unto itself but always coordinated, the flexibility of the individual is paramount.

[Note to Instructor: At this point is highly recommended to place an historical example to illustrate an example of Military Observer Liaison Team.]

• **Liaison at different levels**
Liaison at different levels (Force Commander) seldom involves MilObs. However, in a large force:
  - The freedom of action for unit or subunit commanders to liaise varies from force to force according to the Force’s mandate, the political situation, and the security threat. This freedom of action can change rapidly.
  - In many forces, liaison at lower levels is encouraged. The aim is to settle disputes and solve problems at the lowest level possible to prevent minor violations, disagreements and even misunderstandings from escalating. However, if problems cannot be solved at the lowest levels the involvement of commanders up the chain of command, or the use of “outside” observer teams, is requested.
  - The link to belligerent command posts is most important. This is accomplished through regular meetings and communication “hot-lines”
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. What is the definition of Liaison?
2. What is the aim of Liaison?
3. Mention 3 liaison tasks
4. What types of liaison do you know?

Expected outcome

1. “Communication or cooperation between military units”
2. To establish communications, build productive relationships, and create mutual understanding
3. Ensure that a high level of cooperation is maintained between all elements of the mission and the population throughout the AOR
   Keep all concerned force elements continuously informed about conditions and changing situations within and beyond the AOR.
   Ensure that all the liaison assistance requests from both military units and civilian population are met promptly.
4. Cross-boundary liaison – friendly forces
   Liaison across the chain of command
   Liaison with civil authorities and international organizations
   Liaison with belligerent forces
## Learning Activity: Liaison and Interviewing Techniques

**exercise: Role Playing**

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>10 minutes</td>
<td>for activity introduction and instructions and reading the scenario</td>
</tr>
<tr>
<td>20 minutes</td>
<td>for perform the role-playing exercise</td>
</tr>
<tr>
<td>05 minutes</td>
<td>debrief in small groups</td>
</tr>
<tr>
<td>10 minutes</td>
<td>debrief in the plenary group</td>
</tr>
</tbody>
</table>

**Total time: 45 minutes**
### Section 3.2 Interviewing techniques

#### Table of Contents

- Preparatory Notes to Instructors ................................................................. 2
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Background

The Military Expert on Mission’s continuous work, parallel to other duties, is liaison, negotiation and mediation and information gathering in the field.

In order to be effective in their duties, MEOm have to record all people they meet, the discussions they have and other information they gather.

Key instrument to collect information in duties activities are the interview techniques.

The information collected through interviewing techniques help in reporting to higher HQ, finding persons whom to contact in critical moments and in briefings.

Success in interviewing is attained by discovering, mastering, and integrating the specific skills and techniques required to formulate clearly the purpose of the particular interview, to plan its course intelligently, and to carry through its successive steps.

Proficiency in performing these phases of the interview can be acquired by formal training and practical experience. Because of the varying demands of the situation in a peacekeeping environment, the interviewing process must be flexible with due regard for the cultural characteristics of the person interviewed and the use of techniques so far as these are available and applicable.

Although it is impossible to reduce the interview process to a set of formulas and rules, there are guideposts which will enable the MEOm interviewer to meet their goals. Some of the abilities for successful interviewing come naturally after a period of trial and error, but high competence is approached only by conscious attention to details of method. Perfection of techniques comes from experience, directed training, and study.

Aim

The aim of this unit is to provide Military Experts on Missions with the necessary information to understand familiarize and utilize the interviewing techniques within a peacekeeping mission.

Learning Outcomes

On completion of this section, participants will be able to:

- Identify the techniques and conduct interviews in a complex peacekeeping environment
Training Sequence
The training material contained in this unit is best presented after Unit 2.1 Negotiation and Mediation and Unit 3.1 Liaison. The necessary time for the delivery of the unit depends on the number of training activities upon which the trainer/instructor decides; it also depends on the modification on the duration of this material to fit in the national training requirements and reflect the subject matter understanding level of the participants.

Duration
The times shown below are the minimum recommended time periods and subject to above recommendations. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
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<tbody>
<tr>
<td>30 minutes</td>
<td>20 min.</td>
<td>10 min.</td>
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</tr>
<tr>
<td>Additional Options</td>
<td>Mission Specific</td>
<td>Optional Film</td>
<td>Optional Activity</td>
</tr>
<tr>
<td>45 min for role playing activity</td>
<td>Time to be determined by necessary content</td>
<td>Training Activity 45 min (together with Section 3.1)</td>
<td></td>
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</tbody>
</table>

Methodology
This session involves a slide-supported lecture followed by learning activities (suggested and optional). It is recommended that instructor should inform participants of the content, format and timing, this can improve participant’s ability to focus on the subject and benefit better from the session, since as adult learners they need to be kept engaged.

The structure of presentation is as follows:
- Techniques of Interviewing
- Types of questions
- Conducting the Interview

*Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile
This module is best presented by an instructor who has experience as military Observer or Liaison Officer of Force/UNMO HQ in a UN peacekeeping mission, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

**Instructor Preparations**

**Required Readings**

- UN Peacekeeping Operations, Principles and Guidelines
- UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009
- The army interview. Pamphlet 611-1 August 65

**General Preparations**

**Equipment:**
1. Computer and section Power Point slides
2. Projector and Screen
3. Flip chart

**Materials:**
Print handouts of Unit 3.2 slides. It is suggested that the handouts are printed in the 3 slides per page format. Print copies of the list of Dos and Don’ts for interviewing for each participant

**Mission Specific**

If Section 3.1 is being presented to prepare students for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations': [http://www.un.org/Depts/dpko/dpko/index.asp](http://www.un.org/Depts/dpko/dpko/index.asp)). Additional mission specific information is available at the UN DPKO Policy and Training internet website: [http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx](http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx)

**Symbols Legend**

- Note to the instructor
- Speaking Points
A point where the session will benefit from mission specific information

Example (stories that illustrate a point)

Sample questions to pose to participants

Handout

Film

Learning activity

Optional learning activity available at the end of the section

Key summary points

Note: Questions commonly asked by participants during this session are listed at the end of the section.
### Session Notes

#### SECTION 3.2 INTERVIEWING TECHNIQUES

<table>
<thead>
<tr>
<th>Slide 1</th>
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<tbody>
<tr>
<td><strong>Aim</strong></td>
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<tr>
<td>The aim of this unit is to provide Military Experts on Missions with the necessary information to understand, familiarize, and utilize the interviewing techniques within a peacekeeping mission.</td>
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</table>

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<th>Slide 2</th>
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<tbody>
<tr>
<td><strong>Learning Outcome</strong></td>
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<tr>
<td>On completion of this section, participants will be able to:</td>
</tr>
<tr>
<td>- Identify the techniques and conduct interviews in a complex peacekeeping environment.</td>
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<table>
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<tr>
<th>Slide 3</th>
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<tbody>
<tr>
<td><strong>The structure of presentation</strong></td>
</tr>
<tr>
<td>- Techniques of Interviewing</td>
</tr>
<tr>
<td>- Types of questions</td>
</tr>
<tr>
<td>- Conducting the Interview</td>
</tr>
</tbody>
</table>

**Note to Instructor:** Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.

#### Interviewing

<table>
<thead>
<tr>
<th>Slide 5</th>
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<tbody>
<tr>
<td><strong>How to Interview</strong></td>
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<tr>
<td>This part will be devoted to the methods and techniques of conducting interviews in a liaison environment</td>
</tr>
</tbody>
</table>

**Interviewing**

**How to Interview**
Success in interviewing is attained by discovering, mastering, and integrating the many specific habits, skills, and techniques required to formulate clearly the purpose of the particular interview, to plan its course intelligently, and to carry through its successive steps. Proficiency in performing these phases of the interview can be acquired by formal training and practical experience. Some of the abilities for successful interviewing come naturally after a period of trial and error, but high competence is approached only by conscious attention to details of method. Subsequent paragraphs of this section will be devoted to the methods and techniques of conducting interviews in a liaison environment.

**Techniques of Interviewing**

<table>
<thead>
<tr>
<th>Techniques of Interviewing</th>
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<tbody>
<tr>
<td>• Directive technique.</td>
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<tr>
<td>• Nondirective technique</td>
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</tr>
<tr>
<td>• The mixed approach.</td>
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Broadly speaking there are two categories of techniques. They are the directive and nondirective types.

**Directive technique**

- Frequent participation on the part of the interviewer.
- Emphasis on the influence of past actions on present behaviors.
- Seeking specific information.
- Making interpretations and judgments.
- Varying of the pace by the interviewer.
- The use of probing questions.

**Directive technique.** The directive technique is a method of interviewing in which the interviewer guides the course of the interview. Interviewers often use the directive technique to aid interviewees to understand themselves, obtain objective perspectives, and improve their personal adjustments. This technique is distinguished by:

- Frequent participation on the part of the interviewer.
- Emphasis on the influence of past actions on present behaviors.
- Seeking specific information.
- Making interpretations and judgments.
Section 3.2 Interviewing techniques

- Varying of the pace by the interviewer.
- The use of probing questions.

The nondirective technique

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<tbody>
<tr>
<td>The nondirective technique</td>
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<tr>
<td>Avoidance of “yes” and “no” questions.</td>
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<tr>
<td>Use of questions calling for narrative type of responses.</td>
</tr>
<tr>
<td>Emphasis on the present rather than the past.</td>
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<tr>
<td>Frequent use of the silent question.</td>
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<tr>
<td>Reflection of the interviewee’s comments.</td>
</tr>
<tr>
<td>Viewing the interviewee from his frame of reference instead of the interviewer’s.</td>
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</table>

The nondirective technique. The nondirective technique is a method of interviewing in which the interviewee does most of the talking and finds solutions to problems with a minimum of assistance from the interviewer. The nondirective 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 of the interviewee’s comments.
- Viewing the interviewee from his frame of reference instead of the interviewer’s.

The mixed approach

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<th>Slide 9</th>
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<tbody>
<tr>
<td>The mixed approach</td>
</tr>
<tr>
<td>The mixed or combined approach is one that borrows from all fields. Interviewers are suggested to use the approach that is suited to the occasion and the interviewee.</td>
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</tbody>
</table>

The mixed approach.

The mixed or combined approach is one that borrows from all fields. Interviewers are suggested to use the approach that is suited to the occasion and the interviewee. It is the responsibility of interviewers to get appropriate information and critical data, and evaluate them. In order to accomplish this, interviewers must get the interviewees to talk. Whatever technique enables the interviewer to do this effectively is a good one.
Types of questions

Types of questions

- W-question
- Leading questions
- Probing questions
- “Yes”—“No” questions.
- Alternative questions
- The silent question
- Summary questions
- Questions for clarification and reflection

Types of questions
The question is the most indispensable tool of the interviewer. It is essential, that the interviewer be most familiar with the different types of questions needed to elicit the kind of information and data required. The following types are applicable in many interview situations.

W-question. When coupled with “how,” constitute the most valuable tool of the interviewer. The “What,” “When,” “Where,” “Who,” and “Why” type questions fit most interview situations. Primary uses of the W-questions are to get detailed answers, to determine missing information, and to save time.

Leading questions. Is one which is worded so that it encourages the respondent to give the answer that he thinks the interviewer wants. Leading questions may be used to make a suggestion or indicate a desirable answer.

Probing questions. Probes are questions used to get information in addition to that given in response to a general question. Probing questions are of tremendous value in obtaining additional information about an interviewee’s interest in, preparation for, and participation in, an activity, or a specialty which shows some promise of having a military application.

“Yes”—“No” questions. In most interview situations, it is essential that questions answerable by “Yes” or “No” be used sparingly.

Alternative questions. May be used to force a decision by the interviewee or for disposing of one topic and turning to another. Such question as, “Which do you prefer?” or, “if not, what will you do?” will serve to control the interview and focus attention upon the point at issue.
The silent question. It gives the respondent a chance to think and evaluate what has been said so far, it also gives him/her opportunity to recall the information you are seeking, to consider the question and to be sure he/she understands it. Permitting a reasonable amount of occasional silence is a good technique.

Summary questions. Are commonly used to close an Interview; however, it may be advisable to summarize the several phases of an extended interview. Typical summary questions are: “Have we covered the main points?” and “What conclusions have we reached?” A good summary will serve as a basis for any recommendation the interviewer may have to make.

Questions for clarification and reflection. Are essentially a “mirroring” of the interviewee’s answers. Emphasis is on the feeling of what is being expressed rather than on specific content. The interviewer captures and clarifies the essence of what the respondent says and reflects it.

Conducting the Interview

Conducting the Interview

Basically the interview is a communications system. It involves the transmission, reception, and translation of messages. There are some techniques in addition to the general considerations presented above that are applicable in many interviewing situations and may serve as useful guides to avoid mistakes and conserve efforts.

Specific techniques

- Prepare in advance.
- Open the interview.
- Define the problem.
- Size up the individual
- Be selective and flexible in use of techniques.
- Active listening.

The following specific techniques are suggested for handling individual cases and for meeting special difficulties as they arise.

- Prepare in advance. Advanced preparation is basic to the conduct of a successful interview.
The interviewer assembles and studies information pertaining to the individual to be interviewed and the situation.
Checks the interview site to ascertain that it is properly settled.
The interviewer establishes the objectives of the interview, decides on techniques for achieving the objectives, sets time limits within which to conclude the interview, and prepares a list of questions to guide the interview.

- **Open the interview.** The interview should begin promptly, but not abruptly. After he/she has introduced himself, the interviewer should state the purpose of the interview. It is the responsibility of the interviewer to take the lead in establishing a relationship of mutual confidence by showing acceptance, letting the interviewee feel that his/her ideas are important, and that the interviewer is interested in hearing and discussing them.

- **Define the problem.** The first step in solving a problem is to determine what the problem is. It is essential that the interviewer and the interviewee have the same understanding of the problem. If the interview is initiated by the interviewer, it is the responsibility of the interviewer to outline the problem area to the interviewee. When the interview is initiated by the respondent, the interviewer through skillful questioning gets the interviewee to define the problem.

- **Size up the individual** in the early stages. Appearances are often deceptive; however, to insure a good start and to place the conversation upon a level that will command respect of the interviewee, it will be necessary to appraise major aspects of his personality early in the interview.

- **Be selective and flexible in use of techniques.** The skilled interviewer varies his techniques. He remains flexible.

- **Listen.** It is the interviewer’s responsibility to get all the information on which to base decisions, solve problems or make recommendations. To get all the data he must listen. Listening is not a passive process. In **active listening** the interviewer,
  - thinks ahead,
  - weighs the points,
  - reviews the ground covered,
  - Searches for “between the lines meaning.” Good listening implies a genuine interest in what the individual has to say. Even if he rambles, listen. It has been stated that, “Listening controls the flow of information in more ways than one. It determines the amount of information that will filter in from what the interviewee is saying. But less obviously—and more important—the quality of listening can actually control another person’s ability to talk.”
### What to do in an interview?

<table>
<thead>
<tr>
<th>List of “To do in an interview?”</th>
<th>Slide 12</th>
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<tbody>
<tr>
<td>• Respect for the integrity of each person</td>
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<tr>
<td>• Speak in a well-modulated normal tone of voice.</td>
<td></td>
</tr>
<tr>
<td>• Get the interviewee to talk.</td>
<td></td>
</tr>
<tr>
<td>• Get the facts</td>
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<tr>
<td>• Lead without show of authority.</td>
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<tr>
<td>• Make sure that the data is correct.</td>
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<tr>
<td>• Ask only one question at a time.</td>
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<tr>
<td>• Formulate easily understood questions.</td>
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<tr>
<td>• Restate the answer.</td>
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</tr>
<tr>
<td>• Record data.</td>
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<tr>
<td>• Summarize.</td>
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</tr>
<tr>
<td>• Terminate the interview.</td>
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</table>
Some Things to Do

- Respect for the integrity of each person
- Speak in a well-modulated normal tone of voice. It is not only what you say that is important but how you say it.
- Get the interviewee to talk. Interviews are conducted to get information. The skilled interviewer induces interviewees to talk by varying the type of questions and employing techniques such as restatement of an answer, clarification and reflection, interpretation, and short periods of expectant silences.
- Get the facts. It is the responsibility of the interviewer to get reliable information and get all of it that is needed.
- Lead without show of authority. The interviewer will adjust the tempo of the conversation to the mental alertness and speed of the person being interviewed.
- Make sure that the data is correct. Whenever the interviewer gives out information, what he says is usually interpreted as being an official statement.
- Ask only one question at a time.
- Formulate easily understood questions.
- Restate the answer. In restatement, the interviewer repeats the answer and says, “Is that right?” If the answer is incorrect or inadequate the interviewee has opportunity to clarify his meaning and perhaps to give additional pertinent information.
- Record data. Record all pertinent data, promptly, and openly. Thoroughness in recording information is essential. Complete all necessary recording immediately after the interview.
- Summarize. In most cases before concluding the interview, a brief summary of what has been accomplished.
- Terminate the interview. When it is apparent that the purpose of the interview has been accomplished, the interviewer should take steps to close the conversation and dismiss the interviewee in a graceful manner.
What not to do in an interview?

<table>
<thead>
<tr>
<th>List of “Not to do in an interview?</th>
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<tbody>
<tr>
<td>Do not sit on the edge of the chair.</td>
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<tr>
<td>Do not fidget.</td>
</tr>
<tr>
<td>Do not waste time.</td>
</tr>
<tr>
<td>Do not hurry the interviewee.</td>
</tr>
<tr>
<td>Do not imply answers to your questions.</td>
</tr>
<tr>
<td>Avoid or limit use of the pronoun “I”.</td>
</tr>
<tr>
<td>Do not carry a patronizing attitude.</td>
</tr>
<tr>
<td>Do not ask unnecessary personal questions.</td>
</tr>
<tr>
<td>Do not antagonize.</td>
</tr>
<tr>
<td>Avoid shrewdness and cleverness.</td>
</tr>
<tr>
<td>Do not make a promise to an interviewee.</td>
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</table>
Interviewers are likely to get into bad habits. For the most part they are trivial faults that can be easily corrected. If they are not corrected, they will interfere with the efficiency of the interviewer.

“Do Nots”
The following “Do Nots” are typical instances of objectionable practices common to many beginners and some experienced interviewers. The list is not exhaustive. It will suggest to the reader other deficiencies which may, with some attention, be eliminated to his advantage.

- Do not sit on the edge of the chair. This gives an impression that you are impatient with the interviewee and anxious to be rid of him/her.
- Do not fidget. Pronounced and unnecessary body movements, limit the ability of the interviewee to concentrate on the interview.
- Do not waste time. For satisfactory results it is essential that the interview proceed with dispatch once it is started.
- Do not hurry the interviewee. It is unwise to hurry the interviewee. He requires some time to get accustomed to the situation, to learn to feel at ease, to get ready to talk.
- Do not imply answers to your questions. Experienced interviewers avoid leading questions.
- Avoid or limit use of the pronoun “I”. The “I” pronoun is customarily used to express an opinion or relate a personal experience.
- Do not carry a patronizing attitude. In an effort to be helpful, the interviewer must maintain a climate of mutual respect.
- Do not ask unnecessary personal questions.
- Do not antagonize. Accurate information cannot be obtained by antagonizing the interviewee.
- Avoid shrewdness and cleverness.
- Do not make a promise to an interviewee. The interviewer should not be committed to a course of action after the interview is over.
Interviewer

Personal qualities

- Personal appearance.
- Freedom from bias.
- Sincere interest in people.
- Ability to meet people.

Interviewing is such a dynamic and complex activity that many diverse abilities are needed for its adequate accomplishment. Every interview situation differs from every other one and calls for application of different character and personality qualities.

Personal qualities

The following are some of the qualities in which any interviewer may make improvements through constant self analysis and appraisal of his resources. This list of qualities may be used as a guide for the selection of interviewers or by experienced interviewers to improve their effectiveness.

- **Personal appearance.** The personal appearance and personality of the interviewer should create a good impression. He should conduct interviews in a dignified manner with respect for the courtesies which good military bearing implies.

- **Freedom from bias.** Each mature person, over a period of years collects a fair quota of likes and dislikes.

- **Sincere interest in people.** Genuine interest in people is a personal quality which can be developed by associating with people from all levels of social, economic, and cultural status, and by developing an understanding and sympathetic appreciation of their interests and problems. By showing an interest in the respondent, the interview develops an increased capacity for gaining the respondent’s confidence and assuring his cooperation.

- **Ability to meet people.** He must possess personal dignity, be courteous, serious, and conscientious. A mastery of these attitudes will enable him to convey to others the sincerity of his purpose and will gain him wholehearted cooperation.
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. Which are the techniques of Interviewing?
2. Mention 3 types of questions to be used in an interview.

Expected outcome

1. Directive technique, nondirective technique and the mixed approach.
2. W-question, Leading questions and Probing questions
### Learning Activity: Liaison and Interviewing Techniques exercise:
#### Role Playing

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>for activity introduction and instructions and reading the scenario</td>
</tr>
<tr>
<td>20 minutes</td>
<td>for perform the role-playing exercise</td>
</tr>
<tr>
<td>05 minutes</td>
<td>debrief in small groups</td>
</tr>
<tr>
<td>10 minutes</td>
<td>debrief in the plenary group</td>
</tr>
</tbody>
</table>

**Total time:** 45 minutes
Section 3.3 Media Relations

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Preparatory Notes to Instructors

Background

While United Nations peacekeeping operations attract the attention of the media, not all media reports are balanced and fair. Different media maintain different standards of reporting. Some media may be biased and take sides. Local media, for example, may be so close to the situation that they are unwilling or unable to report objectively. International media may overlook or misunderstand local elements of vital importance. They may be more interested in reporting on the conflict rather than on the peace process itself.

To help the peace process succeed, a peacekeeping mission must ensure that it produces public information that is truthful, credible and impartial. Information that is inaccurate, unclear or untimely can harm the mission. Responsibility for producing that information formally rests with the public information component. Informally, however, all mission personnel communicate to the public — through their actions and by the impressions they make on a person-to-person basis.

Hence, peacekeepers must be able to understand the impact of their actions on the public. They must understand that their actions can have negative consequences for their national contingent, for the United Nations and for the mission. If a negative act is reported in the media, the level of damage can be amplified beyond an immediate or local impact. Peacekeepers should remember that prevention is better than cure.

All peacekeepers must also keep the effect of their responses to the media in mind if they are cleared to do so. Careful responses can have a positive effect. Negative answers, irresponsible comments or unclear answers can quiet harmful. Sometimes the media distort information or misquote the person they interview, which can be harmful. For those reasons, peacekeepers need to know how to conduct themselves wisely in their media relations.

Close cooperation between the public information component and the military component is essential to help ensure that the mission speaks with one voice, that information released to the public is accurate and that attempts to gain information by dividing the ranks are frustrated.

Aim

The aim of this section is to familiarize military experts on missions with techniques how to develop positive media relations and enable them to manage an interview, so that they can favorably influence the outcome.

Learning Outcomes

On completion of this section, military experts on missions will be able to:
• Understand the importance of media relations and how the media affect the success of peacekeeping operations.
• Know what information can be released to the media and how to handle a simple interview

Training Sequence
The material contained in this module could be delivered over two training units, depending on the number of learning activities upon which the instructor decides. The instructor can modify the duration to suit national training requirements and reflect the subject matter comprehension level of the participants/learners. This module should be delivered following to the module 3.1 Liaison and interviewing techniques.

Duration
The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 minutes</td>
<td>30 min.</td>
<td>15 min.</td>
<td>15 min</td>
</tr>
<tr>
<td>Additional Options</td>
<td>Mission Specific</td>
<td>Optional Film</td>
<td>Optional Activity</td>
</tr>
<tr>
<td>45 min for role playing activity</td>
<td>Time to be determined by necessary content</td>
<td># min. (film)</td>
<td>Training Activity 45 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td># min. (discussion)</td>
<td></td>
</tr>
</tbody>
</table>

Methodology
This session includes a presentation with PowerPoint slides and should cover the outline suggested for this section. Case studies, short film and practical exercises should also be conducted, if possible with the help of a public information specialist from the instructor’s organization or media reporters from a news organization. The preferred method consists of random interviews of personnel on any occasion, preferably during field and command post exercises. The showing of the recorded interviews is thereafter discussed with the peacekeepers to identify dos and don’ts.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

Structure of the presentation
• Peacekeeping and the news
• Impacts of media reporting
• Your mission’s Public Information Office (PIO)
• How you can relate to news media
• How you can manage an interview
Sample media Questions

*Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile
Section 3.3 is best presented by an instructor who has personal experience in a peacekeeping operation as a Staff Officer Public Information with a solid understanding of media relations in the field, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. 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, case study discussions and in any other activities.

Instructor Preparations

Required Readings
1. UN Peacekeeping Operations; Principles and Guidelines, 2008
2. UN DPI Policy and Guidance for Public Information in UN Peacekeeping Operations, July 2006
3. UN DPKO SOP Press Statements, 3 April 2006

General Preparations

Equipment:
1. Computer and PowerPoint slides
2. Projector and Screen
3. Flip Chart

Materials:
1. Copies of handouts…etc.

Mission Specific
If Section 3.3 is being presented to prepare students for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations’: http://www.un.org/Depts/dpko/dpko/index.asp). Additional mission specific information is available at the UN DPKO Policy and Training internet
website:  
http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

Symbols Legend

☞ Note to the instructor

💬 Speaking Points

📍 A point where the session will benefit from mission specific information

مثال (قصص تعكس这一点)

❓ Sample questions to pose to participants

🗂️ Handout

📽️ Film

🏋️ Learning activity

➕ Optional learning activity available at the end of the section

➞ Key summary points
Session Notes

Media Relations

Aim

To familiarize military experts on missions with techniques how to develop positive media relations and how to manage an interview so that they can favorably influence the outcome.

Learning Outcome

On completion of this section, military experts on missions will be able to:

• Understand the importance of media relations and how media affects the success of peacekeeping operations.
• Know what information can be released to the media and how to handle a simple interview

Structure of the presentation

• Peacekeeping and the news
• Impacts of media reporting
• Your mission's Public Information Office (PIO)
• How you can relate to news media
• How you can manage an interview
• Sample media Questions

Note to Instructor: Introduce the session by letting participants know the aim, intended learning outcomes of this section, as shown in the slides above. By the end of the session, the participants will be able to answer each of the above points.

Peacekeeping and the News
The news media can play a significant role in the success of a peacekeeping operation. What they report can have a positive or negative impact on the mission, the implementation of its mandate and the peace process itself. If the media are provided with accurate and timely information, they might use it and therefore carry the right kind of message from the United Nations to the public. If the peacekeeping operation itself does not provide such information to the media, the media can find other, perhaps less reliable, sources. Or, they will speculate about outcomes. In either case, the result could harm the mission. That is why giving the right kind of information to news media is a key to mission success.

Note to Instructor: Introduce the film to participants highlighting how officers of AU relate with the media, speaking about their tasks and how they got positive comments from the interviewer even though they were facing difficulties and short comes in the mission.

Film [http://www.youtube.com/watch?v=hm3vpGep0Iw&feature=related AlJazeera (English)](http://www.youtube.com/watch?v=hm3vpGep0Iw&feature=related) The changing face of Darfur’s peace missions - 26 Nov 07

The media are always ready to report news, but their reporting may not always be accurate. Reporters may be impartial or partisan. They may be independent thinkers or under the control of one side or the other. They may be highly trained or unskilled. They may represent local media outlets or international media organizations. Or they may be posting to blogs and various websites. They may be reporting because they are interested in the peace process or because the conflict is warming up, or because the peace process is reaching a critical stage, or because they happen to be there.
The media are interested in conflicts because conflicts are the basis of news. Some journalists report the news professionally — that is to say, impartially. Some are sympathetic to the United Nations and what it stands for, but others are not. Some journalists, especially local journalists, might be controlled or paid by one or other side in the conflict. In some cases, their families might be threatened with reprisal or they themselves may be under threat. The parties to the conflict may be trying to manipulate the population through false information or hostile propaganda.

**Note to Instructor:** *Introduce this film to participants making remarks on the way media shows the new about rape, how the UN officer explained they role in the problem and the positive impact UN have in this interview.*

Film [http://www.youtube.com/watch?v=KfITeYGd4mM](http://www.youtube.com/watch?v=KfITeYGd4mM)

**CNN Rape a way of life in Darfur 2008.06.19**

<table>
<thead>
<tr>
<th>Media</th>
<th>Slide 7</th>
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<tbody>
<tr>
<td>• Be a reliable source of information</td>
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</tr>
<tr>
<td>• Be informed about how to work with Public Information Office (PIO) of the mission and the mission Spokesperson(s).</td>
<td></td>
</tr>
<tr>
<td>• All peacekeepers must understand that their conduct will have an impact on the mission whether they are on duty or “off-duty”</td>
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</table>

Using its own information resources and the news media, the United Nations peacekeeping operation must correct misinformation, counter hostile reporting and provide accurate, reliable and impartial information as it was shown in the film before. That helps the peace process. The peacekeeping operation needs to explain to the local population why the mission is in its country and what they can expect from the peace process.

The mission must also inform the international community about its work. One way to do so is through the media. The media, in turn, inform the world about United Nations peacekeeping.

The mission’s public information component deals with the local, regional and international media and is equipped to handle most situations. You should know how the Public Information Office (PIO) of the mission is structured and how the military (or police) public information office, if there is one, works with the PIO and the mission Spokesperson(s).

All mission personnel are also sources of information for the media — through their individual actions and interactions with the local population and the media whether they are on duty or “off-duty”. All peacekeepers must understand that their conduct and behaviour are
scrutinized and reported to and by the media, and that will have an impact on the mission. Nothing can do as much damage to the reputation of the United Nations or a national contingent as irresponsible acts by the peacekeepers themselves. When news of such acts becomes public, the effect can be devastating. The reputation of the United Nations and the mission is damaged and the national contingent is shamed. The local population loses trust in the mission, and the ability of the mission to carry out its tasks is hindered.

Prevention is better than cure — all mission personnel should

- Behave honourably and correctly at all times
- Show respect for their uniforms
- Do honour to their national flag, the flag of the United Nations and the blue shoulder patch they all wear.

Honourable behaviour gives credit to the United Nations and the national contingent. Good conduct and behaviour assists in maintaining a positive image of the mission in the media.

Impacts of Media Reporting

- News media work 24/7, often reporting in real time
- News—including photos and video—can be disseminated around the world almost instantaneously
- Positive behaviour can help make good news and prevent negative reporting
- Negative behaviour and images can have negative effects on the mission, the UN, the peace process
News media are interested in peacekeeping operations. They work 24 hours per day, 7 days per week, often reporting in real time. The availability of satellite communications, web and social networking sites, camera phones and portable audio and video equipment allow the media, as well as individuals to transmit their reports directly from anywhere in the world. News of an incident can be disseminated around the world almost instantaneously, leaving the mission almost no time to verify the facts, report to headquarters or prepare a response.

Military experts on mission must get used to the idea of doing their jobs while the media are watching as well as when no traditional media are present. They must be careful to project the right image at all times. Positive behaviour reinforces the ability of the United Nations to facilitate the peace process and creates bonds of trust with the local population. Negative behaviour, on the other hand, undermines the reputation of the national contingent and the United Nations and weakens the peace process. Bad news spreads fast. Where and when the news happens, a reporter will be there! If not, the news can spread virally. Even your personal photos will find their way to publication.

Parties to the conflict can exploit negative behaviour and use it to delay the peace process. When that happens, the local community’s expectations of the United Nations presence in their country are undermined and respect for the “blue helmets” is diminished.

<table>
<thead>
<tr>
<th>Misconduct</th>
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<tbody>
<tr>
<td>• Has immediate local and international impact</td>
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<tr>
<td>• Damages the image of United Nations and contingent around the world</td>
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<tr>
<td>• Destroys the trust of local population</td>
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</table>

Most peacekeepers follow the rules about behaviour and observe the United Nations code of conduct for uniformed personnel. The best practice to follow is to avoid any behaviour that violates the code. If peacekeepers observe the code of conduct, the media have nothing negative to report.

The effects of misconduct by a minority can be far reaching. Sexual misbehaviour by a few peacekeepers can damage the reputation of a whole contingent. Commercial sex workers, many of whom may be below the age of 18, will try to attract the attention of peacekeepers — but that will also attract the attention of news media. Incidents of sexual misconduct by peacekeepers in United Nations missions in Bosnia and Herzegovina, Kosovo, Timor-Leste, Sierra Leone, Ethiopia/Eritrea, and the Democratic Republic of the Congo have been reported by the
international media, sometimes extensively. Personal blogs are never personal and those of senior UN officials have also made their way to major media, with drastic results. The damage to the reputation of the national contingents involved, the peacekeeping operation and the United Nations has been considerable.

Note to Instructor: Introduce the film to participants requesting to focus on how a misconduct of a contingent directly affects the credibility of UN and that particular TCC. Pay attention on how USG DPKO Mr Guehenno stated that TCC have the ownership of the conduct of their troops since they trained them before deployed to a mission.

http://www.youtube.com/watch?v=mbdWltfmbVg&feature=related

Your Mission’s Public Information Office (PIO)

<table>
<thead>
<tr>
<th>Public Information Office (PIO)</th>
<th>Slide 11</th>
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</thead>
<tbody>
<tr>
<td>• Develops an overall communications strategy for the mission to help implement the mandate</td>
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</tr>
<tr>
<td>• Provides critical and advice information to mission personnel and news media</td>
<td></td>
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<tr>
<td>• Produces information for all media, local and international</td>
<td></td>
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<tr>
<td>• Employs local journalists and other local staff</td>
<td></td>
</tr>
<tr>
<td>• Works with military PIO</td>
<td></td>
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<tr>
<td>• Conduct activities devised on the basis of information strategies</td>
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</table>

The mission’s PIO develops and manages the mission’s communications strategy, assists the media and ensures that the local population is informed about the mandate and the peace process. The PIO also provides advice to mission officials and relevant offices at UN HQ regarding trends and developments, potential crises or challenges.

The PIO may operate its own radio station or broadcast on local stations, produce video material for television and publish information brochures, posters and pamphlets. The PIO maintains a mission website. The PIO releases information in a number of local languages as well as the appropriate languages for the international media.

The PIO employs local staff, usually journalists, who have good knowledge and understanding of local customs and traditions.

The PIO accredits journalists and establishes procedures for them to obtain press identity cards from the mission security office. The identity
cards permit limited access to mission premises and can be checked by contingents in the field.

The PIO works closely with the mission’s military public information structures — the military spokesperson and military public information officers attached to contingents — to implement the communications strategy and to be sure that all components of the mission speak with “one voice” and their communications messages are coordinated. The military spokesperson often maintains an office within the PIO and regularly participates in mission press briefings conducted by the mission spokesperson.

The PIO is the peacekeepers’ resource for all sorts of information about the mandate, the peace process and the mission. The PIO can help contingents manage their media relations and promote a positive image of peacekeepers who engage in activities to help the local community.

In all cases PIO activities in support of military component must be devised on the basis of information strategies mutually agreed within the overall context of the mission mandate and concept of operations.

Members of the military can contribute to the PIO products with high-resolution photos and material for feature stories, which the PIO and/or UN New York feeds troop and police-contributing countries and other audiences.

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**Public Information Office (PIO)**

Military experts on mission should not hesitate to ask the PIO for information or assistance in all media related issues as well as for the clearance process for public information materials.

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**How You Can Relate to News Media**

- The media view all peacekeepers as a potential source of information
- You need not talk to the media if you prefer
- Be factual and positive
- Speak with respect about local people

---

The media view all peacekeepers as a potential source of information. For that reason, peacekeepers must follow certain guidelines when they talk to the media. The United Nations has issued a set of
Guidelines

- Don’t forget, you are an ambassador for the UN
- Remember the name and organization of the reporter
- Tell your PIO whom you spoke with and what was said

Peacekeepers must remember that they are ambassadors for their own countries and the United Nations and should therefore present themselves appropriately.

If a reporter interviews you in the field, you should remember his or her name as well as that of the media organization they represent. If you do speak to a reporter about your work, you should let your mission’s PIO know about it. Contact the military public information officer attached to your contingent or your superior officer so they can pass on the information.
Don’ts

- Give personal opinions about the situation or the peace process
- Answer questions that are speculative
- Reveal information related to security matters or combatants
- Favour one side over another

Remember what you are allowed to talk about and what you cannot say.

Don’ts

- Do not offer your personal opinion about the peace process or United Nations activities. Any answer you provide may be regarded as an official opinion. If your answer does not accord with official policy, it may reflect badly on the mission and the Organization.
- Do not answer questions that are speculative, such as “What would happen if….?” You might provide wrong information that could affect the mission.
- Do not give any information about the mission’s security plans or procedures. In any organization, even an open one like the United Nations, some information is privileged and may not be disclosed. Information affecting security is confidential.
- Do not discuss the state or activities of local or other combatant forces.
- Do not appear to support or favour one side over another. Remember at all times that you are impartial.

Dos

- Refer to your superiors or PIO if you don’t know answers
- Be polite and professional
- Stick to the facts
- Be brief and precise

Dos

- Always refer reporters to United Nations information personnel if they ask you any questions that you are not authorized to answer. Referring to an authorized person is always better than giving a wrong answer.
- Always be polite with media reporters, even if they appear rude or unfriendly. They may be under pressure to get the news; you should keep your professionalism and maintain an educated and polite attitude.
**Stick to facts;** they can’t be disputed.

**Be brief and precise.** Time is the main limitation of modern media. There is a limit how much news and images fit per minute. If you say too much or if you are unclear, the opportunity to project a positive image might be lost.

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<table>
<thead>
<tr>
<th>Dos (cont.)</th>
<th>Slide 17</th>
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</thead>
<tbody>
<tr>
<td>• Your job is to support the mandate</td>
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<tr>
<td>• The mandate is authorized by the Security Council</td>
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<tr>
<td>• The mandate describes what the United Nations can do</td>
<td></td>
</tr>
<tr>
<td>• You should remember the basic points</td>
<td></td>
</tr>
<tr>
<td>• Refresh your knowledge by asking your PIO</td>
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</tr>
</tbody>
</table>

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The mandate of a United Nations peacekeeping mission is your main mission. Everything you have been tasked to accomplish is designed to support the mandate.

The mandate of every peacekeeping operation is contained in a Security Council resolution. That document constitutes the legal authority under which the United Nations mission operates. The mandate describes the aim of the peacekeeping mission. It may be periodically updated by the Security Council as circumstances change.

While peacekeepers are not expected to remember all the details of a mandate, they should be familiar with the main points. Those points may include reference to the disarmament and demobilization of forces, transitional power sharing arrangements, eventual elections, the restoration of the rule of law, and so on.

You might ask your mission’s PIO for a summary of the mandate. You might find the mandate useful for your own understanding of your country’s participation in the peacekeeping operation and in cases you talk to journalists. This knowledge enables you to place your work in the context of the mandate.

Your mission website should have all the background documents, press releases and facts and figures about the mission, updated on a regular basis.

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<table>
<thead>
<tr>
<th>Dos (cont.)</th>
<th>Slide 18</th>
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</thead>
<tbody>
<tr>
<td>• Refer questions to PIO</td>
<td></td>
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<tr>
<td>• Be careful not to pass on to the media any information about incidents</td>
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<tr>
<td>• Do not comment on critical incidents</td>
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</tbody>
</table>
When newsworthy events happen, the mission PIO is the only component that is authorized to deal with the media. Reporters will, however, try to get additional or new information from other sources, including other mission personnel, especially eyewitnesses to the incident or event.

Peacekeepers should therefore be careful not to pass on to the media any information about incidents or events being investigated by other structures within the mission. Journalists asking questions about such incidents or events must be referred to the mission’s PIO.

For example, a traffic accident involving United Nations and local vehicles is always a serious matter, especially if there are injuries. The mission must investigate all accidents, but that takes time. Meanwhile, the media may use the incident to discredit the United Nations, irrespective of who is at fault. Because insurance liabilities are involved, any comment on such a situation can be misconstrued or used against the United Nations. Peacekeepers should not make any public statements about such an incident. All media inquiries should be referred to the mission’s PIO.

Include here an example developed, from mission specific information

How You Can Manage an Interview

<table>
<thead>
<tr>
<th>How You Can Manage an Interview</th>
<th>Slide 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the reporter, not the camera</td>
<td></td>
</tr>
<tr>
<td>Listen carefully to the question</td>
<td></td>
</tr>
<tr>
<td>Answer with facts</td>
<td></td>
</tr>
<tr>
<td>Be brief and simple</td>
<td></td>
</tr>
<tr>
<td>Always decline to answer questions you are not authorized to answer.</td>
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</table>

The basic rules for handling an interview are few and simple. The camera or the reporter should not intimidate you. You are a professional and you are executing your mission in a highly professional manner.

- **Always look at the reporter.** Never look at the camera. Looking at the camera will give viewers the impression that you are not behaving naturally.
- **Listen carefully to each question,** to avoid making mistakes or losing face by giving a wrong answer. You may ask the reporter to repeat a question, if you like. Gain time to compose your answer. Then stick to what you know.
- Speak naturally and give facts, avoiding exaggerated movements with your hands and face. **Always decline to answer questions you are not authorized to answer,** or about which you may not be sure.
### In an interview

- **Never** assume anything you say is “off the record”
- Don’t offer personal opinions
- Provide only information you are authorized to provide

---

If You say “no comment”, the reporter and the public will have the impression that you are trying to hide something. Your best answer would be “I don’t know” or to refer to a qualified officer.

**Make small sentences** rather than answer questions with a “yes” and “no”. For example, do not answer “yes” to the question “Do you like your work?” Just say “I enjoy my work with the United Nations” or give a similarly short and clear answer.

**Avoid the expression “off the record”** with a reporter. When you use it, you are suggesting that what you say is meant only for that reporter and should not be published or transmitted. That is not a wise practice — you should **never** assume that anything you say will be considered “off the record”. If you say something of interest, the reporter may decide to use it. Also, in some countries, reporters are not familiar with that expression. If you have any doubt about the matter, you should decline to answer.

Because you are a peacekeeper, you represent the United Nations 24 hours a day and seven days a week. **Whatever you may say may be perceived as the opinion of the Organization.** Likewise, whatever you say on a blog or post on a social networking site is also public. While these may be personal activities, they are widely available and easily searched. So take care!

Provide only information you are authorized to provide according to the guidelines. If you do not have complete guidelines, remember not to compromise the security of the peacekeeping operation, its mission and its people.

---

**Sample Media Questions (How to manage a tough interview)**

**Media Questions:** the following questions are examples of what peacekeepers might be asked. Treat the questions as an exercise. Try making up other questions for practice

**All the instructor’s questions should test the participants’ understanding of what they are allowed to talk about with a reporter.**
Questions about yourself — with generic answers:

- **What is your name?**
  - My name is ....
- **Where are you from?**
  - I come from ....
- **How old are you?**
  - I am .... years old.
- **How long have you been here?**
  - I have been here ..... months.

Questions about your work — with generic answers:

- **Why are you here?**
  - I am here to work with the United Nations. My country is helping the United Nations to bring peace to this country.

- **What do you do here?**
  [Explain your duties: guard, transport, and medical.]

- **Do you think that your presence is useful?**
  - We are working to help to bring peace and stability to this country. I think that is useful.
Questions seeking your opinion — with generic answers:

♦ Do you like being here?
   — I miss my friends and family but I am glad if I can help make things better here. It is a good experience for me, even if the conditions are difficult.

♦ How soon will we have peace?
   — I don’t know the answer to that. It depends on many things. Please ask the mission’s public information office.

♦ Fighting is still going on. What do you think will happen?
   — I can’t answer that question. The mission’s public information office can help you with that.

♦ Aren’t you afraid that things will get worse?
   — I’m a soldier/police officer and a United Nations peacekeeper. I’ve been trained to do this job and I’m confident that the mission is doing everything possible to advance the peace process.

Questions seeking your opinion — with generic answers:

♦ Do you like being here?
   — I miss my friends and family but I am glad if I can help make things better here. It is a good experience for me, even if the conditions are difficult.

♦ How soon will we have peace?
   — I don’t know the answer to that. It depends on many things. Please ask the mission’s public information office.

♦ Fighting is still going on. What do you think will happen?
   — I can’t answer that question. The mission’s public information office can help you with that.

♦ Aren’t you afraid that things will get worse?
   — I’m a soldier/police officer and a United Nations peacekeeper. I’ve been trained to do this job and I’m confident that the mission is doing everything possible to advance the peace process.

Tough Questions

– with generic answers

♦ Why are you favouring the XX faction by giving them arms?
   --- The UN is impartial. We neither favour any side nor
Tough Questions – with generic answers

• Why are you favouring the XX faction by giving them arms?
  ---The UN is impartial. We neither favour any side nor do we give out arms.

• Your colleagues were seen with teenage prostitutes in the BB bar last night and we have photos: why are you taking advantage of our local girls?
  --Our rules are very strict: we can’t go out with prostitutes. If you have evidence, please take it to the Conduct and Discipline Office....

• What if you leave and the criminals return?
  ---It is no up to us when we leave, but our purpose here is to give your local authorities the capacity to take responsibility for your security

Key summary points

• News media play a key role for the peacekeeping mission.
• A positive or negative image of the mission can emerge through the media.
• The mission’s PIO supports the peace process by working with the media.
• United Nations guidelines for media relations allow peacekeepers to speak to reporters about their work and responsibilities.
• Peacekeepers should always speak “on record”.
• Take care when posting to blogs, social networking sites and other platforms such as YouTube.
Optional Learning Activity: Sample Media Questions Role Playing

The purpose of this group role playing activity is for participants to react to an interview and to rely to the acquired knowledge.

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>for activity introduction and instructions</td>
</tr>
<tr>
<td>5 minutes</td>
<td>for work small groups role paying</td>
</tr>
<tr>
<td>5 minutes</td>
<td>for small group reports in plenary *</td>
</tr>
<tr>
<td><strong>Total time:</strong></td>
<td><strong>15 minutes</strong></td>
</tr>
</tbody>
</table>

*total time dependent number of groups

Activity Guidelines:

1. Divide participants into three small groups appointing one reporter one cameraman and the rest of the group the interviewed.
2. Provide with the list of questions to interviewers and encourage them to play the roles as realistic as possible.
3. Ask participants to present their comments in the plenary on how they felt while playing the roles.

   Complement the comments with the guidelines on how to conduct an interview.
Sample Media Questions Handout

Media Questions: the following questions are examples of what peacekeepers might be asked. Treat the questions as an exercise. Try making up other questions for practice.

All the instructor’s questions should test the participants understanding of what they are allowed to talk about with a reporter.

Questions about yourself — with generic answers:
- What is your name?
  — My name is .....  
- Where are you from?
  — I come from .....  
- How old are you?
  — I am ..... years old.  
- How long have you been here?
  — I have been here ..... months.

Questions about your work — with generic answers:
- Why are you here?
  — I am here to work with the United Nations. My country is helping the United Nations to bring peace to this country.
- What do you do here?
  [Explain your duties: guard, transport, and medical.]
- Do you think that your presence is useful?
  — We are working to help to bring peace and stability to this country. I think that is useful.

Questions seeking your opinion — with generic answers:
- Do you like being here?
  — I miss my friends and family but I am glad if I can help make things better here. It is a good experience for me, even if the conditions are difficult.
- How soon will we have peace?
  — I don’t know the answer to that. It depends on many things. Please ask the mission’s public information office.
- Fighting is still going on. What do you think will happen?
  — I can’t answer that question. The mission’s public information office can help you with that.
- Aren’t you afraid that things will get worse?
  — I’m a soldier/police officer and a United Nations peacekeeper. I’ve been trained to do this job and I’m confident that the mission is doing everything possible to advance the peace process.

Tough Questions — with generic answers
• **Why are you favouring the XX faction by giving them arms?**
  ---The UN is impartial. We neither favour any side nor do we give out arms.

• **Your colleagues were seen with teenage prostitutes in the BB bar last night and we have photos: why are you taking advantage of our local girls?**
  --Our rules are very strict: we can’t go out with prostitutes. If you have evidence, please take it to the Conduct and Discipline Office….

• **What if you leave and the criminals return?**
  ---It is no up to us when we leave, but our purpose here is to give your local authorities the capacity to take responsibility for your security
Handout/Note to instructor: Instructors may wish to provide participants with the following handout which provides an overview of what you are allowed to talk about and what you cannot say.

<table>
<thead>
<tr>
<th>Dos and Don’ts when talking to the media</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dos</strong></td>
</tr>
<tr>
<td>• Always refer reporters to United Nations information personnel if they ask you any questions that you are not authorized to answer. Referring to an authorized person is always better than giving a wrong answer.</td>
</tr>
<tr>
<td>• Always be polite with media reporters, even if they appear rude or unfriendly. They may be under pressure to get the news; you should keep your professionalism and maintain an educated and polite attitude.</td>
</tr>
<tr>
<td>• Stick to facts; they can’t be disputed.</td>
</tr>
<tr>
<td>• Be brief and precise. Time is the main limitation of modern media. There is a limit how much news and images fit per minute. If you say too much or if you are unclear, the opportunity to project a positive image might be lost.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. What is the main role of news media in the success of a peacekeeping operation?

2. What is the main impact of media reporting?

3. What is the main role of your mission’s Public Information Office (PIO)?

4. How you can relate to news media?

5. How you can manage an interview?

Expected outcome

1. The news media can play a significant role in the success of a peacekeeping operation. What they report can have a positive or negative impact on the mission, the implementation of its mandate and the peace process itself.

2. News media work 24/7, often reporting in real time, they can be disseminated around the world almost instantaneously. The peacekeeper’s positive behaviour can help make good news and prevent negative reporting while negative behaviour can have negative effects on the mission, the UN, and the peace process.

3. Mission’s Public Information Office (PIO) main role is to provide critical information to mission personnel and news media, produce information for all media, local and international, to advice in PI issues to military PIO and to conduct activities devised on the basis of information strategies.

4. I can relate to media taking in consideration the following:
   ♦ The media view all peacekeepers as a potential source of information
   ♦ I need not talk to the media if I prefer
   ♦ To be factual and positive
   ♦ To speak with respect about local people
5. To manage an interview I must:
   - Look at the reporter, not the camera
   - Listen carefully to the question
   - Answer with facts
   - Be brief and simple
   - Always decline to answer questions you are not authorized to answer.

### Optional learning activity available at the end of the section

- Film UNIA Report of MINUSTAH title 21 3:38 min
- Film UNIA Report of MONUC title 22 3:28 min
- Film UNIA Report of UNAMSIL title 23 3:35 min
- Film UNIA Report of UNAMID title 27 2:52 min
- Film UNIA Report of MINUSTAH title 30 4:09 min
### Learning Activity: Media Relations Exercise: role playing

**Learning Activity Time Required:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>for activity introduction and instructions and reading the scenario</td>
</tr>
<tr>
<td>20 minutes</td>
<td>for perform the role-playing exercise</td>
</tr>
<tr>
<td>05 minutes</td>
<td>debrief in small groups</td>
</tr>
<tr>
<td>10 minutes</td>
<td>debrief in the plenary group</td>
</tr>
</tbody>
</table>

**Total time:** 45 minutes
Unit 4.1 UN Standard Operating Procedures for reporting

Table of Contents

Unit 4.1 UN Standard Operating Procedures for reporting Table of Contents .......... 1
Preparatory Notes to Instructors ................................................................................. 2
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Learning Outcome Assessment ................................................................................ 23
Questions .................................................................................................................. 23
Learning Activity: UN SOP for reporting, correspondence drafting and briefing
exercise: role playing ................................................................................................ 24
Preparatory Notes to Instructors

Background
The principal challenge for any decision maker or commanding officer in an evolving and complex peacekeeping operations environment is to provide the right decision at the right time to his or her subordinates; subsequently, the aim of the peacekeeping military reporting is to provide timely and reliable information and to advise the decision maker about the general situation within the mission area of responsibility or interest.

The regulations governing the gathering of the information are stated in the Force SOP at mission level, and in Head of Mission Component Directive.

Within the framework of the National Contingent, Military Observers Teams and Headquarters specially appointed personnel are responsible for the collection, collation and dissemination of information in order to provide the commander with continuously updated and adequate information.

The information reporting system and particular reporting procedures are described in the mission directives and SOPs.

Aim
The aim of this Unit is to provide Military Experts on Missions with the necessary information to understand the UN operational reporting system, its requirements and procedures in a complex United Nations peace operation.

Learning Outcomes
On completion of UN SOP for reporting, correspondence drafting and UN briefing techniques, participants will be able to:

- Identify the reporting requirements at strategic, operational and tactical levels in a United Nations peace operation environment
- Understand and apply the general procedures for report writing and submission in a United Nations peace operation environment

Training Sequence
The training material contained in this unit is best presented after CPTM Unit 1 Part One (Introduction to UN Peacekeeping). The necessary time for the delivery of the unit depends on the number of training activities upon which the trainer/instructor decides; it also depends on the modification on the duration of this material to fit in the national training requirements and reflect the subject matter understanding level of the participants.
Duration
The times shown below are the minimum recommended time periods and subject to above recommendations. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time 45 minutes</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td>35 min.</td>
<td>05 min.</td>
<td>Presentation of examples: 05</td>
</tr>
<tr>
<td>Additional Options</td>
<td>Mission Specific</td>
<td>Optional Film</td>
<td>Optional Activity</td>
</tr>
<tr>
<td>50 min for role playing activity</td>
<td>Time to be determined by necessary content</td>
<td>Training Activity 50 min (together with Section 4.2)</td>
<td></td>
</tr>
</tbody>
</table>

Methodology
This session involves a slide-supported lecture followed by a learning activity (TBD). It is recommended that the instructor should inform participants of the content, format and timing. This can improve participants’ ability to focus on the subject and will enable them to better benefit from the session.

The structure of the presentation is as follows:
- The reporting requirement of the UN Operational Reporting System
  - Strategic reporting requirement
  - Operational reporting requirement
  - Tactical reporting requirement
- General procedures for SITREP writing and submission
- The work of information centers

*Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile
This module is best presented by an instructor who has experience as a Staff Member in a JOC or Force/UNMO HQ in a UN peacekeeping mission headquarters, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All
trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Required Readings
- UN Peacekeeping Operations, Principles and Guidelines
- UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009
- Directive for the Head of Military Component in a peacekeeping mission. 2008
- Standard Operating Procedure for the Submission of Situation and Special Incident reports by DPKO Field Missions 2006.
- STM training material for Force HQ reporting. 2006
- Joint Operations Centre and Joint Mission Analysis Centre Policy.
- Operational Reports and Returns

General Preparations
Equipment:
1. Computer and section Power Point slides
2. Projector and Screen
3. Flip chart

Materials:
Print handouts of Unit 4 slides. It is suggested that the handouts are printed in the 3 slides per page format.

Mission Specific
If Unit 4 is being presented to prepare participants for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations’: http://www.un.org/Depts/dpko/dpko/index.asp). Additional mission specific information is available at the UN DPKO Policy and Training internet website: http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

Symbols Legend

☞ Note to the instructor

💬 Speaking Points
A point where the session will benefit from mission specific information

Example (stories that illustrate a point)

Sample questions to pose to participants

Handout

Film

Learning activity

Optional learning activity available at the end of the section

Key summary points

Note: Questions commonly asked by participants during this session are listed at the end of the section.
### Session Notes

**UN SOP FOR REPORTING, CORRESPONDENCE DRAFTING AND UN BRIEFING TECHNIQUES**

#### Slide 1

**Aim**
The aim of this Unit is to provide Military Experts on Missions with the necessary information to understand the UN operational reporting system, its requirements and procedures in a complex United Nations peace operation.

#### Slide 2

**Learning Outcome**
On completion of this section, participants will be able to:

- Identify the reporting requirements at strategic, operational and tactical level in a United Nations peace operation environment
- Understand and apply the general procedures for report writing and submission in a United Nations peace operation environment.

#### Slide 3

**Note to Instructor:** *Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.*

#### Slide 4

**Structure of Presentation**

- The reporting requirement of the UN Operational Reporting System
- General procedures for SITREP writing and submission
- The work of information centers

The aim of this section is to provide Military Experts on Missions with the necessary information to understand the UN operational reporting system, its requirements and procedures in a complex United Nations peace operation.
Within the UN Headquarters, the Department of Peacekeeping Operations (DPKO) is responsible for providing UN peacekeeping operations with policy guidance and strategic direction at strategic level.

In the field missions, the Head of Mission (HOM) exercises operational authority over the UN peacekeeping operation’s activities, including military, police and other civilian resources.

In the case of military units and personnel provided by Member States, these personnel are placed under the operational control of the UN Force Commander or Head of Military Component (HOMC) at tactical level.

Situation Reports (SITREPs) in general are a key element of the information flow from field missions to United Nations Headquarters (UNHQ) at all levels. They describe and assess, in summary form, events and developments affecting the mission’s operations on a daily and weekly basis. They are
supplemented by Special Incident Reports, in case of a crisis or rapidly deteriorating situation.

While Situation Reports play a critical role in keeping Headquarters staff informed of developments in the field, they are not designed to provide the level of depth and analysis needed for decision-making and follow-up action. For that reason, they are supplemented by regular substantive and analytical reports and other correspondence, at the most senior level, as well as working-level communication between the mission and the UNHQ unit(s) concerned.

**Strategic Reporting Requirement**

<table>
<thead>
<tr>
<th>Strategic Reporting Requirement</th>
<th>Slide 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Secretary-General will normally report to the Security Council on each mission when appropriate or as directed by the Council.</td>
<td></td>
</tr>
</tbody>
</table>

**Strategic Reporting Requirement**

The Secretary-General will normally report to the Security Council on each mission when appropriate or as directed by the Council. The Head of Mission (HOM) is responsible for reporting regularly to UN Headquarters, through the USG DPKO, on the developments concerning the activities of peacekeeping missions and the implementation of each mission’s mandate. On matters that are predominantly military technical in nature, the Head of Military Component (HOMC) is authorized to communicate directly with the UN Military Adviser in UN Headquarters. UN field missions have differing reporting requirements to the Security Council, but all have a standard reporting requirement to the UN Headquarters with specific reporting requirements of the Military Component.

**Note to Instructor:** At this point is highly recommended to place an historical example to illustrate a situation in which the Secretary General needs to report to Security Council.

**Operational Reporting Requirement**

<table>
<thead>
<tr>
<th>Operational Reporting Requirement</th>
<th>Slide 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Daily and Weekly Situation Report (SITREP)</td>
<td></td>
</tr>
<tr>
<td>Special Incident Report (SINCREP)</td>
<td></td>
</tr>
<tr>
<td>Military Monthly and Annual Reporting</td>
<td></td>
</tr>
<tr>
<td>Reporting following the Use of Force</td>
<td></td>
</tr>
<tr>
<td>Operational Readiness Reporting</td>
<td></td>
</tr>
</tbody>
</table>
Operational Reporting Requirement

- **Military Daily and Weekly Situation Report (SITREP).** Is a military specific report, provided on a daily and weekly basis, to the UN Military Adviser, particularly in field missions that involve significant or critical military operations or activities. For field missions that involve less significant or critical military operations or activities, it is sufficient to include a military specific report within the mission level daily or weekly SITREP that is submitted to the DPKO/DFS Situation Center (SITCEN) in UN Headquarters.

- **Special Incident Report (SINCREP)** is also referred to as “Flash Report”, is used to provide short and operationally focused information in case of a crisis or rapidly deteriorating situation. Flash Reports are required in all cases of casualties among UN personnel (including serious accidents), hostile action targeting UN personnel, and incidents significant enough to affect the mission’s ability to implement its mandate.

- **Military Monthly and Annual Reporting.** Is a technical military report provided every month to the UN Military Adviser, and include statistical and evaluative data concerning Military Component and its operations in the field mission.

- **Reporting following the Use of Force.** On every occasion that armed or lethal force is used by a member of the military Component, regardless of the circumstances, the HOMC is responsible for conducting an inquiry into the incident and promptly transmitting this report to the UN Military Adviser in UN HQ.

- **Operational Readiness Reporting.** During a mandated period or every six months, the DMS/CMS is required to submit an Operational Readiness Inspection Report to UN HQ. The HOMC is directed by HOM to formally review the Military Component structure, in consideration of the current and likely future operational situation. This review is necessary to revise the material requirements for the Military Component and provide associated inputs to the operational readiness report.

### Tactical Reporting Requirement

<table>
<thead>
<tr>
<th>Tactical Reporting Requirement</th>
<th>Slide 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Battalion (or Force Troops Unit)</td>
<td></td>
</tr>
<tr>
<td>• Sector</td>
<td></td>
</tr>
<tr>
<td>• Force</td>
<td></td>
</tr>
<tr>
<td>• Military Component</td>
<td></td>
</tr>
</tbody>
</table>
**Tactical Reporting Requirement** Information about military activities within UN PKOS is passed up to/through two chains: Force and Military Observers. The information collected at Force HQ is received from the correspondent Sectors up to Battalion level. The two reporting chains join at the JOC where a UN PKOS Military SITREP is produced. The UN PKOS Military SITREP represents the Military Component input to the daily UN PKOS SITREP to DPKO/DFS Situation Center (SITCEN) and Office of Military Affairs in UN Headquarters in New York.

**General procedures for SITREP writing and submission**
Daily SITREPs cover events, incidents or developments with a notable political or operational impact (not routine meetings or activities).

**Daily/Weekly Situation Reports at Tactical Level** Reporting of DAILY/WEEKLY Situation Report begins at Battalion (or major unit) level using the format specified in the Force SOP.

- **Battalion (or force troops unit).** The Battalion Operations Officer or an officer delegated by him produces the battalion SITREP and submits it to Sector HQ (or Force HQ for Force Troops units). The Battalion Commander is responsible for ensuring that the daily SITREPs that his unit submits are accurate and submitted on time.

- **Sector.** The Sector Operations officer or an officer delegated by him collates all the battalion SITREPs and submits a single Sector SITREP to Force HQ. Inconsistent or unclear information should be verified to the extent that time allows and if unconfirmed by the time of release its status should be made explicit. The Sector Commander is responsible for ensuring that the daily
Section 4.1 UN SOPs for reporting  Pg. 11

and interim SITREPs that his sector submits are accurate and submitted on time.

- **Force.** The Force HQ Duty Officer is responsible for collating the Sector and Force Troops SITREPS received in the previous 24 hrs to produce the Force daily SITREP at the time specified in Force Mission SOP. Inconsistent or unclear information should be verified to the extent that time allows and if any uncertainty remains by the time of release its status should be made explicit in the SITREP.

- **Military Component.** The COS(O) and COO(F) designate the staff officer responsible for collating the UN PKOS Military SITREP. This officer will collate the MILOBS and Force SITREP to produce the daily Military SITREP. COS(F) is responsible for ensuring that the details of the daily SITREP are correct. Format for the UN PKOS daily Military SITREP is showed in a handout.

### Daily/Weekly Situation Reports at Operational Level

- SITREPs are compiled by a designated office in the mission in time to meet the submission deadline for UNHQ, using the correspondent format.

- The designated office/officer must cross-check inputs from different components to ensure the report is internally consistent and accurate. If several components of the mission are reporting on the same incident, the information should be consolidated into a single write-up in the SITREP.

- SITREPs can be signed by any civilian, military or police official provided with the delegated authority to do so by the Head of Mission.

- Where a Joint Operations Centre (JOC) has been established in line with the DPKO Policy Directive on Joint Operations Centers/Joint Mission Analysis Centers (JOC/JMAC), the JOC will handle the preparation of Situation and Special Incident Reports in their entirety. The Chief/JOC or the mission’s Chief of Staff may sign the Situation and Special Incident Reports to UNHQ, as determined by the Head of Mission.

- SITREPs are transmitted to the DPKO Situation Centre and Office of Military Affairs, which monitors developments in the field on a 24-hour basis.

### Deadlines

- **Deadlines**

- Daily Situation Reports cover the 24-hour period up to midnight Local Time (LT) and must reach the DPKO Situation Centre and Office of Military Affairs no later than 06:00hrs New York time (NYT) every morning Mondays to Fridays. The Monday report should include relevant developments over the weekend. Individual arrangements will be made to adjust submission timelines for missions in the same time zone as New York.
Weekly SITREPs cover the period from 00:01hrs Tuesday to 24:00hrs Monday and must reach the DPKO Situation Centre and Office of Military Affairs by 09:00hrs NYT on Tuesdays.

How to draft Daily/Weekly Situation Reports

- **Who**
- **What**
- **Where**
- **When**
- **Why**
- **INSUFFICIENT**
- **“NSTR”**
- **COORDINATES**
- **OPERATIONAL DETAILS**

To be followed up in next SITREP

Weekly SITREPs not to reiterate the operational details

Place name and distance from the closest major town

A point where the session will benefit from mission specific information,
Note to Instructor: When delivering a mission specific training, distribute DAILY/WEEKLY SITREPS formats of the mission where participants are to be deployed.

How to Draft Daily/Weekly Situation Reports They should be as short as possible but still self-contained, based on the following criteria:

- The description of any event, incident or development must answer the basic questions of “who, what, where, when, why”.
- If the available information is insufficient or remains to be verified, this should be indicated and followed up in future SITREPs or, in urgent cases, through Special Incident Reports.
- The designation “NSTR” (Nothing Significant To Report) can be used when there has been no development of importance.
- Geographical locations, except for the main cities, must be identified through the place name and distance from the closest major town or closest UN position. Missions with GIS capacity should include either a map and/or the geographic coordinates of a reported incident or operation.
- Weekly SITREPs should not reiterate the operational details contained in the daily SITREPS but recap the most significant events with updates, assessments and additional commentary, as appropriate.

SITREP Transmittal and Information Security

Transmittal SITREPs must be sent by encrypted e-mail using the secure SMART system. In exceptional circumstances, when encrypted e-mail facilities are not available or temporarily disabled, SITREPs can be sent by regular code cable.
Information Security as SITREPs contain important details of UN operations and other information not in the public domain, they are classified at the same level of information security as a regular code cable. SITREPs are internal, UN restricted documents and cannot be published, even in edited form, in any open source environment.

Special Incident Reports

- Meant to answer the basic questions of “who, what, where, when, why”.
- Do not follow any prescribed format
- Keep the Secretary-General, the Security Council and troop/police-contributing countries informed during a crisis.

Special Incident Reports meet the need for speedy and increased information flow during a crisis or rapidly deteriorating situation. Like daily SITREPS, they are meant to answer the basic questions of “who, what, where, when, why”, and need not provide any assessment of trends or implications. Geographic information should be included as stated under SITREP.

Special Incident Reports do not follow any prescribed format and are transmitted to the DPKO Situation Centre by clear or encrypted e-mail, depending on the sensitivity of the material.

Special Incident Reports are vital to DPKO’s ability to keep the Secretary-General, the Security Council and troop/police-contributing countries informed during a crisis. They are supplemented by more detailed briefing notes and background information provided to UNHQ through the regular channels.

A point where the session will benefit from mission specific information regarding a situation in which a Special incident report was needed

The Work of Information Centers

Joint Operation Centre (JOC)

What is JOC?

The JOC is a jointly staffed information hub established at mission Headquarters to ensure mission-wide situational awareness through integrating reporting on current operations as well as day to day situation reporting.
A point where the session will benefit from information about the constitution of a JOC in a specific mission

**Joint Operation Centre (JOC)** The JOC is a jointly staffed information hub established at mission Headquarters to ensure mission-wide situational awareness through integrating reporting on current operations as well as day to day situation reporting. During a crisis, the JOC will operate as the primary facility to support mission crisis management.

The JOC provides the Head of Mission (HOM) and the Senior Management Team (SMT) with a 24-hour information centre responsible to ensure full situational awareness though timely and accurate monitoring and reporting.

### What are the JOC responsibilities?

The JOC responsibilities are:
- Monitor implementation of mission operational activities
- Request and collect situation updates
- Collate and disseminate information
- Provide consolidated daily operational reports
- Provide a 24-hour communication link between the HOM, and the various entities located at mission AOR, UN Headquarters and others, as required

The JOC is responsible as its day to day functions to:
- Monitor implementation of mission operational activities
- Request and collect situation updates from relevant entities in a timely manner
- Collate and disseminate information of immediate operational interest
- Provide consolidated daily operational reports to senior mission managers and UN Headquarters
- Provide a 24-hour communication link between the HOM, senior management, the various missions entities, regional offices/sector headquarters, UN agencies, programs and funds, UN Headquarters and others, as required
What does JOC do in case of emergency?

- Operate as the crisis management centre for the HOM and other members of the mission Crisis Management Team (CMT)
- Support CMT decision-making through effective and uninterrupted crisis communications and information management, as a centralized location for crisis decision-making

In the event of a crisis, the JOC shall:

- Operate as the crisis management centre for the HOM and other members of the mission Crisis Management Team (CMT)
- Support CMT decision-making through effective and uninterrupted crisis communications and information management, as a centralized location for crisis decision-making

All mission components provide the JOC with their regular situation reports and reports on all operational activity. The provision of copies of all reports to JOC is instituted in the Standard Reporting Procedures of all mission components.

What are the C/JOC responsibilities?

C/JOC responsibilities are:
- Day to day management of the JOC
- Relations with sector/regional offices and with UN HQ
- The processing and timely dissemination of operational reports
- Organization of the first response to emergencies;
- Direct operational information exchange with DPKO Situation Centre in NY

The Chief of JOC (C/JOC) reports to the HOM. The HOM may establish a reporting line through either the Mission Chief of Staff or Deputy HOM.

C/JOC is responsible for:
- Day to day management of the JOC
- Relations with sector/regional offices and with UN HQ
- The processing and timely dissemination of operational reports
- Organization of the first response to emergencies;
- Direct operational information exchange with DPKO Situation Centre in NY as required
### Joint Mission Analysis Centre (JMAC)

#### What is JMAC?

The JMAC is a centre that provides the HOM and SMT with capacity to collect and synthesize all-source information to produce medium and long term integrated analysis.

#### What are the JMAC responsibilities?

The JMAC is responsible to:

- Merge and manage mission information from the HOM and SMT.
- Acquire and integrate information from all mission components and other sources in order to develop analytical products.
- Analyze and synthesize information, including intelligence-related material, to prepare integrated analyses and medium and long term evaluations.
- Prepare and disseminate operational and mission-level assessments to support planning, decision making and implementation of mission mandates.
FORMAT FOR DAILY/WEEKLY SITUATION REPORTS

MISSION NAME

Daily Situation Report Covering Period: Date (00:01-24:00hrs)

Weekly Situation Report Covering Period: Tuesday (00:01hrs) to Monday (24:00hrs)

HIGHLIGHTS

- Three or four bullet points should summarize the most significant events during the reporting period. This is to ensure that readers will not overlook key events.

POLITICAL

[This section should cover events, incidents or developments with a notable political impact. It is applicable only in missions with a political mandate.]

OPERATIONAL

[This section should cover events, incidents or developments with a notable operational impact, irrespective of the mission component(s) affected, e.g. humanitarian, human rights, civil affairs, logistics, military, police, mine action and others, as applicable.]

SECURITY/SAFETY

[This section should cover any new threats to personnel, special security measures established or lifted during the reporting period, and an update on any personnel missing, seriously wounded or killed during the reporting period, where applicable.]

[OTHER SUB-HEADINGS IF REQUIRED]

[Additional sections can be added if considered absolutely necessary for purposes of clarity. However, the most simplified reporting format is preferable.]

COMMENTS

[This section is optional. Comments can also be added to specific events described in the main text.]
FORMAT FOR MONTHLY MILITARY SITUATION REPORT (SITREP)

Month of:

EXECUTIVE SUMMARY

1. INFORMATION / INTELLIGENCE UPDATE
   - General information in Area of operations (AO)/Area of Interest (AOI)
   - Analysis of the General Situation (Political and Security overview)
   - Specific Area(s) of Interest
   - UN Military Forces
   - Other Military Forces (national security forces and informal or other armed groups)
   - Local Population (Presence, Attitude)
   - Non Military Matters (Civil Affairs; Humanitarian; Public Information…)
   - Assessment of Overall Situation

2. OPERATIONS UPDATE
   - HOMC Intent
   - Past operations (Analysis / Feedback / Comments)
   - Current operations / Specific Incidents / Violations
   - Current Military Component deployment – Map
   - Planned operations (including expected accomplishments)
   - Other mission operations involving or affecting the Military Component (DDR / SSR / QIPs)
   - Operations statistics update (if relevant)

3. PERSONNEL AND ADMINISTRATIVE UPDATE
   - Personnel Return: Military Component strength to include Staff Officers, Contingents and Units, Military Observers and Military Liaison/Adviser Officers. More details may be included as an Annex to the Report and reporting template is provided as Personnel & Administrative Monthly Report below.
   - Training (specific training courses conducted inside and outside the mission area)
   - Contingents / Units – specific personnel issues
Section 4.1 UN SOPs for reporting

- Medical issues (repatriation / hospitalization / specific medical or health issues)
- Casualties
- Disciplinary matters (statistics / cases of repatriation)
- Boards of inquiry (BoI)
- Security and safety of military personnel
- Military personnel welfare issues

4. LOGISTICS UPDATE
- Vehicle serviceability status (If affecting military operations)
- Equipment / weapons (If affecting operations)
- Communications (If affecting operations)
- Engineering issues
- Accommodation status for military personnel
- Supply
- Other mission support issues

5. MISCELLANEOUS
- General military issues
- HOMC meetings held/attended (of significance only)
- HOMC significant issues / forecast / intentions
- Any other issues

Note: * This format is indicative only and may be adapted by the HOMC to meet the specific needs of each field mission. This monthly report should not just be compilation of the previous Daily and Weekly SITREPs provided in the reporting period but should include an overview of key events and developments that occurred with the HOMC assessment and observations.
Handout

**Personnel & Administrative Monthly Report**

1. **PERSONNEL: Military Strength Report**

<table>
<thead>
<tr>
<th></th>
<th>Authorized Strength</th>
<th>Present Strength</th>
<th>Remarks (including any repatriation on technical grounds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headquarters</td>
<td></td>
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<tr>
<td>Contingent A</td>
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<td>Contingent B</td>
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<tr>
<td>Special Unit X</td>
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<tr>
<td>Special Unit Y</td>
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<tr>
<td>Experts on Mission (UNMOS/LOs/MilAd)</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

2. **MEDICAL STATUS**

<table>
<thead>
<tr>
<th></th>
<th>Hospitalization</th>
<th>Repatriation on Medical grounds</th>
<th>Fatalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headquarters</td>
<td></td>
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<tr>
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<td><strong>TOTAL</strong></td>
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</table>

3. **INCIDENTS / ACCIDENTS**

<table>
<thead>
<tr>
<th></th>
<th>Vehicle Accidents</th>
<th>Shooting Incidents/Attacks</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headquarters</td>
<td></td>
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</table>
4. **DISCIPLINARY CASES**

<table>
<thead>
<tr>
<th></th>
<th>Sexual Exploitation and Abuse Cases</th>
<th>Repatriation on Disciplinary grounds</th>
<th>Others</th>
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</thead>
<tbody>
<tr>
<td>Headquarters</td>
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</table>

5. **CASUALTIES (NOTICAS)**

<table>
<thead>
<tr>
<th></th>
<th>Fatalities</th>
<th>Injuries</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headquarters</td>
<td></td>
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</table>

6. **TRAINING**

<table>
<thead>
<tr>
<th></th>
<th>Specific Military Training</th>
<th>Specific Training Sessions</th>
<th>Individual Training / Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headquarters</td>
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</table>

7. **PERSONNEL EVALUATIONS** (As necessary)
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages. At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. TBD by trainers
2. TBD by trainers

Expected outcome

1. TBD by trainers
2. TBD by trainers
Learning Activity: UN SOP for reporting, correspondence drafting and briefing exercise: role playing

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>for activity introduction and instructions and reading the scenario</td>
</tr>
<tr>
<td>15 minutes</td>
<td>for perform the role-playing exercise</td>
</tr>
<tr>
<td>10 minutes</td>
<td>To draft a special incident report individually</td>
</tr>
<tr>
<td>05 minutes</td>
<td>debrief in small groups</td>
</tr>
<tr>
<td>10 minutes</td>
<td>debrief in the plenary group</td>
</tr>
</tbody>
</table>

Total time: **50 minutes**
# Unit 4.2 Correspondence drafting and briefing techniques

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- Unit 4.2 Correspondence drafting and briefing techniques ........................................ 1
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- Drafting Correspondence............................................................................................ 7
- Briefings Techniques ................................................................................................ 10
- Learning Outcome Assessment................................................................................ 14
- Questions.................................................................................................................. 14
- Learning Activity: UN SOP for reporting, correspondence drafting and briefing
  exercise: role playing ................................................................................................ 15
Preparatory Notes to Instructors

Background

The principal challenge for any decision maker or commanding officer in an evolving and complex peacekeeping operations environment is to provide the right decision at the right time to his or her subordinates; subsequently, the aim of the peacekeeping military reporting is to provide timely and reliable information and to advise the decision maker about the general situation within the mission area of responsibility or interest.

The regulations governing the gathering of the information are stated in the Force SOP at mission level, and in Head of Mission Component Directive.

The information reporting system and particular reporting procedures are described in the mission directives and SOPs.

Briefings are an essential procedure for the dissemination of information; they serve various purposes. They are either intended to provide general information or information to a specific audience, to facilitate the workflow or to prepare a decision.

Aim

The aim of this Unit is to provide Military Experts on Missions with the necessary information to understand and apply the drafting techniques in UN operational reporting system, and briefing procedures in a complex United Nations peace operation.

Learning Outcomes

On completion of UN SOP for reporting, correspondence drafting and UN briefing techniques, participants will be able to:

- Outline the importance of drafting techniques and apply them in UN correspondence.
- Understand and apply the UN military briefing procedures.

Training Sequence

The training material contained in this unit is best presented after CPTM Unit 1 Part One (Introduction to UN Peacekeeping) and Unit 4.1 UN SOP for reporting. The necessary time for the delivery of the unit depends on the number of training activities upon which the trainer/instructor decides; it also depends on the modification on the duration of this material to fit in the national training requirements and reflect the subject matter understanding level of the participants.
### Duration
The times shown below are the minimum recommended time periods and subject to above recommendations. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 minutes</td>
<td>20 min.</td>
<td>10 min.</td>
<td>Presentation of examples: 05</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Options</th>
<th>Mission Specific</th>
<th>Optional Film</th>
<th>Optional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 min for role playing activity</td>
<td>Time to be determined by necessary content</td>
<td>Training Activity 50 min (together with Section 4.1)</td>
<td></td>
</tr>
</tbody>
</table>

### Methodology
This session involves a slide-supported lecture followed by a learning activity (TBD). It is recommended that the instructor should inform participants of the content, format and timing. This can improve participants’ ability to focus on the subject and will enable them to better benefit from the session.

The structure of the presentation is as follows:

- Drafting correspondence
- Briefings techniques

*Please Note:* It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers be provided at the end of the assessment in order to ensure participants are clear on the key messages. Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

### Instructor Profile
This module is best presented by an instructor who has experience as a Staff Member of Force/UNMO HQ in a UN peacekeeping mission headquarters, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

### Instructor Preparations
**Required Readings**
Section 4.2 Correspondence drafting and briefing techniques

- UN DPKO/DFS Guidelines; Roles and Training Standards for UN Military Experts on Mission, 2009
- Standard Operating Procedure for the Submission of Situation and Special Incident reports by DPKO Field Missions 2006.
- STM training material for Force HQ reporting. 2006

General Preparations

Equipment:
1. Computer
2. Projector and Screen
3. Flip chart

Materials:
Print handouts of Unit 4.2 slides. It is suggested that the handouts are printed in the 3 slides per page format.
Section Power Point slides

Mission Specific

If Unit 4 is being presented to prepare participants for a particular UN peacekeeping mission, then gather mission specific information from the mission website (available at the UN DPKO internet website, through ‘current operations’: http://www.un.org/Depts/dpko/dpko/index.asp). Additional mission specific information is available at the UN DPKO Policy and Training internet website: http://peacekeepingresourcehub.unlb.org/PBPS/Pages/Public/Home.aspx

Symbols Legend

- Note to the instructor
- Speaking Points
- A point where the session will benefit from mission specific information
- Example (stories that illustrate a point)
- Sample questions to pose to participants
- Handout
Film

Learning activity

Optional learning activity available at the end of the section

Key summary points

**Note:** Questions commonly asked by participants during this session are listed at the end of the section.
The aim of this Unit is to provide Military Experts on Missions with the necessary information to understand and apply the drafting techniques in UN operational reporting system, and briefing procedures in a complex United Nations peace operation.

**Note to Instructor:** Introduce the session by letting participants know the intended learning outcomes of this section, as shown in the slide above. By the end of the session, the participants will be able to answer each of the above points.

The aim of this Unit is to provide Military Experts on Missions with the necessary information to understand and apply the drafting techniques in UN operational reporting system, and briefing procedures in a complex United Nations peace operation.
Drafting Correspondence

Guidelines for drafting
The correspondence of the United Nations must be concise, clear and accurate in content, direct and dignified in style, correct in form and attractive in appearance

General guidelines for drafting To contribute effectively to the conduct of the business of the United Nations, the correspondence of the Organization must be concise, clear and accurate in content, direct and dignified in style, correct in form and attractive in appearance. The following suggestions are intended to help the drafter of correspondence meet these criteria.

Think before drafting
“Why am I writing?
To whom am I writing?
What, if any, action do I expect as a result of what I have written?”

Think before drafting Regardless of the urgency; take time to answer the questions
“Why am I writing?
To whom am I writing?
What, if any, action do I expect as a result of what I have written?” This will make it easier to draft more clearly and concisely.

Why am I writing?
Is it to give someone information? If so, what information? For what purpose?
Do I need information? If so, what information? For what purpose?
Is some action needed? If so, what action? For what purpose?

To whom am I writing?
Who will the reader(s) be?
What does (and doesn’t) the reader know about the situation?
What does the reader need to know?
What questions will the reader have in mind when reading my communication?
How is the reader likely to react?
What is my relationship to the reader?

Write simply, clearly and concisely
Once we know what we want to communicate, to whom and why, we can draft correspondence clearly, correctly and concisely using a simple style. It is unadorned, and therefore is easily understood.

Dos and Don’ts in writing

<table>
<thead>
<tr>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be concrete</td>
<td>Don’t use any more words than necessary</td>
</tr>
<tr>
<td>State your facts or ideas directly</td>
<td>Don’t use a circumlocution</td>
</tr>
<tr>
<td>Use verbs in the active</td>
<td>Don’t use emphasis in correspondence.</td>
</tr>
<tr>
<td>Use concrete words.</td>
<td>Don’t use needless adjectives and adverbs</td>
</tr>
<tr>
<td>Use short words, short sentences, and short paragraphs</td>
<td>Avoid anything which might offend the sensibilities of the readers.</td>
</tr>
</tbody>
</table>

Dos and Don’ts in writing
Here are some positive and negative rules to be followed whenever possible to achieve simplicity and clarity in writing:

Dos
- Be concrete and specific, rather than vague and indirect.
- State your facts or ideas directly (subject-verb-object).
- Use verbs in the active rather than the passive voice.
- Use concrete rather than abstract words.
- Use short words, short sentences, and short paragraphs rather than long words, long sentences and long paragraphs.
Don’ts

- Don’t use any more words than necessary to convey your meaning.
- Don’t use a circumlocution if a single word or phrase will do.
- Don’t use emphasis (bold, italics, underlining) in correspondence.
- Don’t use needless adjectives and adverbs (don’t overemphasize).
- Avoid anything which might offend the sensibilities of the readers.

Well-constructed papers; well-constructed paragraphs

- Well-constructed papers present reasoned propositions,
- Introductory paragraphs should normally begin with a statement of the proposition to be presented in the paper.
- The narrative should be developed in a series of intermediate paragraphs analyzing the points in order of importance as set out in the introductory paragraph.
- Concluding paragraphs should be very brief, recapitulating the analysis, drawing conclusions and making recommendations.
**Briefings Techniques**

**Some Guidelines for Briefings**
- Briefings are either intended to provide general information or information to a specific audience.
- Do not unnecessarily repeat information.
- Present facts
- Describe shortfalls, critical constraints or
- Recommendations for action should include What, When, Where, Who and Why
- An agenda has to be established, and the areas of responsibility of each individual briefer

---

**Some Guidelines for Briefings.** Briefings pursue various purposes. They are either intended to provide general information or information to a specific audience, to facilitate the workflow or to prepare a decision. Do not unnecessarily repeat information. Present facts - otherwise call it assumptions - describe shortfalls, critical constraints or limitations with regard to your own capabilities. Recommendations for action should include What, When, Where, Who and Why (if applicable also How). One briefer or a group of briefers may hold the briefing. In the latter case, an agenda has to be established, and the areas of responsibility of each individual briefer have to be coordinated.

**The briefer should keep the following aspects in mind:**
- Analyze the audience
- Decide on the purpose of the briefing and the desired outcome
- Be brief and concise under due consideration of the given time limit
- Decide on the focus of your briefing (or your part of the briefing)
- Do not go too much into detail if not requested to do so
- Use visual aids (slides, map, and sketches)
- Choose short, descriptive, precise words and pronounce them clearly
- Avoid words you find difficult to pronounce
- Don’t speak too fast (especially if you are a native speaker)
- Avoid lyrics and meaningless phrases
- Maintain eye contact with the audience
### Military Information Briefing

**Aim:** To inform superiors or subordinated commanders on the current situation.

- Mission
- Situation of the parties to the conflict, capabilities and presumable intentions
- Situation of superior formation, adjacent units and other organizations
- Situation of friendly forces in all basic functional areas
- Friendly intentions
- Special command and control problems
- Requests / recommendations
- Summary

### Visitors Information Briefing

**Aim:** To inform visitors or guests about the current situation or a specific topic

- Introduction and purpose of the briefing
- Mission
- Situation of the parties to the conflict
- Situation of other organizations as applicable
- Situation of friendly forces in all basic functional areas as applicable
- Friendly intentions
- Summary
Staff Conference Briefing

**Staff Conference Briefing**

Aim: To inform staff personnel and to coordinate the workflow and planning process. Several staff conferences may be needed to develop courses of action or coordinate the planning process.

- Introduction, purpose and agenda
- Mission
- Development of the parties to the conflict, capabilities and presumable intentions
- Situation of other organizations as applicable
- Development of friendly forces in all basic functional areas
- Decisions and guidelines
- Further friendly intentions
- Summary

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**Possible outline of an initial staff conference briefing**

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS</td>
<td>Introduction, Purpose, Agenda and Mission</td>
</tr>
<tr>
<td>OIO</td>
<td>Initial Information Preparations</td>
</tr>
<tr>
<td></td>
<td>Terrain and Weather Analysis, Threat Evaluation, Capabilities, Presumable Intentions</td>
</tr>
<tr>
<td>COO</td>
<td>General Situation, HQ or Higher Commander’s Intent, Concept of Operation, Centers of Gravity, Desired End-State.</td>
</tr>
<tr>
<td>CLO</td>
<td>Logistic Estimate Conclusions: Shortfalls, Critical Constraints, and Recommendations</td>
</tr>
</tbody>
</table>
CMPO Personnel Estimate Conclusions: Shortfalls, Critical Constraints, and Recommendations

Other Other Affairs Estimate Conclusions: Shortfalls, Critical Constraints, and Recommendations

COS Further friendly intentions, summary (And or request commander’s guidance)

**Decision Briefing**

<table>
<thead>
<tr>
<th>Decision Briefing</th>
<th>Slide 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim: To inform about courses of action and to prepare a commander’s decision</td>
<td></td>
</tr>
<tr>
<td>• Introduction and purpose</td>
<td></td>
</tr>
<tr>
<td>• Mission and mission analysis</td>
<td></td>
</tr>
<tr>
<td>• Situation, estimate of the parties to the conflict,</td>
<td></td>
</tr>
<tr>
<td>• Situation, estimate of superior formation, adjacent units</td>
<td></td>
</tr>
<tr>
<td>• Situation, estimate of other organizations as applicable</td>
<td></td>
</tr>
<tr>
<td>• Situation, estimate of friendly forces in all basic functional areas</td>
<td></td>
</tr>
<tr>
<td>• Environmental conditions and their appreciation</td>
<td></td>
</tr>
<tr>
<td>• Comparison of forces (Force Ratio)</td>
<td></td>
</tr>
<tr>
<td>• Assessment and comparison of possible Courses of Action (COA)</td>
<td></td>
</tr>
<tr>
<td>• Recommended decision</td>
<td></td>
</tr>
</tbody>
</table>

Learning activity

**Note to Instructor:** Introduce a training activity on how to prepare and conduct a briefing session.
Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages. At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. TBD by trainers
2. TBD by trainers

_expected outcome_

1. TBD by trainers
2. TBD by trainers
Learning Activity: UN SOP for reporting, correspondence drafting and briefing exercise: role playing

Learning Activity Time Required:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>for activity introduction and instructions and reading the scenario</td>
</tr>
<tr>
<td>15 min</td>
<td>for perform the role-playing exercise</td>
</tr>
<tr>
<td>10 min</td>
<td>To draft a special incident report individually</td>
</tr>
<tr>
<td>05 min</td>
<td>debrief in small groups</td>
</tr>
<tr>
<td>10 min</td>
<td>debrief in the plenary group</td>
</tr>
</tbody>
</table>

Total time: **50 minutes**