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UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICA E IDIOMAS

X
TESIS PARA OPTAR EL GRADO DE LICENCIATURA EN LINGÜÍSTICA
LENGUA INGLESA.

**“THE MILITARY OBSERVER AND STAFF PERSONNEL IN
PEACEKEEPING OPERATIONS MANUAL”**

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LA PAZ BOLIVIA

01550

HUMT-1450
K-85054

2005

136 p.
14 folz

ADMINISTRACION DE PERSONAL
ADMINISTRACION MILITAR
DESARME
PAZ



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ACKNOWLEDGMENTS

I want to thank my English teachers at the Universidad Mayor de San Andres de La Paz, who have taught me how to speak, write, read and listen correctly, and given me the needed knowledge for writing this thesis. Writing this book wouldn't have been possible without their help.

I also want to thank particularly Lic. German Velasquez Flores, my tutor, for helping me to write this work. I think that without his wise advises, I couldn't have finished it in a proper way.

Finally, I want to thank my wife Nury, and my son Rodrigo, who gave me time, peace and quiet for writing this research paper.

***“THE MILITARY OBSERVER AND STAFF PERSONNEL IN
PEACEKEEPING OPERATIONS MANUAL”***

***CHAPTER I
INTRODUCTION***

1.- STATEMENT OF THE PROBLEM.

The present job of designing a manual for training officers that will work as military observers in peacekeeping missions will be useful for all Bolivian Army officers who have to work as such, at the United Nations Peacekeeping operations.

The world is changing a lot. After the Second World War, a great deal of social and political problems have emerged on our planet. As a result, the United Nations Organization, which is located in New York City, has decided throughout their different agencies to take action in order to solve these problems, especially in those countries in which human rights, democracy, the respect for life, the protection of woman and children, are being destroyed by groups and organizations that have taken power and, from that position, are committing all kinds of crimes for their own sake, interest and benefit.

Because of this situation, and because many countries that have social problems are involved, the United Nations Organization has established the Multinational Forces of Peace, with the presence of all Member States with the purpose of “restoring international peace and security”.

In the General Assembly carried out in 1945, with the participation of more than 150 independent states, among them Bolivia, the United Nations Organization decided that the official language to be used in all their activities should be English, and therefore, the same language should be applied in all peacekeeping operations.

At the present time, the Bolivian Army does not have an official text writing in English for Peacekeeping Operations that can be used as a guide books for those officers who want to work as a military observers. All we have are books written in Spanish only with the Bolivian doctrine in this kind of operations.

Then, the Bolivian Army, with the aim to take part in all peacekeeping operations around the world, decided to establish the Language School of the Army with the purpose of teaching English, not also for prospective officers who work as Military Observers, but also for those officers who have been selected to take some course abroad in the English Language.

In this connection the main purpose of this thesis is to validate a "Military Observer and Staff Officers in Peacekeeping Operations", manual which was written by the author, with the aim to serve as a guide book for all officers who have to work as such, in United Nations Peacekeeping Operations.

The Bolivian Army School for Peacekeeping Operations was founded with the mission of preparing officers to work as military observers and Staff Officers in Peacekeeping Missions. At the present time, this school does not have a Manual in English for teaching officers who are going to work as military observers in Peacekeeping Missions. This situation has come to the attention of the Bolivian Army Headquarters who after much consideration with the Staff Personnel, has decided to implement the peacekeeping operation courses in English.

For this reason, the present manual will fill the void that has risen and will pave the way for all officers who shall go to work as military observers.

Nowadays there is a lack of knowledge of United Nations doctrine regarding peacekeeping operations among army officers, even though they try to get some information pertaining these issues by themselves. However the information they get is only referential, after talking with officers who have been in prior peacekeeping operations.

The reason why this Manual was written in English, is that while the student is learning the peacekeeping mission doctrine, at the same time is practicing his ability to read. It is important to emphasize that in this kind of operation, military observers must have a good command not only of spoken English but also in written and reading skills. Experience has shown us that the ability to write, to read and to speak in English is an asset for all officers who want to work as a military observer.

Formulation of the problem:

In view of all the aforementioned, the following questions have arisen:

¿What is the level of efficacy of the Peacekeeping Operation Manual?

¿How do the linguistic, and methodological characteristics of this book work out in the military observers' in peacekeeping operations?

2. - OBJECTIVES

General Objective

To validate the "Military Observer and Staff Personnel in Peacekeeping Operations" manual, as an official book for the Bolivian Army, in order to learn about Peacekeeping Operations in military missions in the English language.

2.1 SPECIFIC OBJECTIVES.

1. To describe the components of the manual--design for training officers using the United Nations organization doctrine.
2. To describe the selection process and outcome assessments.
3. To experiment the teaching-learning methodology of the manual.
4. To experiment the contents of the manual.

3.- JUSTIFICATION

Taking into consideration that in the present time the Bolivian Army does not have a book for training officers in Peace Keeping Missions, this Manual for training officers who are to work as Military Observers, will be useful for those who want to work as Military Observers and Staff Officers in Peace Keeping Missions. Moreover, it will serve as a study guide for teachers appointed at the Bolivian Army School for Peacekeeping Operations.

On the other hand, it will also explain the Bolivian doctrine for peacekeeping missions respecting the United Nations military doctrine in these kinds of operations.

Moreover, this manual will contribute to the learning process for officers who want to improve their ability to speak English for specific purposes as well as the Applied Linguistic for teaching and learning English as a second language.

4.- HYPOTHESIS

The officers who will work with the Peacekeeping Operations Manual will learn the peace doctrine of the United Nations in the English Language.

4.1. VARIABLE INDEPENDENT.

The use of the Manual, Peace Keeping Operation.

4.1. VARIABLE DEPENDENT-

Learning the United Nation Doctrine in the English Language.

4.2. VARIABLE OPERATIVIZATION.

Variable	Dimensions	Indicators
The use of the Manual, Peace Keeping Operations	Linguistics	-Syntax -Active and passive voice. -Passive Verb Phrase. -Modal review. -Conditional Sentences. -Word Order. -Word Order in Indirect questions. -Writing skill. -Reading Skill
	-Teaching-Learning Methodology.	-Interactive. -Expositive. -Active.

Variable	Dimensions	Indicators
<p>Learning the UN peace doctrine in the English Language.</p>	<p>Military Observer</p> <p>Staff Personnel.</p>	<ul style="list-style-type: none"> -To explain the UN organization. -To explain the main principles of the United Nations organization. -To describe the Military Observer duties. -To inform regarding Communications issues. -To explain definition and written communication skills. -To elucidate Oral Communication Skill -To explicate report writing style guide. - To explain staff duties and reporting. -To explain safety and security issues.

4.3.- CONCEPTUAL DEFINITIONS.

THE USE OF THE MANUAL.

Is the action to use de Manual in order to get information concerting to United Nation doctrine in Peace keeping Operations.

LEARNING THE U.N. PEACE DOCTRINE.

Learning the U.N. Peace Doctrine means to be able to express in the English language and in a meaningful way the United Nations doctrine of the Peace Keeping Operations and all aspects concerning to peace keeping mission, so the prospective military observer does not have any problem when he or she has to deal with a specific situation in the area of operation. As a whole, is to learn everything concerning with this kind of operation.

PREVENTIVE DIPLOMATIC.

Is action to prevent disputes from developing between parties, prevent existing disputes from escalating into conflict and to limit the spread of the later when they occur.

PEACEKEEPING.

Is a United Nations presence in the field (normally involving military and civilian personnel), with the consent of the parties, to implement or monitor the implementation of arrangements relating to the control of conflicts (cease-fire, separation of forces, etc.) and their resolution (partial or comprehensive settlements) or to ensure the safe delivery of humanitarian relief.

PEACE-ENFORCEMENT

May be needed when all other efforts fail. The authority for enforcement is provided by Chapter VII of the Charter, and includes the use of armed force to maintain or restore international peace and security in situations in which the Security Council has determined the existence of a threat to the peace, breach of the peace or act of aggression.

PEACE-BUILDING.

It is critical in the aftermath of conflict. Peace building including the identification and support of measures and structures which will promote peace and build trust and interaction among enemies, in order to avoid a relapse into conflict.

CHAPTER 2

THEORETICAL FRAMEWORK

1.- BACKGROUND.

The Bolivian Army was born with the country. Before its independence, in the period between 1530 and 1809, many people fought against European tyranny. Those heroes of the Bolivian independence were not only from Alto Peru but also from other part of America. In Chuquisaca, the first shout for independence was made thus starting the War of Independence from Spanish oppression.

It was in the Aroma Battlefield, in 1810, where the Bolivian Army was born. Jose Miguel Lanza, the Padillas' spouse, the priest Muñecas among others were the first leaders of the revolution in Chacaltaya, Aroma, El Villar, Suipacha, until the triumph in the Battle of Tumusla where the enemy was defeated, after 16 years of hard fighting.

Since then the Bolivian Army has passed through various bad situations but always carrying on with its mission which is to defend our sovereignty. As soon as the Bolivian independence was signed by the conquerors, the Republic of Brasil attacked our country in 1826, with the aim to take over the Chiquitania land. But Mcal. Sucre, acting very strongly, sent a battalion to destroy the enemy. Later on Peru's Army invaded our country, but Gen. Ballivian defeated Gamarras's troops. After that campaign which was wonderful for our country, campaigns for our independence started against Argentina, Peru and Chile, in Yanacocha's battle, Arequipa's battle, Uchumayo's battle, and Paucarpata's battle. In Paucarpata's battle Mcal. Santa Cruz, acted in a way which has not been understood so far in the Bolivian History. He spared the enemy, and signed the capitulation in favor of Chile.

In the past century Bolivia went to war in the Pacific against Chile, where we were defeated along with Peru. In this war Bolivia lost its access to the sea, with its possibility to be in contact with the rest of the world and all the other negative consequences that resulted.

In 1952 a very important event took place in Bolivian History: the National Revolution. This revolution completely changed the political, social and economic situation in Bolivia. Also, it changed the Bolivian Army's organization. All Bolivian citizens, including peasants, were allowed to enter the Military Academy to become army officers.

1960 is characterized in Bolivian Military History by the ÑANCAHUZU gorillas, when the army defeated Che Guevara's people.

Nowadays the Bolivian Army carries out its duties in accordance with the mission stated by the State Political Constitution. Which is to preserve and maintain the national sovereignty against internal and external enemies

1.1 THE ARMY AND THE UNITED NATIONS.

In accordance with Article 287 of Bolivia's State Political Constitution, the National Army has the responsibility to participate and fulfill peacekeeping missions. In this connection the Permanent Mission of Bolivia to the United Nations signed an agreement with the United Nations Department of Peace Keeping Operations in order for our country to participate in peacekeeping missions. This agreement was signed in 1992.

In view of this, the Bolivian Army has seen the necessity to create a Military Observer Course, with the purpose of training officers who have to work in United Nations Peacekeeping Operations.

1.2 THE BOLIVIAN ARMY MILITARY OBSERVER SCHOOL

This school was founded in 1994 in La Paz. Its principal aim is to train officers for working in United Nations Peacekeeping Operations. From its inception, classes were given in Spanish in this school, but, taking into consideration that English is the official language in peacekeeping missions; nowadays classes are being given in English.

1.3 THE ARMY AND THE UNITED NATIONS ORGANIZATION.

The most powerful countries thought, that after the Cold War the new world order would change, that there would be peace and stability on the planet. Nevertheless this did not happen. Many political, economic and social problems arose which was observed by the United Nations. For this reason, the Security Council commanded the creation of Peacekeeping Operations with the purpose of restoring and maintaining international peace and security, especially in those countries where social problems, violence and human rights abuses are prevailing without any punishment. The Security Council authorized the Secretary

General to send military observers in order to help resolve these problems.

Therefore, the Bolivian Army Military Observer School was established with the mission, not only to prepare officers for working as military observers, but also to improve their ability to speak.

According to the United Nations Resolutions all missions carried out by this organization must be fulfilled in English, therefore, the Bolivian Army Military Observer School was established with the mission not only to prepare officers for working as military observers, but also to improve their ability to talk in English.

Some years ago, the Bolivian Army went to the United Mission along with the Argentine Contingent. Nowadays, however, the Bolivian Army goes by itself, according to the agreement signed with this Organization. This situation has come to the attention of the Bolivian Headquarters, which has decided to improve our school training implementing the English language in the course. The goal is that all officers graduating from this school may go to the United Nations Mission with a good command of spoken English and with high professional standards.

The lack of a Manual for this kind of operation written in English, was the first problem that the Bolivian Army Military Observer Course had to face at the beginning. Nothing was written in English and all books regarding peacekeeping missions were written only in Spanish.

1.4 THE CREATION OF THE MILITARY OBSERVER DOCTRINE.

It was ordered that all officers who went to the United Nations Peacekeeping mission had to write down their experiences after arriving there. Also, we asked the United Nations to send us books regarding these kinds of operations. With all these materials, gathered from different places, a group of officers started to write the first drafts based on the United Nations peacekeeping's doctrine.

1.5 MANUALS AND SCHOOLS FOR PEACEKEEPING MISSIONS.

1.5.1 ARGENTINA'S ARMY MANUAL FOR PEACEKEEPING MISSION.

This book is not in accordance with the realities of the Bolivian Army. Even though it contains all tasks that every military observer needs to know in order to carry out his job in a proper way on the ground, this book takes into account only tactical issues and not strategic ones, which are necessary especially for those who are going to be posted at Headquarters Mission as a Staff Officers.

This situation has been one of the most important reasons why our Army disregarded it, in order to find another one which better matches our own national realities.

1.5.2 URUGUAY'S ARMY MANUAL.

In some way this Manual is written according with our doctrine and that of the United Nations doctrine. The problem is that this book is not written at strategic level.

This is one of the reasons why it was mandatory to write the "Military Observer and Staff Personnel in Peacekeeping Mission" manual, taking into consideration that the latter has both, strategic and tactical doctrine.

The rest of the countries, such as Peru, Paraguay and Colombia, have started to write their own doctrine related to these operations but so far we do not have any information whether or not those countries already have their own books.

1.5.3 THE LESTER B. PERSON CANADIAN INTERNATIONAL PEACEKEEPING TRAINING CENTRE.

This International School for Peacekeeping Missions is one of the best training centers for peacekeeping operations. It was founded in CANADA in 1994 by the Department of External Affairs and the Canadian Army. It's main purpose is to train officers for peacekeeping missions. It is an excellent training centre which is recognized by the Department of Training to the United Nations Peacekeeping Operation. The author of this thesis had the honor to study in this school for one year, and I had the opportunity to learn a lot regarding these kinds of operations that are being implemented all around the world. My job as a Military Observer in Sierra Leone was easy to carry out just because of the knowledge

acquired at this school.

1.6 ENGLISH SKILL FOR STAFF OFFICER IN MULTINATIONAL OPERATIONS.

This is another excellent book for training officers in peacekeeping missions. It contains issues pertaining to these operations at the strategic level, as well as the Tactical one. It has influenced this Manual, the aim of which is to prepare army officers for working at the Headquarters Mission. Taking into consideration that this Manual has been approved by the Department of Training to the United Nations Peacekeeping Operation, it has been consulted a lot, especially for the second part of this thesis.

1.7 MILITARY OBSERVER AND STAFF PERSONNEL IN PEACEKEEPING OPERATIONS.

In our country, we have not had any book or manual regarding peacekeeping operations. All we have had has been some abstracts written by some former military observers who went on some missions and after finishing their job, wrote something about their personal experiences. With this Manual, Military Observer and Staff Personnel in Peacekeeping Operations, the Bolivian Army strives to incorporate, on the international level, much literature written by other countries about peacekeeping operations.

2. THEORETICAL FOUNDATION.

2.1 MEANINGFUL LEARNING THEORY.

One of education's primary purposes is to help students to learn through reading a text. A great amount of research has focused its attention on finding methods for assisting students in learning and remembering what they have read. One interesting method is the use of prior organizers.

In accordance with Beltran, (1995: pag 213) "During the instruction process there is a huge gap between what is taught and what the student knows. Students may have knowledge about some topic but, if the teacher does not know how to present the new subject, in a way that the student's prior knowledge can be applied, the learning process is worthless.

“There is a cognitive strategy –says Beltran- that has the capacity to aid students to bear in mind what they have already known and to transfer it to a new theme, which are the prior organizers.

When there is no link between subjects, students usually start learning a new topic thinking they have no prior knowledge, and without thinking about what they have already learned. Without this connection the learning process, if it occurs, can be mechanic and students can quickly forget what they have learned. Sometimes very intelligent students may remember by themselves a subject which can build a bridge to help them to fill that gap in the learning process.

In the learning process, it is important that teachers recognize the need to consider two important aspects. First, the students’ prior knowledge and second, the way this knowledge is organized. The acknowledgment of these two aspects during the learning process will be beneficial in helping the students learn.

In the Manual, “Military Observer and Staff Officers in Peacekeeping Operations, all these concepts were applied. We wrote the Manual with the aim to give students the opportunity to apply all they have already learned in previous units. For example, in the First Unit of the Manual, “United Nations Organization”, students are informed about all they need to know regarding the Department Of Peacekeeping Operations, especially for those who are going to work as staff officers in the Headquarters’ Mission. In the second unit, they learn what the structure of the United Nations is, and in the Third one, they learn the duties that all Military Observers need to know in order to carry out their tasks dealing with the United Nations agencies. Then, the knowledge acquired in the first, and second lessons are beneficial to start reading the third one.

If we see the Manual, we will note that a short introduction is written at the beginning of each unit, with the purpose of linking the student’s prior knowledge with the topic of the next unit. This will guide students to better understand what comes next, in order to facilitate their learning. This method is called prior organizers.

The organizer is like bridge that may be extended and used as useful material in a written or oral manner. Usually, it is a short paragraph in prose, that introduces a new subject before starting the next theme.

According to Beltran, the characteristics of an organizer are the following:

- It is short, concise and brief.
- It's a bridge which connect new information with something that is known
- It is an introduction to the new lesson, and.
- It encourages a student to transfer the knowledge he already has.

However, there has been the tendency to call every introductory paragraph written at the beginning of a lesson, a prior organizer but, it is important to remember that a prior organizer must have all the characteristics mentioned above.

Also, It is important to mention that Ausbel in 1960 was the first one who underlined the importance of prior organizers, although this concept had appeared some years prior to that and had been applied many times in others circumstances.

Finally, we shall say that there are two kinds of prior organizers: comparative and expositive. In our book we used expositive prior organizers, taking into consideration that this latter gives knowledge that the student does not have in order to get new knowledge.

2.2 CURRICULAR RATIONALE.

The academic course content must be gathered in a Manual or in a Learning Module. Also a course must be structured in themes, which can be divided into learning units.

Santiago y Cabrerizo Jesus, (2004: pag. 167) says that concepts used for presenting the content of some subject may be: Textbook, Study Module, Didactic Unit. and Didactic Guide. In accordance with this classification we chose the term Textbook, also called Manual, to refer to the Military Observer and Staff Personnel in Peacekeeping Mission, manual, taking into consideration that Textbook is a manual printed in an organized way and used as a basic tool during the learning process, in order to obtain the ultimate goal which is that students acquire the knowledge. This Textbook must be adapted to the students' needs, and must have specific characteristic for the sake of the learning process.

The concept and the framework of a Textbook Manual has changed a lot during the history of pedagogy. Nowadays, the most important characteristics of a Manual are: it has a specific number of pages, it develops topics in lessons or thematic units, and is written in a way that students can study the lesson by themselves.

In recent decades, books have been presented in a way that students do not need to

study other reference books. Books have all the necessary material needed for guiding the learning process of the students.

Over the years, books have experienced some modifications, now we have, for example, reading books, activity notebooks, and so forth. Books can now be classified in four different types:

- Expositive Books, which contains information regarding learning issues.
- Expositive Books, which contain proposals for learning activities for students to carry out.
- Notebooks of exercises, which contain activities without a systematic structure, and
- Consultation books, such as dictionaries, encyclopedias, etc.

Castillo y Cabrerizo, talking about this point, says that the Textbook or Manual can be proactive, iconic and symbolic.

We think that is important to explain a little bit about what each of these concepts mean.

Proactive learning is characterized by teaching students by having them do tasks, acting and manipulating objects. In a few words, it is learning by doing something.

In Iconic Learning students get knowledge using images and drawings related to topics to be developed during the course. Through this method students learn by building images in their brains.

And finally, if the text uses the written word for transmitting concepts which are required to be known by the student, then, we are using a Symbolic Learning Method.

The Manual, "Military Observer and Staff Personnel in Peacekeeping Operation" uses the Symbolic Learning Method for teaching students the United Nations Peacekeeping Operation doctrine, taking into consideration that the written word is the tool used for informing and communicating knowledge to the students. This method was chosen taking into account the nature of the topic to be explained. Of course, there are some units in the Manual which need to be taught in a practical way, such as the lesson "Introduction to Communications and First Aid and Health Precautions". The Department of the United Nations Peace Keeping Operation however has established a course called "Pre deployment Training", with the purpose of preparing officers who have been chosen to work as military observers before being deployed to the operation area. This course, which was established this year, lasts three weeks, and has the main aim of preparing officers, especially in subjects which require a lot of practice and

exercises.

Notwithstanding, it is fair to say that the “Military Observer and Staff Personnel in Peacekeeping Operations manual has its own practical part, especially for Communication issues and Health matters.

In summary, we can say that our Manual has the following specific characteristics: It is innovating, creative, and formative, and attempts to present the reality of peacekeeping operations in a simple, but complete way.

As Castillo says, in his aforementioned essay, a Manual is a Text Book that allows students to carry out their learning in an automatic way, allowing students to learn by themselves with, or without assistance of teachers, The Manual, “Military Observer and Staff Personnel in Peacekeeping Operations” follows those principles.

2.3 INTERNAL AND EXTERNAL CHARACTERISTIC OF THE MILITARY OBSERVER AND STAFF PERSONNEL IN PEACE KEEPING OPERATIONS MANUAL.

2.3.1 EXTERNAL ASPECTS.

All books need to have a good external appearance so they can be attractive to students. Accordingly, the Manual, “Military Observer and Staff Personnel in Peacekeeping Operations has been printed in a proper way, trying to be as attractive as possible. One aspect that has been taken into consideration has been the fact that typography has been carried out in a way that students can read the book without any problem.

2.3.2- THE EXTENSION

The Manual, “Military Observer and Staff Personnel in Peacekeeping Operations” will be used during one semester. According to the number of its lessons, twelve in total, each unit will be taught in two weeks, with one and a half hours per day making a total of 180 hours. In this amount of time students will get a good knowledge, not only of peacekeeping operation doctrine, but also they will improve their ability to speak taking into consideration that classes will be given in English by national and American teachers.

So far, all courses in the Bolivian Army regarding Peacekeeping Operations have been

given in Spanish. We think that this method is wrong. We think that if the Bolivian officers want to have a good command of spoken and written English, they have to study in that language. Do not forget that all military observers will have to use English in their daily duties. Especially if they will be posted as Duty officers at the Headquarters Mission, or will have to give oral presentations as a Military Observer after his patrol mission.

If they do not have a high level of spoken and written English, officers chosen for working at the United Nations Peacekeeping Operations won't be able to carry out their duties in the manner required by this International Organization..

The author of this thesis had the opportunity to observe when one military observer from Africa was repatriated to his country just because he could not speak English fluently.

Sad to say, one Bolivian officer, was also repatriated years ago for not having the ability to speak and write in English.

Finally, we think that the allotted time for this course (180 hours) is sufficient and corresponds to its purpose which is to prepare students for applying the United Nation's doctrine in Peacekeeping Mission.

2.3.3 GENERAL INTRODUCTION

A general introduction is given in each unit at the beginning of the lesson, with the aim of informing students about the topic which is going to be developed during the class. This introduction will contain the main subjects taught in the previous unit, (prior organizer) and will introduce the general objectives and the skills students will get at the end of the lesson.

The title for each unit of study is concise and brief, in accordance with what Santiago y Cabrerizo says regarding the characteristic all books need to have in order to be attractive for students that the units of all books need to be concise and attractive to the students.

2.3.4 THEMATIC CONTEXTUALIZATION

It is very important to emphasize that there must be a close relationship between the chapters in a book. All lessons must be connected so that prior knowledge becomes the foundation for future knowledge.

As Ausbel says, "prior knowledge will be the frame of reference from which students will start building his own knowledge with the help of teachers".

2.3.5 LANGUAGE.

A familiar, concise and direct vocabulary is necessary to use when we have to write a textbook or manual. The Manual, "Military Observer and Staff Personnel in Peacekeeping Operations" is written in a concise and direct style, according to the style used in Peacekeeping Operations. All units are written using words applied in the Department of Peacekeeping Operations. The author of this thesis had the honor to be invited by the Department of Training of The United Nations, among other officers of the Member States of this organization, to work at writing a hand book which can serve as a guide for all Troop Contributing Countries. The outcome of this study, in part, is the present manual, which was approved by the Department of United Nations Peacekeeping Operations.

As we can see, most of the Manual was written using short phrases, full of meaning, written most of the time in the present tense and sometimes, depending on the situation, in present perfect tense, and in past perfect tense as well.

Moreover, as the student goes from one unit to the next, he will find new words which will help him build an appropriate vocabulary for working in peace operations.

All military observers who have been posted for working as such in the United Nations need to know the vocabulary used in Peacekeeping Missions. If students study all the words written in the Manual, they will find that they will be able to carry out any task, because most of the words, which appear in the Manual, are used every day on the mission ground.

2.3.6 THE READING PROCESS.

Good news and bad news

The bad news is that: no one can teach anyone how to read, or even how to read more effectively –at least, not in the way that one can teach the names of the U.S presidents or how to make a Caesar salad. Reading is a complex cognitive skill, no one fully understand it which we cannot break down into a series of steps that a teacher can take into a classroom and teach. But the good news is that: anyone can learn to read, and or to read more affectively.. Human being are preprogrammed to perform language acts, like listening, speaking, reading, and writing, and it provided with real opportunities, and a minimum of guidance, in a stimulating ,

no threatening context, they can learn to do these things with relative ease. Some student, of course, makes better readers than others, but everyone can learn and everyone can improve. The teacher's job is therefore to facilitate what is essentially a natural process, and to do this most effectively, he must develop some understanding of that process without, however, entertaining the illusion that this kind of understanding will lead to a sure-fire formula for the teaching of reading to any kind of student anywhere at any time.

2.3.6.1 COMPREHENSION AND READING COMPREHENSIONS.

The first point to be made about the reading process is that reading comprehension is not essentially different from other kinds of comprehension. The mental tasks involved are not peculiar to reading but fundamental human cognitive acts. As it says David E. Eskey (1998) in his Book Learning Comprehension, comprehension of any kind depends on knowledge. Comprehension means relating what we don't know, or new information, to what we already know, which is not a random collection of facts but a "theory of the world" (Smith 1982:84) in each of our heads called "cognitive structure". To draw new information from a page of script or print, we must of course have learned to identify the categories and relationships represented in the visual forms on that page and to interpret, visual forms in the world around us. As Frank Smith has observed (1975:1), reading is simple one of the many ways in which human beings go about their basic business of "making sense of the world". The point of all this for the reading teacher is that no matter how well a student may know a language, he cannot read in that language with good comprehension if the subject of the text is one he knows absolutely nothing about and therefore can have no real interest in. Comprehension is always directed and controlled by the needs and purposes of an individual and therefore crucially depends on that individual's having acquired what William Grave calls a "critical mass" of information on the subject of his inquiry, that is, an adequate amount of what is sometimes called "background information" or, more technically, "schemata" subject to which I will return below. Thus reading comprehension most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.

2.3.6.2 *READING IN ENGLISH AS A FOREIGN LANGUAGE.*

Before turning to the “What” of reading, however, I would like to comment briefly on the even more fundamental question –from teacher’s point of view, at least- of why people choose, or don’t choose, to read. For any approach to teaching to succeed, no matter how true to the latest “scientific principles”, it must take into account the real needs and desires of learners – that rather loosely defined cluster of goals, inclinations, and biases which we call “motivation”- and we must therefore give some thought to what motivates people to read, or not to read, anything.

In the real world - as opposed to the academic world- people, who read, read for intellectual profit or pleasure. That is, they believe that the content of whatever they have chosen to read will be useful to them, or will help them to understand the world better, or will give them the special kind of pleasure that comes from the experience of reading literature. For students, of course, there are constraints, called “assignments” on this freedom of choice, but even a secondary, academic goal like “passing the course” provides something like a real work motivation for reading. Very few students read just to practice their reading, or to build up their general knowledge of a language –both objectives worth pursuing but an unlikely basis for a good reading course. Like other language teachers –as David E. Eskey, University of Southern California (1992) says: “reading teachers tend to find their subject fascinating in and for itself, but students in the main do not share this fascination”.

What will interest students, if they can be interested, is the content of the reading.. For most students, no text is primarily interesting as a classic example of a discourse type, or as a context for the use of grammatical devices, but as a body of useful or stimulating information. In practice students, like everybody else, read for meaning. For them, the language of a text is just a means to an end. The end is comprehension. Thus, the first concern of any reading teacher is to find, or create, a body of material that his particular students might find interesting to read, and then to do everything in his power to relate that material to their real concerns and, most important of all, to make it as comprehensible to them as he can . In this regard, the Military Observer and Staff Personnel in Peacekeeping Operation Manual, was written in that way, in order to stimulate students’ interests regarding these kinds of operations.

Since reading is merely a special case of human language behavior, there is a

sense in which (at a fairly high level of generality) all readers are alike, just as all walkers and talkers are alike in relation to creatures which do not walk or talk. In the real world, however, there are different kinds of readers, and the differences between them –for example, the differences between first and second language readers – may be of great importance to the teacher.

2.4 CONTENTS

The section of the contents is the nuclear element and the extensive one of a didactic unit. Of way similar to as a professor prepares the exhibition of subject or a lesson in the classroom, it must prepare that exhibition of the subject or lection when it needs to leave it in writing to his students: with clear language and adapted to its hypothetical student-readers it introduces and it justifies the subjects, it presents a serious argumentation, founded and organized, it emphasizes the excellent ideas, it proposes examples and activities you practice for the best understanding of the ideas, and concludes with the reinforcement of the determinants ideas or the concrete proposals that are derived from the subject. Its about to expose the character ideas teorico-practice with the sufficient explanation , without reducing for that reason the scientific level in the treatment of the subject, but trying to facilitate in the students its reading and understanding.

It is necessary to have present at the time of writing up the exhibition-normally, goes destined to students who make their study of independent from autonomic and, therefore, cannot resort to a professor at the moment of their reading of study.

Consequently it is no wonder the written didactic units from this intentionality are but rigorous, extensive and with but wealth of explanatory clarifying details or that the oral exhibitions of the classroom.

Finally, the professor-author when writing up a didactic unit has to really make un effort to elaborate a text that answers to the objectives of the course and can be read by the student without serious complications to understanding it and to memorize.

Between the aspects but important to emphasize with relation to the written presentation of the contents, it is possible to indicate:

-The structure internal-coherence in the ideas and external coherence correct and cultured style of the test.

- The clear and direct language.
- Helper elements like epigraphers, internal signals of attention, organizers, and examples.
- The resources of the enhancement, like the emphasized one, the illustrations, the boxes

CHAPTER 3

METHODOLOGY

3.1 RESEARCH TYPE

The present thesis will be based on Explicative research. Explicative studies go beyond to description of concepts or phenomena. They are addressed to find the causes of physical and social event, variables or characteristic and how they are connected among them.

To find the relationship between cause and effect that exist among deeds and the object of the investigation is the main purpose of explicative research.

3.2 EXPERIMENTAL DESIGN.

In order to carry out the research we took two groups, one of them called the Experimental Group and the other one the Control Group. Both groups were chosen at random, but graduated from the Language School of the Bolivian Army.

In total were 20 officers. Ten for the Control Group and 10 for the Experimental Group. Both, Experimental and Control Groups did not have any previous experience in Peacekeeping Operations.

3.3 INSTRUMENTS.

MILITARY OBSERVER AND STAFF PERSONNEL IN PEACE KEEPING OPERATION MANUAL

TEST.

The objective sought by this test was to test the knowledge regarding United Nations Peace Keeping Operations doctrine. We tried to test not only the officers knowledge regarding these kinds of operations, but also grammar aspects of the English language, as well as their ability to express their thought in this language.

Test was assessed taking into considerations the officers knowledge regarding United Nations Peacekeeping doctrine and their ability to write in English. The total punctuation of the was 100 percent, 70 percent pertaining peacekeeping operation issues and 30 percent

grammatical aspects.

It is important to mention that the pre-test was carried out in a small sample which, after of applying the test, it showed us that the parts of the test were ambiguous. In this regard the test was amended and the final version was printed.

4 POPULATION

The population consisted of officers (students) chosen by the Bolivian Army Language School. Those officers did not have any previous experiences in peacekeeping operations

5. SAMPLE

The sample was elected at random and in this way we controlled the external validity, that is to say the following aspects:

- The population characteristics.
- The interreaction of subject selection and research.
- The descriptive explicitness of the independent variable.
- The effect of the research environment.
- Data collection methodology.
- The effect of time.

The sample consisted of 20 officers divided into two groups.

6 PROCEDURE.

We took into account the following steps.

First Step

We selected two groups at random. The first we called the Experimental Group and the second, the Control Group. This election was made at random with the purpose of proving the internal and external validity of the experiment

It should be mentioned that both, Experimental and Control Groups, had the same number of people, 10 students in each of them, with the aim of having a good level of trustworthiness at the end of the experiment.

Second Step

Once we formed the aforementioned two groups, we proceeded to give a Pre-test. The content of this pre-test was based on Peacekeeping Operations matters, and was given to students to learn of Peacekeeping Operations in the English language. The test was given in English.

Once the test was finished, both groups, the Experimental group and the Control group, qualified, so we got the knowledge of the English language and the knowledge of the Peacekeeping Operations that the students had.

Third Step

After that, we proceeded to carry out the experiment, only with the Experimental Group.

This experiment was done applying the First and Second Lessons of the First and second Parts of the Book:, "Military Observers and Staff Personnel in Peacekeeping Operations" to the Experimental Group, during four weeks of classes. During this period of time we took notes regarding the advantages or disadvantages of the book, watching closely the most important events that happened in the course. Those events were related to the reaction that students felt during the classes, especially when they were asked to solve some problem that usually occur in the area of operations, when the military observer has to deal a problem in order to carry out his duty without harming the United Nations objectives in a specific mission.

Also, it is important to mention that notes were taken in order to make further corrections in the book, especially in some aspect regarding with the lack of information in some issues.

During the implementation of course, students were encourage to talk all the time with the aim they may lose the fear that sometimes students fell when they have to speak in a second language.

At the beginning of the class, lessons were given by the instructor explaining his experiences in some peacekeeping operation mission. Then, he proceed to develop the topic until the lesson was finished. After that, students were requested to answer what they had understood in English.

Step Four.

Once the two first lesson of each part of the book were given, we proceeded to apply

the POST TEST to both: The Experimental and Control Groups. The Post Test's content was the same as the PRE TEST. For this reason we were very careful in the preparation of the test.

Once again, once the test was finished and for investigation purposes, we figured an individual grade for each student, and a final average for each group.

Step Five.

Finally, we compared the results of both groups; in relation to the outcome of the Post Test 's application and we saw that the average was completely different.

Afterwards we applied the statistical measurement called "T Students" in order to determine to what degree the average's difference was significant in both groups.

CHAPTER 4

INTERPRETATION

4.1 QUANTITATIVE ANALYSIS.-

Before starting the quantitative analysis, we would like to say that the test given by both Experimental and Control Group had 15 questions. Ten questions were related to United Nations Peacekeeping Operation's doctrine, and the five ones took into account grammatical issues of English language. The Peacekeeping Operation doctrine part had seventy points and the grammar part, thirty, making in total one hundred points.

The assessment's outcome, after both Experimental and Control Groups give the Pre-Test and Post-Test, is as follows.

Assessment of the doctrine's part of the United Nations doctrine regarding Peacekeeping Operations:

What is the United Nations organization?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
1	38	35	87	55

What does UNICEF mean?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
2	32	34	90	59

Which aspect does Chapter VI take into account, regarding Peace Keeping Operations?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
3	30	33	90	60

What are the seven (7) Concepts or Peace Operations that the United Nations is applying in peacekeeping mission according to the decision made by the Security Council?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
4	34	38	91	57

Who is the Commander Officer.?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
5	37	31	96	58

Which are operational and tactical considerations issues in PKO?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
6	33	33	89	64

What are the Military Observers duties on the ground?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
7	35	37	93	58

What are the Universal Principles?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
8	37	32	97	60

The Staff is organized to serve the Force Commander within a specific functional area and to operate in several areas of responsibility. Mention three of these areas of responsibility, and why you chose them?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
9	39	34	87	58

What is a Daily Situation Report?

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
10	33	35	88	57

Grammar Part assessment.

Write the letter "p" next to passive sentences and the letter "A" next to active sentences:

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
11	30	38	90	59

Give an example using one of the following Modals: CAN, SHOULD, WOULD, COULD, MAY.

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
12	33	31	92	58

Complete the sentences with a suitable modal + verb phrase based on the verb in parentheses.

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
13	36	33	95	58

Read the following quotations. Rewrite them in the form of reported speech. Highlight any shift from noun (or pronoun) to pronoun in the noun clause and any shifts in tense. Use the following example as a model. Example: Direct quotation: The captain said, "I want a copy of the ship's log". Reported speech: The captain said that he wanted a copy of the ship's log.

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
14	30	37	89	59

Reading Skill.

Question	Pre-test		Post-test	
	Experimental Group	Control Group	Experimental Group	Control Group
15	31	33	97	57

The final average:

Experimental Group: Pre-test: 34 Post. Test: 91

Control Group : Pre-test: 34 Post Test: 58

4.2.- T STUDENT.

After the experimentation process we could find significant differences once we applied the T Student statistics.

GRUPOS	PRE	EXPERIENCIA	POST TEST
GE	34		91
GC	34		58

\bar{X} Outcomes of the post Test

\bar{X} G-1 (Experimental) = 91

\bar{X} G-2 (Control) = 58

$$T = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{\Sigma nA + \Sigma nB - 2}{nA + nB - 2} \left(\frac{1}{nA} + \frac{1}{nB} \right)}}$$

$$T = \frac{91 - 58}{\sqrt{\frac{26 + 194}{10 + 10 - 2} \left(\frac{1}{10} + \frac{1}{10} \right)}}$$

$$T = \frac{33}{\sqrt{\frac{220}{18} (0.1 + 0.1)}}$$

$$T = \frac{33}{\sqrt{12.2222 * 0.2}} \qquad \frac{33}{XA - XB}$$

$$1.563$$

$T = 21$

Degrees of freedom.- $nA + nB - 2 \quad f = 18$

Probability distribution

$T_{0.001} = 3.92$

As "T" is 21 it is superior to 3.92 so the research hypotheses is proved. It means that the result is due to chance only in a .001 (one in thousand) (one thousandth)

4.3- QUALITATIVE ANALYSIS.

Pre Test.

In order to carry out the validation of the Military Observer and Staff Personnel in Peacekeeping Operation Manual, we gave a Pre-Test to both the Experimental and the Control Groups, with the aim of determining the students' knowledge pertaining to Peacekeeping Mission. The test was given in the English Language, also with the purpose of assessing the students knowledge in this language.

United Nations' doctrine in Peace Keeping Operation

The result in this matter shows us that there is a huge lack of knowledge

regarding United Nations Organization issues. This situation is not acceptable to this international organization, and calls for Member States' officers to have at least an 85% average of knowledge in this matter, because in their job they will be in close coordination with all United Nations Agencies scattered in the area of operation.

A Peacekeeping Mission is primarily a political operation and, if our military personnel are not well informed about these matters, they won't be able to carry out their job accordingly, especially when they have to work in areas where personnel from different agencies and organizations from the United Nations have to work.

Regarding to question. What does UNICEF do? The outcome is very poor. Sometimes military observers will have the opportunity to meet people who work at the United Nations in the mission area. In those cases, military observers, as well as Staff Officers, need to know to what organization those people belong in order to coordinate their effort for the sake of the United Nations organization.

Concerning the question: Which aspect does Chapter VI take into account regarding Peace Keeping Operations? We must say that the average got in the pre-test, also is very low, and it shows us a tremendous lack of knowledge in this issue. It is important to remember that all military observers need to know everything which is written in the United Nations' Charter.

The lack of knowledge in these issues can cause a lot of problems, especially when the military observer is working under Chapter VII and where the use of force is allowed on the ground. In our country last year, one of the Bolivian's congressman did not know in which chapter of the United Nations Organization, our country was working in the CONGO's mission.

In connection with the question, What are the seven (7) concepts or Peace Operations that the United Nations is applying in peacekeeping mission according by the decision made by the Security Council resolution? Also, there is a lack of knowledge about these concepts which are very important to know in order to carry out specific actions.

Concerning the Universal Principles which are applied to the entire structure of the operation from the United Nations Headquarters in New York down to the smallest elements of a mission, the student's knowledge is also bad. Taking into consideration the crucial importance that these concepts have, all military observers need to know them so their

work will be fair and impartial.

The experience in Peacekeeping Mission so far has demonstrated that not applying these principles has produced, and is still producing huge problems for the United Nations, especially where rebels feel that they are not being treated equally on the ground.

A lack of knowledge in Operational and Tactical Consideration issues may cause problems if we take into account that the total average in this matter is only 34 in the Pre-Test taken by the students.

The question, Who is the Commander officer and who is the Force Commander?, also displays a deep lack of knowledge in aspects regarding the definitions of some words used in Peacekeeping Operations.

Regarding to describe the Military Observers duties, the analysis is the same: there is a huge lack of knowledge of the content of the test. Regarding this point, I am going to say that it is unacceptable that the prospective military observers do not have some information concerning these issues. Military observer that does not know what to do in the mission area is condemned to be repatriated immediately to his own country.

We are going to underline one more time the importance that it has to know the United Nations Peacekeeping Operations doctrine in these missions of peace.

In the Pre Test we found that the students' writing skills are not good enough. It is sad to say but one of our officers who went to Africa to work as a Military Observer, was sent back to Bolivia just because his ability to write, and speak, was so poor.

In connection with Communications issues, we can say that there is a tremendous lack of knowledge in this part, especially in the way how the United Nations communications are carried out on the field.

In summary, we can conclude that the pretest taken by the Experimental and the Control Groups, showed that students do not have enough understanding in aspects which are important to know in peacekeeping missions.

Grammar part

The reality is the same. Students do not know how to write down passive sentences in a proper way. We could see during the assessment's test that the students do not know how to put the verb in past participle tense, especially when they have to build sentences in passive voice.

Auxiliary verbs, such as can, should, would, also need to be reviewed, in order to use them properly so the student's ability to write may improve, taking into consideration that the military observer is required to write down a report after his working as a duty officer.

All peacekeeping missions are required to provide UN headquarters with daily situations report. The ability to use conditional sentences is an asset for writing this report. In this connection the ability for making these sentences need to be improved by our officers.

Finally we can say that the student's ability to change direct speech into indirect speech, also need to be improved if we want to qualify in United Nation Peacekeeping Operations.

Post Test.

To comply with the purpose of validating the Manual, "Military Observer and Staff Officers in Peacekeeping Operations", during 4 weeks we taught the Experimental Group the First and Second Lessons of the First Part of the Book, as well as the First and Second Lessons of the Second part of the Book.

Former military observers were assigned as teachers for giving classes to the students. Also, officers who had been abroad to take courses regarding peacekeeping operations were nominated as such.

After finishing the classes, the Experimental Group took a Post Test.

If we observe carefully, the outcome for the Post- Test is excellent. Students reached a total average of 91 in the test, which would allow our officers work in the United Nations Peacekeeping Operations. Notwithstanding, there are some important aspects which need to be taken into account: students' writing skills are not good enough. Most of them do not have the ability to express their ideas in a proper way. This is an aspect which needs to be considered very carefully. The Experimental Group may know the theory of Peacekeeping Operations in the area assessed but their ability to write is very poor. For this reason we think that besides other things, it is necessary to program and give an additional course for improving students' writing skills.

There is another aspect which needs to be addressed and that was not tested during the Pre and Post Tests and that is the students' speaking skills. I think that it would be a very good idea to take immediate action on this matter, and to implement a Speaking Course in the

Military Observer Course remembering that linguistic competence in this area is an asset for Peacekeeping Operations.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

Based on what we have seen, we can say:

- That the Government of Bolivia signed an agreement with the United Nations Organization for sending troops and military observers to Peacekeeping Operations.
- That, because of that agreement, the Bolivian Army needs to prepare its officers in order to comply with that agreement in a proper way.
- That the Bolivian Army at the present time has a Military Observer Course in La Paz, which trains officers but in the Spanish Language
- That in accord with the United Nations regulations, which were approved for all Member States, all Peacekeeping Operations must be carried out in the English Language as specified by the Security Council.
- That the Manual, "Military Observer and Staff Personnel in Peacekeeping Operations", has proven to be a useful Manual for all Bolivian army officers who want to participate in United Nations Peacekeeping Operations, taking into consideration that the general and specific objectives of the thesis were confirmed, the problem was solved, and the hypothesis was proved.
- That the Military, Observer Course of the Bolivian Army must be taught in the English Language, so that Bolivian officers can perform their job as required by the United Nations Department of Peacekeeping Operations.
- That the Manual "Military Observer and Staff Personnel in Peacekeeping Operations" is very important, because it contains the United Nations Peacekeeping Operations doctrine

which is applied in all peacekeeping Missions.

- That the Manual, "Military Observer and Staff Personnel in Peacekeeping Operations", by its content, has great value, because it solves the current problem that exists are to the lack of a Manual with the United Nations doctrine for Peacekeeping Operations.
- That, in accordance with the results obtained in the Pre-Test, both the Experimental and the Control Groups have insufficient knowledge of topics assessed for being military observers.
- That the Experimental and Control Groups do not have good writing skills, so the implementation of a Writing Course in English is crucial if we want to have well prepared officers in Peacekeeping Operations.
- That, after passing four weeks of classes, the Experimental Group obtained a total average of 91 percent which is required for all military observers nominated as such by the Bolivian Army.
- That the total average, 34, obtained on the Pre-Test for both the Experimental and the Control groups, is not sufficient for Bolivian officers taking part in Peacekeeping Missions.
- That, after using the Manual, "Military Observers and Staff Personnel in Peacekeeping Operations, students reached 91 percent after four weeks of taking classes.

5.2 RECOMMENDATIONS.

Based on our conclusion, we recommend that:

- The Manual, "Military Observers and Staff Personnel in Peacekeeping Operations", must be edited and used in the Military Observer Course of the Bolivian Army as it contains the United Nations Doctrines in Peacekeeping Operations.
- A writing Course in the English language, must be established at the Military Observer Course of the Bolivian Army with the aim of enabling officers to get a good command of their writing skills.
- It would be a very good idea to implement a Speaking Course in English also, with native American teachers, taking into consideration that the prospective military observers will have to talk, every day, during their tour of duty.
- The Military Observers Course of the Bolivian Army should change the language (Spanish) which is being used right now to the English tongue, and.
- The Manual, "Military Observers and Personnel Staff in Peacekeeping Operations" should be approved as an official text by the Bolivian Army as it has been validated by the investigation carried out in this thesis.

PART ONE.

***MILITARY OBSERVERS IN PEACE KEEPING
OPERATION***

UNIT 1

UNITED NATIONS ORGANIZATION

Before starting to know the tasks and functions that a military observer has to fulfill in the area of operation, is important for us to know some relevant aspects regarding to the United Nation's organization.

As a Military Observer and as Staff Officer working at the United Nations Peacekeeping Operation, will be opportunities in which will be necessary to know how this organization works, and how is structured in order to carry out your duty in a proper way. Therefore, this knowledge will help you to do your job more easily..

It is important for you to know that the United Nations Charter came into force in 1945. The primary purpose of this International Organization is "To maintain international peace and security and to that end: To take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring by peaceful means, and in conformity with the principle of justice and international law, adjustment or settlement of international dispute or situations which might lead to a breach of the peace."

1. WHAT THE UNITED NATIONS ORGANIZATION IS?

The United Nations is an organization of sovereign, not a world government. It provides the machinery to help find solutions to disputes or problems, and to deal with virtually any matter of concern to humanity.

It does not legislate like a national parliament. But in the meeting rooms and corridors of the UN, representatives of almost all countries of the world-large and small, rich and poor, with

varying political views and social systems-have a voice and a vote in shaping the policies of the international community. The year 1995 marked the fiftieth anniversary of the Organization.

The UN has six main organs, listed below. All are based at UN Headquarters in New York, except the International Court of Justice, which is located at The Hague, Netherlands.

2.- THE GENERAL ASSEMBLY

The General Assembly, sometimes called the nearest thing to a world parliament, is the main deliberative body. All 185 Member States are represented in it, and each has one vote. Decisions on ordinary matters are taken by simple majority. Important questions require a two-thirds majority.

The Assembly holds its regular sessions from mid-September to mid-December; special or emergency sessions are held when necessary. When the Assembly is not in sessions, its work goes on in special committees and bodies.

The Assembly has the right to discuss and make recommendations on all matters within the scope of the UN Charter. It has no power to compel action by any State, but its recommendations carry the weight of world opinion. The Assembly also sets policies and determines programmes for the UN Secretariat, directs activities for development and approves the UN budget, including peacekeeping operations. Occupying a central position in the UN, the Assembly receives reports from other organs, admits new Members, and appoints the UN Secretary-General.

The General Assembly allocates most questions to its six Main Committees:

2.1- FIRST COMMITTEE.

Disarmament and related international security matters.

2.2- SECOND COMMITTEE.

Economic and Financial

2.3. THIRD COMMITTEE

Social, Humanitarian and Cultural

2.4- FOURTH COMMITTEE

Decolonization

2.5- FIFTH COMMITTEE

Administrative and Budgetary

2.6- SIXTH COMMITTEE.

Legal.

3. THE SECURITY COUNCIL

The UN Charter, an international treaty, obligates States to settle their international disputes by peaceful means. They are to refrain from the threat or use of force against other States, and may bring any dispute before the Security Council.

The Council is the organ to which the Charter gives primary responsibility for maintaining peace and security. It can be convened at any time, whenever peace is threatened. Member States are obligated to carry out its decisions.

The Council has 15 members. Five of these-China, France, the Russian Federation, the United Kingdom and the United States-are permanent members. The other 10 are elected by the Assembly for two-year terms. Decisions require nine votes; except in votes on procedural questions, a decision cannot be taken if there is a negative vote by a permanent member (known as a "veto").

When a threat to international peace is brought before the Council, it usually first asks the parties to reach agreement by peaceful means. The Council may undertake mediation or set forth principles for a settlement. It may deploy peacekeepers to prevent the outbreak of conflict. If fighting breaks out, the Council tries to secure a cease-fire. It may send peacekeeping missions to troubled areas, with the consent of the parties involved, to reduce tension and keep opposing forces apart. It has the power to enforce its decisions by imposing economic sanctions and by ordering collective military action.

The Council also makes recommendations to the Assembly on a candidate for Secretary-General and on the admission of new Members to the UN.

4- THE ECONOMIC AND SOCIAL COUNCIL

Working under the authority of the General Assembly, the Economic and Social Council coordinates the economic and social work of the UN and its specialized agencies and institutions. The Council has 54 members. It usually holds at least one substantive session each year. The session includes a special meeting at the ministerial level to discuss major economic and social issues.

The Council recommends and directs activities aimed at promoting economic growth of developing countries, promoting the observance of human rights, spreading the benefits of science and technology, and fostering world cooperation in areas such as better housing, family planning and crime prevention.

5.- THE TRUSTEESHIP COUNCIL

The trusteeship Council was established to ensure that Governments responsible for administering Trust Territories take adequate steps to prepare them for self-government or independence. The task of the Trusteeship System was completed in 1994, when the Security Council terminated the Trusteeships Agreement for the last of the original 11 UN Trusteeships—the Trust Territory of the Pacific Islands (Palau), administered by the United States. All Trust Territories have attained self-government or independence, either as separate States or by joining neighboring independent countries. The Trusteeship Council, by amending its rules of procedure will now meet us and where occasion may require.

6.- THE INTERNATIONAL COURT OF JUSTICE

The International Court of Justice (also known as the World Court) is the main judicial organ of the UN. It consists of 15 judges elected by the General Assembly and the Security Council. Only countries may be parties in cases brought before the Court. If a country does not wish to take part in a proceeding, it does not have to do so (unless required by special treaty provisions), but if it accepts, it is obligated to comply with the Court's decision.

7.- THE SECRETARIAT

The Secretariat works for all the other organs of the UN and administers their programs. With a staff of some 9.000, working at Headquarters and all over the world, it carries out the day-today work of the UN. At its head is the Secretary-General. Staff members are drawn from some 170 countries.

8.- THE SECURITY COUNCIL

The Security Council has primary responsibility, under the Charter, for the maintenance of international peace and security

The Council has 15 members: five permanent members: China, France, the Russian Federation, the United Kingdom and the United States –and 10 elected by the General Assembly for two-years terms.

Each member has one vote. Decisions on substantive matters require nine votes including the concurring vote of all five permanent members. This is the rule of Great Power unanimity, often referred to as the veto power.

Under the Charter, all Members of the United Nations agree to accept and carry out the decisions of the Security Council.

9.- STRUCTURE OF THE SECRETARIAT.

The Secretariat is divided into several major organizational units, each of which is headed by an Under-Secretary General or an official of an equivalent level.

Office of the Secretary-General (OSG)

Office of Internal Oversight Services (OIOS)

Office of legal Affairs (OLA)

Department of Political Affairs (DPA)

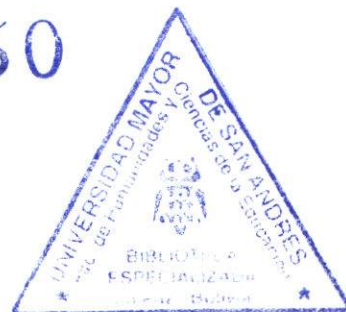
Department of Disarmament Affairs (DDA)

Department Of Peacekeeping Operations (DPKO).

Office for the Coordination of Humanitarian Affairs (OCHA)

Department of Economic and Social Affairs (DESA)

01550



Department of General Assembly Affairs and Conference Services (DGAACS)

Department of Public Information (DPI)

Department of Management (DM)

Office of the Iraq Programme (OIP)

Office of the United Nations Security Coordinator (UNSECOORD)

Office for Drug Control and Crime Prevention (ODCCP)

UN office at Geneva (UNOG)

UN office at Vienna (UNOV)

UN office at Nairobi (UNON).

As you can see, the Department of Peacekeeping Operations belongs to the Secretariat, which, under the authority of the Security Council, is in charge of all peacekeeping operations.

The Military Observer, while carrying out his task, may meet some people from the Programs, Agencies or Commissions working in connection with or as a part of the peacekeeping operation.

The more common one's are:

UNHCR Office of the United Nations High Commissioner for Refugees, voluntarily financed, extends international protection to more than 18 million refugees, seeking to ensure that they receive asylum and favorable legal status in their asylum country. HQ: Geneva.

UNICEF United Nations Children's Fund, voluntarily financed, helps developing countries, at their request, to improve the quality of life of their children, through low-cost community based services in material and child health, nutrition, sanitation and education, as well as emergency relief. HQ. New York.

UNIDIR United Nations Institute for Disarmament Research, undertakes independent research on disarmament and related problems, particularly international security issues. HQ. Geneva.

UNWRA UNITED Nations Relief and Works Agency for Palestine Refugees in the Near East, voluntarily financed, mainly from Governments, provides education, training health and relief services to some 2.4 millions Arab refugees in Jordan, Lebanon, the Syrian Arab Republic and the occupied territories of the West Bank and Gaza Strip. HQ in Vienna.

UNV United Nations Volunteers, qualified, experienced, and motivated professionals from 120 countries sharing skills on volunteer terms in UN HQ Geneva.

UNDP United Nations Development Program, the world' largest channel for multilateral technical pre-investment assistance to developing countries, supporting over 6000 project in some 150 countries, HQ New York.

10- GRAMMAR.

10.1. ACTIVE AND PASSIVE VOICE.

The military writing style stresses the use of the active voice. The use of active voice in writing is usually better than the use of passive voice. There are three important reasons:

- Active voice is direct, forceful, and easy to understand. By contrast, passive voice can be vague, evasive, and hard to understand.
- Active voice is more conversational than passive voice (We normally speak in active voice.
- Sentences in active voice are shorter than sentences in passive voice.

Nevertheless, you will often find the passive voice used in military publications and may be tempted to use it. The purposes for studying the passive voice in this unit are to enable you, prospective military observer, to understand passive constructions and to encourage you to use the active voice when appropriate.

10.2.- ACTIVE VERSUS PASSIVE VOICE.

The difference between the active voice and the passive is simple. It is a matter of emphasis. Ask yourself this question: Do you want to emphasize the **doer** or the **receiver** of the action? If you emphasize the receiver, the sentence is passive. In an active sentence, the doer of the action is at the beginning of the sentence. In a passive sentence, the doer is at the end and the receiver of the action is at the beginning.

Active

Doer Verb Receiver.

The captain issued the order

Passive

Receiver Verb Doer.

The order was issued by the captain.

The passive sentence above could also read, "The order was issued", and still be grammatically correct.. However, the listener/reader would not know who sent the message. The active voice forces the listener/reader to include this information.

EXERCISE 1

In your notebook, copy the following sentences, and insert the appropriate words as found in the preceding grammar presentation

- When using the military writing style, write in thevoice.
- The active voice is better for three reasons.
The active voice is.....,.....,
and.....The active voice is more.....then the
passive. Active sentences are.....than passive sentences..
- The usual order for active sentences is
.....
.....
- The usual order for passive sentences is.....
.....

10.3 PASSIVE VERB PHRASE.

Now that you know the structure of active and passive sentence, you are ready to learn a simpler way to recognize a passive sentence.

You can recognize a passive sentence by its verb structure. A passive sentence always has a verb phrase containing a form of the verb to be and the past participle of an action verb.

10.3.1 THE FIRST PART OF ALL PASSIVE VERBS IS A FORM OF TO BE.

Am is are was.

Were be been being

If a modal (will, must, should, can, etc) accompanies the main verb in the active voice, the modal is attached to the be verb when the sentence is changed to the passive voice. For example. We should type all letters. All letters should be typed.

If the main verb is in a progressive or perfect tense in the active voice, the auxiliary verbs be and have are added to the be-verb when sentences are changed to the passive voice.

Examples:

They are processing the soldiers

The soldiers are being processed.

We have check the barracks

The barracks has been checked

The second part is always the past participle form of the main verb. You can recognize the past participle by its endings. Regular past participle endings are -ed and -d. There are many irregular endings for past participle, for example, -en, -n , and -t.

To be + Past Participle

I am + required by my commander to attend the class.

He was + instructed by his captain to attend every briefing.

They have been + given the exam by their instructors.

The material will be + required by this agency.

The staff could not be + notified by the commander.

Have you noticed that the preposition "by" often appear in the sentences that is passive? It is a possible clue to the use of passive voice in writing since it can introduce the doer at the end of the sentence. Example: The tests are given weekly by the teachers.

EXERCISE 2

In your notebook, write answers to these questions.

- What are the eight forms of the verb to be?
- What are the two parts of a passive verb phrase?
- Circle the form of the verb to be and the past participle in the following passive sentences.
- The film will be shown at 1900 hours.
- The officer evaluation reports are being written by the executive officer.
- All vehicles were properly dispatched
- Rifles are kept in the arms room.

Write the letter "P" for passive sentences and the letter "A" for active sentences. Circle the form of to be and the past participle for the passive sentence.

- ----- Three protective masks were found in the truck.
- ----- The Standard Operating Procedures is being written by the lieutenant.
- ----- I have physical training tomorrow morning

- ----- Except for an occasional mortar and artillery shell, the hill remained calm.
- ----- The trucks are located on Hill 234.
- ----- More than 2.000 soldiers have been mobilized for Operation Endeavor.

10.3.2. PASSIVE VOICE VS. PAST TENSE

A common mistake is to think that passive sentences can occur only in the past tense. Passive sentences can occur in all tenses –simple, progressive, and perfect whether in past, present, or future time –as shown in these examples.

- The jeep will be driven. Future.
- The jeep is being driven. Present progressive.
- The jeep was driven. Past

10.3.3. ACTIVE VOICE MILITARY WRITING.

As noted before, the use of active voice in writing is preferable to the use of passive voice for three reasons. It is more direct, more forceful, and easier to understand. It makes your writing sound more like speech. It is shorter.

There are two more reasons why the military prefers using active voice in writing. First, when writing reports, we need to stress who did what, so the active voice is better. Imagine reading these reports:

Weak: The M16 rifles were stolen from the bivouac site
The operation plan was submitted late.

What else do you want to know? That's right- Who did it.

So writing in the active form and including the doer up front is stronger.

Strong: A six foot tall middle-aged man with brown hair stole the M16s.
CPT Jones submitted the operation plan late.

Second, when writing orders, we should emphasize who must do what. So the active voice is preferable here, too.

Weak Hill 424 must be attacked at 0430 (No doer mentioned)

Strong: Company A will attack Hill 424 at 0430.

Weak: The motor pool must be policed by 1800 (No doer).

Strong: Company B must police the motor pool by 12000.

In sum, active voice in writing is the voice of authority. It is clear, concise, and to the point. There is no evasion and no hiding of responsibility.

EXERCISE 3

Write an "S" next to those sentences that are "Strong" (active) and a "W" next to those that are "Weak" (passive).

----- The exercise began with an airborne assault on a disguised airstrip.

----- Requests must be signed before issuance is accomplished.

----- A total of 24 sorties were flown by the German aircraft during the exercise.

----- Battles are lost when leaders are ineffective

----- The Rotating Amber Warning Light went off when the squad left the front gate of the Kaserne.

----- The arms rooms locks must be checked hourly.

----- An atmosphere of trust was created by the patrols

----- CPT Jones completed his inspection of C Battery on 1 Aug. .

11. WRITING SKILL.

11.1. PARAGRAPH DEVELOPMENT.

The paragraph is the basic structure of all military writing. Paragraphs are the primary vehicles for developing your ideas. They serve three important purposes.

- To group related ideas into single units of thought.
- To separate one unit of thought from another unit.
- To alert your readers that you are shifting to another phase of your subject.

Every paragraph you write should fulfill this threefold purposes

In general, paragraph development follows an organizational pattern. You build your paragraphs to meet the structural requirements of your overall communication. You can use analogy, example, definition, and comparison and contrast to develop single paragraphs within your overall pattern. The guiding principle is to develop **one main idea in each paragraph**

Most staff writing depends on relatively short paragraphs of four to seven sentences. If you follow this pattern, you will be able to develop clear, easy-to-read paragraphs. This does not mean all of your paragraphs should be the same length- that would be monotonous and might reflect inadequate development.

An effective paragraph is a functional unit with clusters of ideas built around a single main idea and linked with other clusters preceding and following it. It is not an arbitrary collection designed for physical convenience. It must perform a definite, planned function, presents a single major idea or point, describes an event, creates an impression, etc. Clusters of ideas in a true paragraph must convey a nucleus of meaning closely related to the meaning that runs through other cluster of ideas. It can perform this function only if it contains a family of sentences that contribute to its main idea.

EXERCISE 4

Read the paragraph below and underline the main idea.

Cold weather training is important for our success in winter combat. It is important to prepare our men and equipment for winter conditions. Our soldiers must learn how to cope with the cold and prevent injury. They also need to know how their equipment holds up in

cold temperatures. If we train them well now, they will be ready for combat during the winter.

MAIN IDEA SENTENCES

The most important sentence in any paragraph you write is the main idea sentence. Why? It expresses the topic of your paragraph, gives you a point of focus for supporting details, facts, figures, and examples, and prepares your readers for your supporting information. In short, the main idea sentence is the controlling idea of the paragraph, and it signals the kind of information needed to support it.

Since the main idea sentence addresses the topic of the paragraph, it is normally the first sentence in the paragraph. Other sentences between the main idea sentence and the last sentence must be closely related to the sentence to document, expand, emphasize, and support the main idea. The last sentence should summarize points made about the main idea sentences, clinch the main idea in the reader's mind, or serve as a transition to the next main idea. You should omit any sentence that does not perform one of these functions.

Practice in developing paragraphs according to this arrangement will not only assure you of tightly organized paragraphs, it will also enable you to offer a convenience to your readers. Many people need only general information about the content of certain letters, reports, and directives. For these people, the convenience of scanning main idea sentences at the beginning of paragraph for the most important ideas can save time. And, if they need more details, they can always read beyond the main idea sentence.

When you write more than one paragraph in a communication, make sure your sentences and paragraphs flow smoothly into each other. Use of clear-cut main idea sentences followed by supporting and clinching sentences is an important step on that direction, but you can develop your paragraph according to this pattern and still produce jerky writing. Your objective is to hap your readers see your paragraphs as integrated units rather than as mere collections of sentences

One way to improve the flow of your ideas is to think in paragraphs rather than sentences. Once you develop a main idea sentence, think of the points you need in order to expand, clarify, illustrate, or explain the implications of that sentence. How many supporting points are necessary?, and how can you tie the points together in a final sentence? Think ahead through the logic you plan to develop and then frame your sentence accordingly. If you

think in terms of one sentence at a time, you must begin a new thoughts process when you get ready to write the second sentence. The process takes you through a series of stops and starts, and your writing is likely to reflect that jerkiness, which will be apparent to your readers. They may also encounter the same problem in moving from paragraph to paragraph.

EXERCISE.5

Read the following paragraph and in your notebook, write answers to the questions that follow it.

The commander sets a limit of advance to keep control and to prevent his assaulting elements from being hit by friendly fire. This limit should be easy to recognize even during poor visibility. It should be far enough beyond the flanks of the objective to give security elements space to perform their mission. Fire support can engage enemy forces beyond this line without clearance from the supporting unit.

- What is the paragraph about?

- Which sentence states the topic?

How were you able to identify the topic?

- What information about the topic is the reader given?

UNIT 2

PEACE KEEPING OPERATION

After we have learned about the United Nations Organization now we are to focus our attention about Peacekeeping Operations

It is important to know from the beginning of this lesson that every action taken by the United Nations Organization is made in accordance with the Charter of the United Nations. In this regard, all peacekeeping operations which are carried out by the Department of Peacekeeping Operation (DPKO) are fulfilled in accordance with Chapter VI, Chapter VII and Chapter VIII of the Charter, prior authorization to the Security Council.

Peacekeeping as such, is not specifically provided for in the Charter, except for that provision that "The Security Council may establish such subsidiary organs as it deems necessary for the performance of its functions"

Let's see now what represent each one of the United Nations Organizations chapters:

1.- Chapter VI, provides for the settlement of disputes by a variety of peaceful measures, including negotiation; enquiry; mediation; conciliation; arbitration; and judicial settlement (Article 33). The Security Council is authorized to call on the parties to settle their disputes by peaceful means or to make recommendations. Thus, the decisions or recommendations of the Council for the appropriate terms of settlement of an international dispute should be carried out by the parties themselves.

2. Chapter VII, is essentially coercive and designed to deal with threats to peace, breaches of the peace and acts of aggression. Under the direction of Chapter VII, the United Nations Security Council should determine the existence of any breach of the peace, or act of aggression and to make recommendations or decide what measures will be taken to maintain or restore international peace and security.

Before resorting to enforcement, the Security Council may call on the parties concerned to comply with such provisional measures as it considers necessary to desirable. These measures may include complete or partial interruption of economic relations and means of communications, the severance of diplomatic relations or such actions by air, sea or land forces as may be necessary to maintain or restore international peace and security.

3.- Chapter VIII of the Charter encourages regional arrangements for the peaceful settlement of local dispute before referring them to the Security Council. When appropriate, The Security Council may utilize regional arrangement or agencies for enforcement action under its authority.

As we can see, the United Nations Organization represents the most cooperative effort to secure world peace that has ever existed. From its inception, it has fostered international efforts aimed toward the maintenance of international peace and security. Successes have been hard won and have built one upon another in a continuing process of expansion of scope and complexity. Toward the end of the 20th century the conflicts turned more complex and often intrastate nature. The traditional lightly armed UN were not always the right solution, UN mandated operations were carried out by coalitions or regional organizations.

Regarding to our country, Bolivia has participated in varies mission under Chapter VI and Chapter II. Under Chapter VI, we have intervned with Military Observers and Staff Officers in Sierra Leone, Ivory Coast, Liberia and lately in Haiti, with officers who are working at the Headquarters of these Missions. Under Chapter VII we are working right now in Congo with an Infantry Mechanized force.

In according with Chapter VII, nowadays Bolivia takes part in peacekeeping mission along with Argentina in Timor Oriental.

4.- In an effort to be responsive to the dynamic challenges facing the United Nations, the General Secretary of the United Nations has set forth seven categories for future UN efforts to restore peace and security.. These SEVEN CONCEPTS reflect the growing scope and complexity of UN activities and provide useful insight into how the world can more fully embrace and achieve the objectives of the UN Charter. For their importance, not only we are going to mention, but also we are going to explain them one by one. According to the United Nations Military Observers Handbook, these seven concepts are:

- 4.1. Preventive Diplomacy,
- 4.2. Peace-making,
- 4.3. Peacekeeping
- 4.4. Peace Enforcement,
- 4.5. Peace Building,

4.6- Sanction,

4.7- Disarmament.

Let's see what means each one of these concepts

4.1- PREVENTIVE DIPLOMACY

Preventive Diplomacy is action to prevent dispute from developing between parties, prevent existing disputes from escalating into conflicts and to limit the spread of the latter when they occur.

4.2- PEACE-MAKING

Peace-making is diplomatic action to bring hostile parties to negotiated agreements through such peaceful means as those foreseen under Chapter VI of the UN Charter.

4.3 PEACEKEEPING

Peacekeeping is a United Nations presence in the field (normally involving military and civilian personnel), with the consent of the parties, to implement or monitor the implementation of arrangements relating to the control of conflicts. (Cease-fire, forces separation, etc) and their resolution (partial or comprehensive settlements) or to ensure the safe delivery of humanitarian relief.

4.4.- PEACE ENFORCEMENT

Peace-enforcement may be needed when all other efforts fail. The authority for enforcement is provided by Chapter VII of the Charter, and includes the use of armed force to maintain or restore international peace and security in situations in which the Security Council has determined the existence of a threat to the peace, breach of the peace or act of aggression.

4.5.- PEACE BUILDING

Peace-building is critical in the aftermath of conflict. Peace-building including the

identification and support of measures and structures which will promote peace and build trust and interaction among former enemies, in order to avoid a relapse into conflict.

4.6.- SANCTION

Sanctions are to apply measures not involving the use of armed force in order to maintain or restore international peace and security. Such measures are commonly referred to as sanctions. This legal basis is recalled in order to underline that the purpose of sanctions is to modify the behavior of a party that is threatening international peace and security and not to punish or otherwise exact retribution.

4.7.- DISARMAMENT.

Disarmament is the assembly, control and disposal of weapons. Micro-disarmament is the practical disarmament in context of conflicts the United Nations is actually dealing with.. Micro disarmament is relevant to post-conflict peace-building. Disarmament can also follow enforcement action.

All Military Observers deployed in areas of operation must be in conditions to carry out all these concepts when dealing with peacekeeping operations, and when the situation is required.

5. UNIVERSAL PRINCIPLES

The universal principles of peacekeeping apply to the entire structure of the operation, from the United Nations Headquarters in New York down to the smallest elements of a mission, including political and military components and humanitarian affairs. It is essential that all elements of a peacekeeping mission comprehend and comply with these principles. These principles should serve as both a guide and a common frame of reference for all participants in peacekeeping operations. They are built on a clear and achievable mandate and continuous active backing of the Security Council. The universally accepted principles of peacekeeping are as follows:

5.1 LEGITIMACY

A peacekeeping mission derives its legitimacy from international support, adherence to statutory law and conventions and the credibility of the force.

5.2 CONSENT.

UN Peacekeeping Operations are established in principle with the consent and cooperation of the main parties involved in a conflict.

Regarding this issue, we can say that this is very important in order to take part in some peacekeeping mission. If one of the parties involved in the conflict does not want, or disagree with the United Nation develop some peace keeping mission, then the aforementioned mission is not implemented, unless the Security Council considers necessary to take action in order to preserve International peace and security. In the Middle East issue, the Government of Israel did not want United Nations intervene in his problem, even though the Government of Palestine asked many time the United Nation to participate in the problem.

5.3 IMPARTIALITY.

This is one of the most important principles to be complied with all members of peace keeping operation, especially when we are on the ground and there are two factions which are fighting each other

A UN force must be impartial in character. The force cannot take sides without becoming part of the conflict it has been mandated to control and resolve.

5.4- MINIMUM USE OF FORCE.

In peacekeeping operations, force will not be used to carry out the mandate. Minimum use of force does not exclude self-defense of United Nations personnel and property. The use of force must be clearly defined in the rules of engagement. (ROE)

5.5.- CREDIBILITY.

The credibility of a peacekeeping operation is confirmation of its ability to accomplish its mandate. To effectively carry out its mandate and earn the confidence of the parties, a

peacekeeping force must be composed of trained personnel who are well equipped and possess high professional standards.

5.6 NEGOTIATION AND MEDIATION.

Negotiation and mediation have enormous potential to de-escalate a conflict, to promote a secure environment and to develop peaceful and lasting solutions to a conflict.

6. OPERATIONAL AND TACTICAL CONSIDERATIONS.

A peacekeeping mission is primarily a political operation. The head of the mission is responsible for establishing the inter-operability of the various components of the mission, considering the political objectives defined in the mandate. The frame of reference for dealing with rapidly changing or unanticipated situations that require an immediately response is:

6.1- TRANSPARENCY.

Transparency is consistent with the prevailing requirements for security. All parties should be fully aware of the motives, mission and intentions of the operations.

6.2- COORDINATION

A peacekeeping operation may involve wide range of organizations, e.g., United Nations relief agencies and non-governmental organizations. Personnel at all levels should seek to establish and nurture coordination within the mission, with United Nations headquarter within their operational areas and with the local population.

6.3- LIAISON

Communication and contacts should be established at every possible level at the earliest opportunity.

6.4.- INFORMATION

Information is essential for the force in order to make continuously updated assessments of the attitudes and capabilities of the parties concerned.

6.5.- LIMITATION AND RESTRICTIONS.

The area of operation is strictly defined, operations to gather information are limited, and the Rules of Engagement will normally forbid the use of force unless absolutely necessary for self-defense or for humanitarian tasks as stated in ROE. In these situations the use of force is authorized, but for limited and local purposes only.

6.6.- ARMAMENTS

Peacekeeping forces are equipped with the armament necessary to fulfill the task. The equipment should be selected to be impressive enough to ensure the parties about the capability of the UN Force to do the job. On the other hand it must not be provocative. Military Observers do not carry arms.

6.7.- VISIBILITY.

The physical visibility of a force is enhanced by wearing distinctive, easily recognized United Nations headgear, badges, signs and insignia. Peacekeeping forces must also make their intentions perfectly clear to all parties.

6.8. MOBILITY

Peacekeeping forces must be mobile in order to navigate large areas. They must have the capacity and capability to respond rapidly to incidents.

6.9 CENTRALIZATION

All activities of the force and all incidents it encounters may have political ramifications. Therefore, reporting and decision-making may be more centralized than in standard military operation. Forces must have adequate communication systems to facilitate the rapid transmission of information from the lowest level in the field to the mission headquarters.

6.10 SELF-SUFFICIENCY.

Peacekeeping units should arrive in the area of operations, as soon as possible, with sufficient stores to operate until a logistics base is in place.

Be aware the important of these aspects and remember, if you do not apply them when dealing with your job, probably you will face a lot of problems.

7. GRAMMAR.

7.1.- MODAL REVIEW.

This is a review of the most common modals used with verbs in simple tenses. A modal is an auxiliary verb that functions with a main verb and carries a special meaning. Modals are used with the simple form of the verb, which is like the present tense with no -s or like the infinitive with no to.

Can expresses ability, the negative of **can** is **cannot (can't)**

The USS Enterprise, the first nuclear-powered aircraft carrier in the world, can travel at speeds over 33 Kts.(60 Km/h)

The new recruits cannot march well in formation but will quickly learn.

Can and **may** are used to give and request permission. **May** is usually used in formal situations; **can** is informal. **May not** is more emphatic than **cannot**.

Pvt Benson: **May** I take leave on Friday, sir?

Capt James: No, you **may not**.

Would, could, and will when used with "you" are all used to make polite requests. All have about the same meaning, except for **could**, which carries a slight meaning of possibility (Do you want to do this? Is it possible for you to do this?). **Please** is often used.

Maj. Espinoza, could you get Captain De La Fuente on the line?

Sgto Fuentes: Yes, sir, I will do it right now.

Carmen, would you please remain the major that the briefing on the mission training plan will be held at 1400?

May and **might** both express possibilities, (maybe, perhaps). **May** expresses more certainly

than **might**.

Since a lieutenant usually does not have free access to his brigade commander, a proper chain of command may give him a better perspective of his responsibilities.

Maj. Dean: Where is Captain Perez?

Sgto. Fernandez: He might be at sick call, sir.

Should, ought to, and had better are used to give advice, make recommendations, or remind someone of something important. For questions and negatives, we usually use **should** or **had better**.

The change of command ceremony begins at 1000. **You should be** there by 0950.

Hadn't you better complete the report today?

Should and **ought to** are also used to express expectation.

Finish putting the meeting room in order. The general **should** be here any minute.

The meeting **ought to** start on time.

Must and **have to** are used to express necessity. **Must** has a stronger meaning than **have to** and refers mostly to laws and regulations. **Had to** is used for the past of **must**.

Next week's training **must** include both dismounted infantrymen and vehicles crews.

Capt Rocha **has to** attend the missions briefing at 0900 this morning.

Caps Ricaldi **had to** attend the mission briefing yesterday.

Must not and **not have to** have completely different meanings. **Must not** stresses that something is not allowed or is against the law or regulations. It can also be used as a warning.

Not have to shows that something is not necessary or required.

The unit's planning procedures **must not** be long; they **must** be as brief and to the point as possible.,

Military personnel on base **don't have to** wear their uniforms when they are off duty.

You **must not** drive a military vehicle without authorization.

Must + the simple form of the verb is used to express probability or inference. It is sometimes used with the **be + ing** form of the verb. The contraction is rarely used in American English..

The captain is not here today, he **must** be ill.

The soldiers are not in their office.

They **must** be training in the field..

EXERCISE.1

In your notebook, copy the following sentences and insert the correct modal or modals. It is possible to have more than one grammatically correct answer.

- In the midsection of the aircraft fuselage are the twin stubs that----- carry 230-gallon fuel tanks, rocket launchers, and racks for the Hellfire missiles.
- A military commander----- builds cohesion and team attitude as soon as possible.
- Infantrymen.....remember that their first priority is to destroy the enemy.
- The focus of units conducting search and attack operations----- be to find, fix, and finish the enemy.
- During operations, the Fist Brigade ----- fall under the control of the 2nd Infantry Division
- The scouts ----- position guide to link up with the battalion after completing the reconnaissance.
- Today's leaders of mechanized units-----train for military operations on urban terrain.

8.. WRITING SKILL.

Read and study the following readings titled "Taking Notes" and "Summarizing".

8.1.- TAKING NOTES.

One very useful skill is note taking. Good listening skills are essential for taking notes from lectures, presentations, and discussion. It is imperative that you concentrate on what

the speaker is saying in order to comprehend the speech and determine what needs to be written.

The method of note taking you choose should be one that works best for you. You should not try to write down every word, doing so might interfere with your understanding of what the speaker is trying to relate. Instead of writing complete sentence, use key words, cue words, abbreviations, and any other words that will help you understand the speaker's main and supporting ideas. Do not include every adjective, adverb, or article you hear. Listen for transitions that indicate the speaker is moving from one idea to another. Examples: first.....second..., next..., let me explain...an additional reason..., therefore.....consequently.....,in summary..., in conclusion...A speaker may emphasize important points by writing information on the chalkboard, or might change his or her tone of voice when moving from one important point to another.

Review your notes after a lecture, presentation, or discussion, and add any words that might make them more comprehensible. This review process will help you recall what was said, thereby strengthening your memory of the important ideas. If necessary, rearrange your notes and make sure they are legible. Remember, you might have to refer to them tomorrow, next week, or next month.

Here are a few hints for taking notes.

8.1.1. CHOOSE A FORMAT THAT IS COMFORTABLE FOR YOU

Choose a format that is comfortable for you., but make sure that it is easy to see the difference between main ideas and details by means of distinctions in your headings.

8.1.2. SOME WAY TO WRITE HEADINGS.

-Use capital letters.

For example

Notetaking is important for various reasons.

Underline.

For example:

Note taking is Important for Various Reasons.

8.1.3. SOME WAYS TO WRITE DETAILS.

Indent below heading and use dashes.

Example:

NOTETAKING IS IMPORTANT FOR VARIOUS REASON

-We quickly forget what we hear.

-Material is easy to remember.

8.1.4. DO NOT TRY TO WRITE EVERYTHING YOU HEAR AS IF YOU WERE TAKING DICTATION

8.1.5. USE ABBREVIATION TO SAVE TIME. YOU MAY USE WHATEVER ABBREVIATION WITH WHICH YOU ARE FAMILIAR.

9 SUMMARIZING.

Another useful skill is summarizing. Summarizing is giving a short, comprehensive, yet concise report of the main points of something heard or read. A summary usually consists of a few complete sentences in paragraph form, grammar, spelling, punctuation, and capitalization rules are applicable. Summaries are perfect to use as reference and review.

These questions and answers may help you understand summarizing more clearly.

1.- How can I define a summary?

A summary is an oral or written abridgment of something you heard, saw, or read, such as a speech or a briefing, or an article from a magazine. A summary is always shorter than the original material.

2.- Why is it important for me to learn to write a summary?

You need to learn how to tell other people the main idea of what you heard, say, or read.

3.- What should I put in a summary?

Remember that you need to put the main idea first. You should add details if you think the people who listen to or read your summary will not understand the main idea without explanation.

4.- What should I put in the first sentence?

- a.- State the main idea in the first sentence
- b.- Here are some suggestions for ways to start:

According to General Vargas,...

In General Vargas' opinion,

5.- What should I not put in a summary?

Do not express your own opinion, and do not add information that was not in what you heard or read.

6.- Should I use the exact words that I heard? Can I copy from what I read?

No. You should try to use your own words. If you must copy, do not copy too much, and be sure to put what you copy between quotation marks.,

UNIT 3

MILITARY OBSERVER DUTIES

Once we have learned all about the United Nations Organization, as well as the concepts and principles which are required in order to carry out any peacekeeping operation, now we are focusing our attention about what the military observer does.

We are going to start given a definition of military observer.

United Nations Military Observer (UNMOs) are military officer assigned to serve with the United Nations on a loan basis by their Governments at the request of the Secretary-General to the United Nations.

UNMOs are considered as Experts on Missions for the United Nations as defined under article VI of the Convention of Privileges and Immunities of the United Nations; this is an important aspect that lends credibility and legitimacy to their function when they are deployed on mission.

They are not permitted to carry weapons.

1.- Command And Control

The Chief Military Observer has Operational Command of all Military Observers (UNMOs) assigned to the mission. He/she is also responsible for the discipline of all UNMOs. The Chief Administrative Officer (CAO), under the overall authority of the head of Mission, is responsible for all administrative functions and services. The CAO is also responsible for all administrative and financial certification and for the proper implementation of the rules and regulations issued by the United Nations in the areas of finance, personnel, logistics and general services.

UNMOs shall perform their functions under the authority of and in full compliance with the instructions of the Secretary-General, and the person acting in his/her behalf. They shall not seek or accept instructions with regard to the performance of duties from their government or any other authority external to the United Nations.

2.- Legal. As an expert on missions for the United Nations, a Military Observer enjoys the

privileges and immunities stated in article Vi of the Convention on the Privileges and Immunities of the UN (General Assembly resolution 22.

They shall be accorded:

2.1- Immunity for personal arrest or detention and from seizure of their personal baggage.

2.2.- In respect of words spoken or written and acts done by them in the performance of their mission, immunity from legal process of every kind. This immunity from legal process shall continue to be accorded notwithstanding that the people concerned are no longer employed on mission.

2.3.- Inviolability for all papers and documents.

2.4.- For the purpose of their communication with the UN, the right to use codes and to receive papers or correspondence by courier or in sealed bags.

2.5.- The same facilities in respect of currency or exchange restrictions as are accorded to representatives of foreign Governments on temporary official missions.

2.6.- The same immunities and facilities in respect of their personal baggage as are accorded to diplomatic envoys.

Privileges and immunities are granted to experts in the interest of the UN, not for personal benefit. The Secretary-General has the right to waive immunity in cases where immunity would impede the course of justice and it can be waived without prejudice to the interests of the UN.

De-escalation. UN military observers should, whenever possible, endeavor to actively limit or prevent disputes from increasing in tension or scale, or erupting into open conflict and violence. Employment of preventive diplomacy can ensure that such disputes remain at a

manageable, negotiable level and accordingly, any increase in conflict magnitude may be averted by forecasting,. And de-escalating, predictable crises.

3.- ORGANIZATIONAL /REPRESENTATIONAL.

United Nations military observers must be prepared to accept numerous organizational and representative tasks and responsibilities in the performance of their (mandated) duties. Such tasks will include those of a purely military nature, require mediation and negotiation skills, and involve support to United Nations Agencies, other civil and Non-Government international humanitarian organizations (i.e. World Vision, Care Medicine Sans Frontieres,etc). Typically, military observer would be expected to perform, at least, the following tasks.

- Supervision, Monitoring, Verification and Reporting of cease-fire agreements, separations and withdrawals of forces, and cessation of outside assistance.
- Monitoring of checkpoints, border crossing, entry/exit points and air and seaports.
- Monitoring of the disarmament/demobilization, regrouping and cantonment processes of military forces.
- Assisting in the locations and confiscation of weapons caches.
- Maintaining Liaison with, and between, the belligerent factions, other civilian UN Agencies, NGOs and neighboring countries, and

Assistance to Humanitarian Agencies supervising and conducting Prisoner of War exchanges, food distributions points and convoys, medical supplies and establishments, etc.

The diversity and complexity of tasks for a military observer depend upon the mandate of the particular mission, the political and military situation prevailing, and the conditions under which the civilian population must exist, refugees, or homeless as a result of inter-factional fighting.

Military observers will usually find themselves confronted, however, with these four main tasks

- Observation,

- Monitoring and reporting,
- Registration, and
- Negotiation.

4- PERSONAL QUALITIES.

The military observer must realize that he will be performing his duties in an environment foreign to that of his home nation, usually encumbered by difficult living conditions, in high stress situations, and often in a language not necessarily his "mother tongue". As representatives of the UN and his home country, the individual nominated as a military observer must be carefully selected to ensure that he is capable of performing the tasks required of him, and that his actions and overall presentation will reflect favorably upon the UN and his home nation.. Accordingly, the officer selected must be physically fit, of sound mental character, mature in attitude and outlook, and possess the appropriate career qualifications for the mission.

5. PHYSICAL FITNESS.

Military observer must operate at peak efficiency for prolonged periods: accordingly, officers selected for military observer duties are to be in as good health and physical conditions as possible. The military observer's duties will often be patrol foot, or by four-wheel drive vehicle, sometimes for several days, during which time he will be dependent upon the local infrastructure for support (food, accommodation, medical, etc.) and must therefore be able to cope with the numerous physical demands his type of life-style imposes. Therefore, it is imperative that the officer selected:

- Is in excellent health and physical condition:
- Is free of cardiac and foot problems:
- Has a high level of physical endurance and stamina
- Has a healthy and tolerant digestive system; and
- Does not suffer from allergies or other medical conditions which may be difficult to treat in areas with limited medical facilities.

6- MENTAL FITNESS.

Equally as important as physical fitness is mental fitness. The officer selected to be a military observer must possess a strong character, a well-balanced personality and be of good mental health. He must be free of neurotic or other psychological problems, and it is imperative that he is able to operate in conditions of extreme stress and physical danger: in many circumstances his actions and words will mean the difference between success and failure, and thus he must be scrupulously honest, loyal, brave and professional. The effective military observer will display the following personality traits:

- Good judgment, supported by a common-sense approach to problem-solving.
- An objective attitude, displaying tact and impartiality:
- A polite demeanor, combined with a firm, but flexible, honest approach.
- A friendly, open approach to other nationalities, and a ready sense of humor:
- An ability to influence others, engendered in imaginativeness and persuasiveness, and
- Maturity

The officer selected for military observers duties should be well-trained and experienced, and accordingly be of the highest military professional caliber. He would preferably be of Captain or Major (equivalent) rank, and would satisfy the following selection criteria:

- Be representative of his national armed forces;
- Be comfortable in operational and social environments both of the contributing countries' officers and the armies of the parties in conflict:
- Have the appropriate operational and tactical staff skills necessary to perform the duties of the appointment for which he is selected.
- Have the mental capability to enable him to understand the organization and functional arrangements of the armies in conflict: and.
- Be capable of conducting analytical investigations into alleged incidents, and of compiling and submitting factual and impartial recommendations.

7. NATIONAL

Notwithstanding the military observer's representational responsibilities to the UN, the officer selected must also recognize his responsibility to his own country. While serving with the UN, the officer must bear in mind that he may be the only representative of his home country in the mission area, and accordingly must project a good image of himself and his country. He must at all time comport himself with dignity and professional bearing, and must not become involved in any activity which could bring his country into disrepute.

8. IDEALISM VS REALISM.

The military observer must be able to differentiate between "idealistic" and "realistic" attitudes and approaches to the problems. Analysis of problems and clear and factual reporting to superior officers must not be understated. The officer's ability to determine courses of actions that are achievable rather than desirable is a quality not to be overlooked.

9- CULTURAL AWARENESS

Officers selected as military observers must display an understanding of the differences between their own national culture and economic background and that of the host nation. In many instances, the officer's military training will have a sense of acceptance of other cultures and beliefs; however as a "goodwill ambassador" he must remember that his role in the UN mission is to facilitate conflict resolution, and not one to impose solutions.

The greatest enemy of a United Nations peacekeeper is the failure to understand the culture, language, local customs and practices of the people in the mission area. This must be the subject of specialized training prior to deployment, as well as the adoption of an attitude of tolerance and understanding by the individual.

10.- CULTURAL ASPECT.

You will experience a certain degree of "culture shock" upon arrival in the mission areas.

You will be confronted with new geographical and cultural circumstances, changes in climate and food and may experience problems of communication with the local population.

You will require flexibility and adaptability to new situation; your receptivity and tolerance will be challenged.

Recognize that all cultures are to be viewed from the standpoint of equality.

Reject stereotypes and considerer the meaning or intent behind culturally diverse practices and beliefs.

Rules of etiquette vary widely from one culture to another, so what may be acceptable or even polite behavior in one cultural context might appear offensive or deviant in another.

Social rules governing relations between men and women often have very different norms from one culture to the next, so that what may be interpreted as innocent behavior in one cultural context may be taken as an offence against the accepted mores in another.

Learn about the customs, religious beliefs, history and mythology, and practices governing work, family and gender relations in the mission area.

Try to minimize personal disapproval, disagreement, disappointment, anxiety or irritation so that such feelings do not prevent you from maintaining friendly and co-operative relationships with the people among whom you carry out your daily duties; and

Acknowledge the fact that you are the "stranger" in a foreign country in which you are considered a "guest"

11- LOCAL POPULATION

A number of variables will also affect the response of the host population to your presence in their country:

- Have they been informed of the UN mandate and what the United Nations operation means for their country?
- What has been their experience with foreign intervention in the past?
- What expectations –positive or negative- do they have from the UN presence in their country?

As a result you must:

- Not assume the host population will view your arrival positively or will always exercise tact, courtesy and restraint.

- Work toward winning the trust and respect of all parties to the dispute in question and reinforcing the credibility of the UN presence in their country.

12. ECONOMIC DISPARITY

One matter of extreme sensitivity is the frequent disparity of wealth between UN personnel and the inhabitants of mission areas, who often live in conditions of dire poverty. Abuse of this economic power quickly sour relationships between the United Nations Mission and the local community.

13.- RELATIONS AMONG NATIONAL CONTINGENTS

Cultural awareness is not limited to the population the mission area; it is equally applicable to the UN forces that you will encounter in the mission. Very often pre-conceived ideas exist in the minds of some military personnel and their superiority to military units from other nations. A professional attitude and appraisal will help overcome this. In particular:

- Do not generalize.
- Do not "label" others.
- Do not display xenophobic attitudes.
- Do not display a sense of superiority in respect to y our own status, social system or way of life;
- Do not speak disparagingly of the politics of other
- Do not display envy toward others because you think they are in a better situation; and
- Remember you are there to get the job done, no to enjoy life.

14.- ATTITUDINAL PROBLEMS.

As a "good will ambassador" of the United Nations, the military observer's attitude to his duties and environment should reflect the international respect that is expected of UN personnel serving overseas. The observer must display tolerance of other cultures, some of which may differ markedly in respect of personal deportment and habits from his own. He

must respect local cultures, customs and behavior patterns. The military observer is a military person but his duties are mainly of political nature. The normal military "straightforward" approach to the questions is not necessarily the best one.

15.- SOLDIER VS CIVILIAN MENTALITY

Military observers must accept their position in the UN mission hierarchy, and in particular bear in mind that the Observer's job is but one of numerous, sometimes totally unrelated, tasks in a multi-dimensional mission. The military observer must therefore remember that in many instances the 'NGOs' and UN civilian, humanitarian agencies will have been working in the mission area long before the military component arrives, and accordingly will have established long-standing contacts and liaisons which, although civilian, will be of great benefit to the Observer.

16.- PERSONAL HABITS/ACTIONS.

Military observer must be aware that although their personal behavior may be considered normal in their own society, some of these habits may cause offense in other societies, for example: a seemingly simple gesture such as patting a small child on the head is considered highly offensive in Buddhist and Islamic societies. Many societies also have strict rules concerning relationship between males and females as well as the respect due to spiritual leaders, religious artifacts and places of worship. Prospective military observers should make every effort to prepare for the mission to which they are assigned by use of public libraries and Consulates or Embassies, and conversations with military observers who have previously served in the mission. To ensure that neither they, nor other male or female members of the mission, cause offence inadvertently. Most religious elders will be happy to discuss their faith with interested non-believers as long as the approach is made in a respectful manner, and which will not compromise the elder's position in his society.

In the event that cultural differences unwittingly cause offence explain politely and patiently that such differences are unavoidable, but understanding each other's points of view can help resolve dispute.

"Souvenir" of religious artifacts is viewed as both a sacrilegious and criminal offence.

As a whole, all military observers deployed on the ground must take into account the following aspects:

DO'S and DON'T'

- Do keep strictly neutral, and display impartiality to all parties in the dispute.
- Do impress upon local commanders that you are to be granted freedom of movement appropriate to the mandate applicable to your areas.
- Do ensure that local commanders are aware of the provision and requirements to report any breaches of applicable agreements and cease-fires.
- Do be alert to efforts to undermine your authority and impartiality.
- Do take into account personal and environmental security threats
- Do practice documentary security measures to ensure that no unauthorized persons view UN' sensitive material.
- Do considerer the likelihood that all radio communications will be monitored, and phrase messages accordingly.
- Do be aware that local employees and interpreters may have a vested interest in matters which require sensitive handling
- Do be aware of the possible loyalty of the host population to previous governments.
- Do inform your superiors of your plans and forecast activities, and maintain close liaison with your fellow observers in adjacent AOR
- Do compile accurate reports (including sketches and drawing where necessary) and ensure timely submission to your HQ.
- Do be particularly respectful of your responsibilities when using UN equipment and transportation assets.
- Do remember to keep calm and patient when dealing with parties who require the use of interpreters to negotiate, and talk to the parties' representative, not the interpreter.
- Do remember to watch what you eat and drink, and avoid uncooked foods unless you are certain that they are not contaminated.
- Do try to maintain the health and sanitation practices to which you are accustomed, in order to maintain your health.

- Do remember that your good behavior and the image that you present is your security.
- Do be aware that you may be required to stand duty for long periods without adequate rest, and that a peacekeeper is considered to be on duty 24 hours a day, 7 days a week.
- Do maintain your uniform and equipment to present the best possible image, and ensure visibility of your UN accoutrements (i.e. flag, beret, etc) at all times while on duty.
- Do remember that although temporarily assigned to one party or the other of a dispute, you are still a UN Observer and must remain neutral and impartial at all times.
- Don't take part in any illegal activities (i.e. prohibited substance abuse) or "black market" trade in goods.
- Don't allow yourself to become involved in surreptitious sexual liaison which could compromise your neutrality and impartiality, or affect your personal hygiene (Sexually Transmitted Diseases)
- Don't criticize the host nation or the parties involved in the dispute.
- Don't collect unauthorized "souvenirs" (i.e. weapons/unexploded ordnance/religious artifacts)
- Don't over-consume alcohol.
- Don't dress in a manner that would be offensive to the local population, or bring the UN or your home nation into disrepute.
- Don't openly carry marked maps or documents across cease-fire lines.
- Don't express political or military opinions to nationals of either party to a dispute.
- Don't make unauthorized press or media statements (i.e. be aware if alleged authorized peoples enquiring about the progress of a particular matter).
- Don't allow disagreements with support personnel to create a hostile/non productive working environment.
- Don't take, or allow photographs to be taken in areas which are subject to dispute, unless specifically authorized to do so.
- Don't allow gossip or hearsay to influence decisions or reports to your superiors, unless you can certify all the facts expressed; and
- Don't allow yourself to be coerced into saying or doing anything which could reflect poorly upon yourself, your home nation or the UN .

DON'T FORGET THAT AS AN AMBASSADOR OF THE UNITES NATIONS, AND YOUR OWN NATION, THAT YOUR BEHAVIOUR AND BEARING WILL INFLUENCE HOW OTHERS VIEW THE UNITED NATIONS ORGANIZATION AS A WHOLE.

17.- MILITARY OBSERVER'S DUTIES.

Military observer's duties encompass a variety of tasks within the designated mission area of responsibility, typically inclusive of, but not restricted solely to:

- Observation and reporting of cease-fire violations, and the investigation of alleged violations of the cease-fire agreements.
- Supervision of the disarmament of militia and military forces.
- Monitoring of the separation and withdrawal of troops.
- Supervision of the destruction of armaments and weapons.
- Provision of liaison services to local government, opposing military forces and international agencies
- Monitoring of conditions in potential conflict areas for signs of increased tension or conflict escalation.
- Observation and reporting on alleged abuses of human rights.
- Assistance with referendum or election validation, and
- Conducting and coordinating liaison between combined, and UN mixed military working groups and components, NGO and UN and civilian humanitarian agencies.

18.- NEED FOR IMPARTIALITY AND TRANSPARENCY OF OPERATING PROCEDURES.

In order to maintain impartiality and objectivity, and display transparency of operating procedures, thereby best prosecuting his responsibilities as a United Nations military observer, the officer selected will need to discharge his functions and duties, and regulate his conduct, solely with the interests of the United Nations in view. To achieve this goal he therefore will not seek or accept orders or instructions from his government or any other

authority external to the United Nations. Furthermore, the observer is discouraged from having any family or close friendship ties with individuals or organizations from the countries in the mission area which could give rise to any doubts about his neutrality and personal integrity.

Military Observers should aim to preserve and demonstrate impartiality wherever possible as display of favoritism to one side or the other in a dispute will result in loss of trust and confidence of the other party, and consequently erode any trust which may have built up. Furthermore, compromised impartiality may cause escalation of the dispute, and subsequent failure of the mission.

19.- OBSERVATION POST DUTIES.

Specifically, Observation Post (OP), and/ or Check Point (CP), duties for each particular mission will be covered in detail in that mission' s Standard Operating Procedures (SOPs).so a brief summary only will be given here.

Daily Routine.- The Chief, or Senior, Military Observer will determine the daily routine and working/duty hours to suit the needs of the mission mandate. Generally, however, military observers will work seven-day week and be granted Compensatory Time Off (CTO) to provide opportunities for rest and recuperation after periods of arduous duty. The detailed formulae applied to calculate "days worked= days off" will be promulgated separately for each mission.

Staff Duties. The importance of "Staff Duties" must not be understated, as Military Observers will not only be employed on Observation and Check Point Duties, but in many instances will spend part of their deployment employed as Operations Officers or Duty Officers in the mission headquarter. It is imperative, therefore, that officers chosen for duty with the UN must be competent in, and confident of, their ability to compose concise and accurate reports and recommendations. Generally the selected officer will have had some experience of his own nation's procedures and practices, and this experience will provide a starting point for assimilation of the international procedures used in UN mission headquarters. Recent completion of either the "UN Military Observer's " or "UN Staff Officer's" courses would be extremely beneficial to the prospective military observer.

20.- OBSERVATION/INFORMATION-GATHERING TECHNIQUES.

Observation, information-gathering and Reporting are perhaps the most time consuming, but important, aspects of the military observer's duties. Generally there are two recognized types of information-gathering techniques, which are:

Static procedures (i.e. from observation posts) and

Mobile procedures (i.e. from foot, vehicle or aerial observation).

The detailed techniques of which will be promulgated in mission Standard Operational Procedures (SOPs). However it is incumbent upon the military observer to ensure that he knows and understands the nature and role of the mission and the tasks he has been detailed. He must be able to compile accurate and verifiable sketches and notes, from which he will be able to submit reports of his observations.

Patrol Duties will include, but not be restricted to, the following types and responsibilities:

- Vehicles patrols (Including tailing/mobile surveillance)
- Foot patrols,
- Aerial patrols,
- Long-range patrols.
- Standing patrols,
- Town security, or curfew patrols.
- Interposition, or buffer patrols, and
- Mine and EOD detection patrols.

Specifically, Patrol Duties will be written in each particular mission' standard operation procedures (SOP). If the mission consist of both armed and unarmed peacekeepers, special attention is to be paid for not compromising each other or putting each other in danger. Mixed patrols should be avoided.

Note. While on patrol always use maps with no additional marks. Maps marked with UN locations may in some mission areas be acceptable.

21.- INSPECTION/SEARCH PROCEDURES.

Dependent upon the mission mandate, Inspection and Search Procedures SOPs will promulgate the manner and conduct required of personnel who are tasked to carry out searches of properly and individuals – national sensitivities must be taken into

account to avoid offending local religious and cultural beliefs. Special attention to be paid to the fact that armed and unarmed peacekeeper suit different operation.

22.- INVESTIGATION/VERIFICATIONS.

Military observer's duties will include, inter alia, receipt complaints from the belligerents and the consequent requirement to conduct investigations, and verify or otherwise, alleged breaches of "cease-fire" and: separation lines". The complaint, and subsequent investigation and verification must be submitted formally, and accordingly the military observer must be able to formulate timely, accurate reports to his superiors, stating the facts of the incident, the outcome and suggested possible actions to prevent recurrences. Detailed SOPs for the mission will promulgate the format and style required for this procedure. The difference between armed and unarmed peacekeepers has to be kept in mind.

23.- MINE. BOMB. EXPLOSIVE ORDNANCE (EO) AWARENESS AND ACTIONS/PROCEDURES.

The military observer will, in the course of his duties, be exposed to the possibility of mines, bombs and EO risks. For this reason the officer selected must be able to appreciate the risk inherent to the area in which he will be operating, and where necessary receive the appropriate mine awareness /RO training. Disposal and rendering safe of EO will be the responsibility of the specialist trades (i.e. pioneer/ engineer/ ammunition technical officer). The military observer's training should, however, have instilled a sense of:

- General minefield awareness.
- Area, route and building search and detection methods
- Mine clearance awareness
- Vehicle search drills and procedures.
- Anti-body trap awareness.

24.- WRITTEN / ELECTRONIC.-

Communications, both written and spoken, will be the military observer's "tools of trade", and for many officer the spoken form will probably be in a language other than their

own native tongue. It is imperative that officers chosen for UN duty are familiar with the English language as it is the most widely used in UN missions. The importance of staff duties and clarity and accuracy of written reports has been emphasized earlier in this Section.

25.- MEDIA AWARENESS

Officer selected for duty with UN missions are reminded of the effect that the media may exert upon political leaders and policymakers. It is not uncommon for media representatives to attempt to ingratiate themselves with UN personnel in order to obtain rides on UN transport assets, and thereby present themselves as “accredited” or UN sponsored” spokesmen. Military observers are reminded of their obligation to:

- Always note and report the presence of news media.
- Only discuss factual matters within your area of responsibility if you cannot avoid speaking to journalist.
- Refer all other questions to the Public Information Officer. (PIO)
- Think before speaking, be polite and helpful, but firm when referring journalist to a higher authority.
- Be honest and positive, while remaining professional and dignified.
- Never give formal interviews without prior approval from the mission PIO, and do not discuss UN operations, plan or procedures at any time with journalist.
- Never divulge information about local forces which might be of use to opponents (ie be particularly careful in social environments)
- Never speculate, nor provide an opinion as to what might or might not happen in certain circumstances.
- Never mislead or take side, and
- Never allow the media to pressure you into saying things that you would rather not say or that you should not discuss.

26.- GRAMMAR.

26.1.- REVIEW OF MODALS: PAST/ PERFECT CONTEXTS.

In the grammar section of Unit 2, you briefly reviewed the forms and functions of the modals of ability, possibility, permission, request, suggestion, necessity, advisability, obligation, expectation, etc., in present time contexts (to describe present action, to generalize about repeated action or to express future equivalence). In this segment, you will use some of the same modals and some comparable ones with verbs primarily in past and perfect time contexts.

To use a modal in a context calling for a past tense, follow this pattern:

Modal + simple form of the verb.

Example:

The Special Forces trainee **can march** 25 miles.

To use a modal in a context calling for a perfect tense, follow this pattern:

Modal + have + past participle.

Example:

General Antezana **may have left** the ceremony already.

If you need to negate a modal + verb in a past tense, place **not** between the modal and the simple form of the verb. If you need to negate a modal + verb in a perfect time, place **not** between the modal and **have**. In some cases the placement of **not** will vary; for example, with **ought to**, the negatives goes between **ought** and **to**, and with **had better**, it goes between **had better** and the main verb. The negative verb is often contracted, as in **didn't have to** or **wouldn't**.

EXERCISES

Choose the modal + verb phrase that best completes the sentence. Note aspects of logic and of time involved in the sentence. Be prepared to explain why you selected the answer you chose. Write the correct form of each sentence in your notebook.

- Yesterday that officer was complaining because he (had to remain / would remain) on base all day due to the alert.
- Despite their best efforts, our soldiers (couldn't have overcome/ couldn't overcome) the enemy. Our troops were too greatly outnumbered.

26.2.-READING SKILLS

Pre-reading.

This article is about the Cooperative Spirit '94 Military Exercise. In your opinion, what is the goal of multinational exercises like this one?

A Spirit of Cooperation.

A squad of anxious American soldiers stood shoulder to shoulder behind a concertina wire gate that had been erected to keep hostile Goths and Huns from entering the United Nations designated safe area.

Ssgt Robert Dulmage from the 3rd Battalion, 325th Infantry, out of Vincenza, Italy, approached the banner-waving protestor who chanted "NATO go home". He hoped to identify their leader and reason with him before things got too ugly. But before he could, the menacing civilians, some armed with metal poles and large sticks, rushed the gate.

The site was the Harzkamp Training Area of the Royal Netherlands Army, where the fictitious Goths and Huns had threatened to invade the nation of Rubble. Robble, in turn, requested that NATO AND THE Partnership for Peace countries help maintain peace in the region. NATO responded by creating a 12-nation peacekeeping force.

The scenario unfolded in late October during Cooperative Spirit '94, the third PFP exercise and the first to be conducted on allied-soil.

The week long training brought together some 1000 soldiers from Canada, the Czech Republic, Estonia, Germany, Lithuania, the Netherlands, Poland, Slovakia, Sweden, the United Kingdom, Ukraine and the United States. The troops were divided among six multinational companies.

“The objective of this exercise is to develop procedures for training in peacekeeping operations”, said exercise director Maj. Gen- J.C. Kusters, commander of the Dutch 4th Division . “A common understanding of peacekeeping will improve the ability of NATO and PFP forces to operate together in response to crisis situations.”

The companies had to react to situation not unlike those that have plagued US and allied forces in recent contingency operations around the world, such as in Bosnia, Herzegovina, Somalia, Cuba and Haiti, he said.

Capt Scott Barrington’s Company C, 3rd Battalion, 325th Infantry, with three platoons and a headquarter element, represented the United State..

In the exercise, Barrington commander Company E, first NATO PFP . It was composed of his 3rd platoon, a Swedish long-range reconnaissance platoon, a Slovak infantry platoon and a British mechanized infantry platoon that had just returned from Bosnia-Herzegovina.

Barrington’s 2nd and 3rd platoons were tasked to companies D and A, commanded by German and Swedish officers, respectively.

“We had some difficulties with the radio language in the first days. I didn’t know what “Roger” and “Wilco” meant”, said German Ist Lt Alexander Reinhardt, who served as deputy commander of Company D.

“But now we are working very well together”, he said of the American and German soldiers in is company. “Every platoon has its mission; they interact with each other when one mission overlaps with another”.

That was happening two to three times a day. Reinhardt said. “The US platoon is securing our safe area. A convoy escorted by Estonians is traveling through that area, and the Estonians have to make contact with the Americans who will advise them of any danger, such as mines”.

To solve problems, soldiers from the various nations exchanged ideas by radio, Reinhardt said. The problems centered on four basic peacekeeper tasks; operatinga save areas, conducting convoy operations, operating a compound and and establishing patrols.

“When eight refugees entered our area in the night, we were told to send them away”, said Reinhardt. But it was pouring rain. Where were they going to go?

“The Americn commander, Barrington, help me out”. Reinhardt continued. “To keep

the refugees out of the rain and prevent them from becoming even more unhappy, he said, "put them in armored personnel carriers temporarily. It was a good solution".

The exercise has been an eye opener for me and my squad," added Dulmage. "low intensity conflict is new to us. We have to get out of taking the offensive right away. "Slow down and assess the situation, that's the big thing for us".

Dulmage learned that you have to start at the bottom of the conflict and work your way up. "To solve problems when you're dealing with civilians is no more than common sense," he said.

"At 0200 this morning, seven locals, including two suspected rebels, came through our area and started raiding our supplies," Dulmage recalled. "We did an ID check and separated the two that didn't have proper identification.

"One of them had lacerations on his arms, so the US soldiers provided medical attention and assured the injured man he'd be all right.". Dulmage said. "After that, we asked a lot of questions, like "Where did you come from?" and How did you link up with the bad guys?" Then we called the medics and civilian authorities.

At other sites, rebels snarled supply artillery and mortar rounds.

At Observation Post Bravo, the Rubble -whom the peacekeepers were supposed to protect inside the safe areas- angrily accosted PFC Christopher Mullen, another 325th soldier. "You do nothing for us. Were starving while you stuff your faces", they screamed. Then they threw rocks.

"When it comes to PFP, these are real-life scenarios" said SSgte Edwin Daza, also assigned to the 325th Infantry. "As in Bosnia, different countries react.. You are on guard all the time because anything can come up out of the blue.

Participating in Cooperative Spirit has been a highlight of Daza's four-plus years in the Army. "I've never had the opportunity to work with soldiers from so many countries at one time," he said.

The 325th's Spec Alton Crockett echoed Daza's sentiments. "Working with soldiers from other countries builds confidence", he said. "Seeing their professionalism and how they do things gives us some concepts of how they do things give us some concept of how we'd fight together, and how much we could trust one another".

“What’s is good about this exercise is that we get to do new things,” said Barrington. “Tunnel operations, for example, is a new term for us. It is a different way of doing convoy operations”.

His soldiers had to establish to checkpoint along the convoy route where they anticipated the most danger. Then they patrolled the area in between with two vehicles. “Ordinarily, we’d ride with the convoy the entire way”

Barrington said:

“We learned that the rebels pretty much own the road, and they won’t open it unless you talk to them” said SSgt Michael Foote. “We had the mission to guard the convoy, and the Rubbles stood in the road and demanded fool. My lieutenant had to convince them that they could get food at a designate U.N. safe area.

Illegal checkpoints, commonly set up by locals who then barter with the soldiers for food and fuel in exchange for safe passage, also kept the peacekeepers busy.

Adjutant Jan Den Besten, a senior NCO is the Dutch army, said illegal checkpoints are common in real-world situations and are generally set up along 30-to40 kilometer stretches between U.N. designated safe zones. The rebels who man these checkpoints can force soldiers to give in to their demands, often by threatening them with weapons or by taking hostages.

Dutch Ma Jan Mulder served as compound chief at a site near Ermelo, the Netherlands, where several of the platoons manned positions. “As head of umpires, I arrange the incidents,,” he said “I turn the pressure Knob, and when the commander’s eyes turn red, I lower it.

I have to stop some of the incidents because they can continue for hours.” Added Mulder, who said the incidents were all taken from reports of occurrences during actual peacekeeping missions over the past three years in Somalia, Rwanda and the former Yugoslavia.

Some soldiers considered other aspects of Cooperative Spirit to be a reprieve from the pressure-cooker scenarios that required quick, nonviolent reaction.

They included firing Polish rifles at the infantry firing range; mines field awareness, where they got a look at antipersonnel and antitank mines from various countries; and the Dutch Infantry Movement Qualification Course, where hey crawled under obstacles under

simulated combat conditions.

In the mine field, Dutch engineer SSgt Marc Swelsen shared some of his experiences with mines during six months in Cambodia and, more recently, in Mozambique, where he taught mine field clearing operations.

“We work a lot with Americans.” Swelsen said of himself and other Dutch soldiers. “I did in Cambodia, Another Dutch instructor had the experience in Kigali, Rwanda,

“A lot of the soldiers here are going to, or have been to, troubled countries. We can all learn from the other sides,” he said. “That’s what cooperation is about. That’s what this whole exercise is about.”.

Evaluation of the exercise by about 50 observers from 19 nations was expected to contribute toward the standardization of peacekeeping procedures. It was also expected to lure other nation to similar exercises in the future, officials said.

Two observers from each participating country, and others from allied and partner nations, watched events unfold and noted soldiers responses.

Observer Col Jostein Belbo from the Norwegian Army said.” We don’t have any soldiers here, but a a small PFP exercise was conducted recently in Norwegian waters, and I think in the future we’ll have most PFP exercises in which my country will be involved.

“I think it’s very important that soldiers from all the nations know each other,” he continued. “So if we work together in peacekeeping mission in the future, we’ll know how we operate. And, for peace, cooperation between peoples and armies is essential.”.

SFC Rene Van Lopez of the Dutch 42nd Infantry Battalion said soldiers in his unit also found the training invaluable. “We’ll be going to Bosnia in June, and the British are in Bosnia now. They have told us a lot about what to expect.

“We’re learning from each other,” he said. “There’s no one solution to a problem. Everyone does things differently. Exercise like this will help bring us closer to doing thing one way”

Source: Heike Hasenauer, “A Spirit of Cooperation” from Soldiers, January 1995

EXERCISE 1.

Post reading.

In your notebook, write answers to these questions about the article

- 1.- Where did the exercise described in this article take place?
- 2.- What was the objective of this exercise?
- 3.- Who were the members of Company E and where were they from?
- 4.- What difficulties did they have with radio language?
- 5.- What countries participated in the exercise?
- 6.- What did soldiers from the various nations do to solve problems?
- 7.- Why did Capt Barrington think this exercise was good?
- 9.- Where did Ma. Mulder get the incidents he uses as a basis for the exercises?
- 10.- According to Col Belbo, what's important when nations work together in peacekeeping operations?

SECOND PART.

STAFF OFFICERS IN

PEACEKEEPING OPERATION.

UNIT 1

DEFINITION AND INTRODUCTION TO COMMUNICATION.

Since you are going to work in a Headquarters Peacekeeping Mission, where you will find many people working together in order to get the same objective, which is to accomplish the mission's mandate, is mandatory for you to know not only the meaning of some important words that you are going to use it during your tour of duty, such as the Commander, the Staff, The Command and Control Organization, and The Chief of Staff, but also how to write the documentation within the Headquarter Mission.

1.1 DEFINITION

1.1.1 THE COMMANDER.

In the framework of the military there is a structure for rank. The commander is the highest ranking officer. He alone is responsible for all that his unit does or fails to do. He cannot delegate this responsibility. The final decision, as well as the final responsibility, remains with the commander. The successful commander delegates authority and fosters an organizational climate of mutual trust, cooperation, and teamwork. He promotes an understanding of the procedures and a common basis for action at all levels of his command.

The commander discharges his responsibilities through an established organization of command delegation –called a chain of command. Through this chain, the commander holds each subordinate commander responsible for all that the subordinate unit does or fails to do. All orders from a higher commander to a subordinate are issued by the commander of the higher unit to the commander of the next subordinate unit. Intermediate commanders are by

passed only as an exception in urgent situation. In such instances, both the commander issuing the order and the commander receiving the order should notify immediate commanders of its content as soon as possible.

1.1.2 THE FORCE COMMANDER

Is the highest ranking officer in every peacekeeping operation. He is responsible, before the Special Representative of the Secretary General, for everything that the mission does or fails to do in the area of operations.

1.1.3 THE STAFF.

Just as the modern peacekeeping operations present significant challenges to commanders, it also has an impact on staff functions at all levels. The current peacekeeping operations demand a high level of staff efficiency and require a great deal of initiative and coordination on the part of staff officers. The staff assists to the Force Commander in decision making by acquiring, analyzing, and coordinating information, and most importantly, by presenting essential information to the commander with a recommendation so he will be able to make the best decision.

What the staff does with the assembled information is of crucial importance to the function of the staff operations.

The United Nation military staff is organized specifically to be single cohesive unit to assist the Force Commander in accomplishing the mission

The staff is organized to serve the Force Commander within specific functional areas and operates in several areas to

- Facilitate and monitor the accomplishment of command decisions.
- Provide timely and accurate information to the Force Commander and subordinate units.
- Anticipate requirements and provide estimates of the situation.
- Determine courses of action and recommend a course of action which will best accomplish the mission.
- Prepare plan and orders.

1.1.4 THE CHIEF OF STAFF

The commander (Force Commander) must have a staff that is a professional team. Heading this team is the chief of staff, who is responsible to the commander for the proper functioning of the staff. He directs and supervise the staff to ensure that it properly supports the needs of the commander. Duties performed at above brigade levels are assumed by the chief of staff; however, the executive officer (XO) performs of duties of the chief of staff at brigade and lower levels of command. Guidance, directions, and information normally flow from the commander trough the chief of staff to the staff. The chief of staff makes decisions only in the absence of the commander and facilitates the coordination of unit activities. When new direction is needed, the chief of staff provides it based on guidance from the commander and knowledge of his intent. Care must be taken, in cases of direct access of staff officers to the commander, to keep the chief of staff or the XO informed.

1.2 INTRODUCTION TO COMMUNICATION.

The authority for a UN operation to install and operate communications systems, i.e., radio communications, including satellite, mobile and hand-held radio, telephone, telegraph, facsimile or any other means, is stated in the Status of Force Agreement for the specific operation.

The United Nations Peacekeeping operations shall enjoy the facilities with respect to communications provided in Article III of the Convention and shall, in coordination with the Government, use such facilities as may be required for the performance of its task.

Issues with respect to communications which may arise, and which are not specifically provided for in the present Agreement, shall be dealt with pursuant to the relevant provision of the Convention.

Subject to the provisions of the paragraph:

The United Nations peacekeeping operations shall have authority to install and operate radio sending and receiving stations, as well as satellite systems to connect appropriate points within the territory of host countries, and to exchange traffic data with the United Nations global tele-communications network.

The telecommunications services shall be operated in accordance with the

international telecommunications Convention and Regulations and the frequencies on which any such stations may be operated shall be decided upon in cooperation with the Government and shall be communicated by the United Nations to the International Frequency Registration Board.

The United Nation peacekeeping operation shall enjoy, within the territory of host country/territory, the right to unrestricted communication by radio including satellite, mobile and hand-held radio), telephone, telegraph, facsimile or any other means, and of establishing the necessary facilities for maintaining such communications within and between premises of the United Nations peacekeeping operations, including the laying of cables and land lines and the establishment of fixed and mobile radio sending, receiving and repeater stations.

The frequencies at which the radios will operate shall be decided upon in cooperation with the Government . It is understood that connections with the local systems of telegraphs, telex and telephones will be charged at the most favorable rate.

The United Nations peacekeeping operation may make arrangement through its own facilities, for the processing and transport of private mail addressed to or emanating from members of the United Nations peacekeeping operations.

The Government shall be informed of the nature of such arrangements and shall not interfere with or apply censorship to the mail of the United Nations peacekeeping operation or its members.

In the event that postal arrangement applying to private mail of member of the United Nations peacekeeping operation are extended to transfer of currency or the transport of packages and parcels, the conditions under which such operations are conducted shall be agreed with the Government.

The peacekeeping tasks of the UN Force within the area of operation requires an efficient signal system.

For various reasons, the nature of the assignment can be entirely specific to duties with UN and, essentially, different from normal military procedure.

This call for more stringent control from senior headquarters over subordinate formations and units, than what is normal practice.

The telecommunications service between Force HQ and the Secretary General in New York will be operated by Field Services Officers.

The Peacekeeping Force assists in providing and maintaining equipment needed for telephone communication from its headquarters to contingents and between contingents, if such assistance is required and equipment cannot be provided by the contingents.

Peacekeeping Force responsibilities.

The Peacekeeping Force assists in allotment and maintenance of equipment needed for radio communication from Peacekeeping Force HQ to the Headquarter of contingents.

Military Observers.

Military Observer stations have communications equipment provided by the UN. Normal equipment is as follow:

- Computers
- Datelines.
- Satelitephone (if needed)
- WHF radio sets (station and cars)
- HF radio (if needed)
- Handheld radios.

Special radio equipment may be authorized by the Force for communication with outposts or for patrols where normal contingent equipment is inadequate for the task.

Contingents may use their national language on communications net within their own unit. On UN communications net the language is the official mission language, normally English, but some missions have had French and Spanish as their official language.

Procedure For Radio Communication.

1.- Preparing the set for operation.

- Make sure that there is a power source, that it is sufficient and ensure correct connection to the radio set.
- Check the antenna and all cable assemblies ensuring tight and correct connection to the set.
- Connect the audio accessories and check proper operation of function switches.

2.- Transmitting, general instructions.

- Decide what you are going to say ensuring that it will be clear and brief.
- Make sure no one else is speaking on the net when you start.
- Remember to divide your message into sensible phrases, make pauses and maintain a natural rhythm to your speech.
- When thinking about the rhythm of the speech, remember that the UNMO listening to you has to write your message down. Do not speak too fast. (This normally is a fault of new UNMOs who have prepared their messages very well.)
- Avoid excessive calling and unofficial transmissions.
- Use standard pronunciation. Emphasize vowels sufficiently. Avoid extreme pitch, speak in a moderately strong voice, do not shout.
- Keep a distance of about 5 cm between the microphone and your lips. Shield your microphone from background noises.

Phonetics

The following international phonetic alphabet shall be used:

Ltr	Phonetic Equivalent	Numeral	Spoken as
A	ALFA	0	ZERO
B	BRAVO	1	WUN
C	CHARLIE	2	TOO
D	DELTA	3	THU-REE
E	ECHO	4	FO-WER
F	FOXTROT	5	FI-YIV
G	GOLF	6	SIX
H	HOTEL	7	SEVEN
I	INDIA	8	ATE
J	JULIETT	9	NINER
K	KILO		

L	LIMA		
M	MIKE		
N	MPVEMBER		
O	OSCAR		
P	PAPA		
Q	QUÉBEC		
R	ROMEO	12	TWELVE
S	SIERRA	44	FO-WER FO-WER
T	TANGO	90	NINER ZERO
U	UNIFORM	136	WUNTHUH-REE SIX
V	VICTOR	500	FI-YIV HUNDRED
W	WHISKEY	7000	SEVEN THOUSAND
X	XRAY	1478	WUN FO-WER SEVEN ATE
Y	YANKEE		
Z	ZULU	19A	WUN NINER ALFA

In general, numbers are transmitted digit by digit except that multiples of hundred and thousand are spoken as such.

Procedure Words

The following is the list of most common prowords (except precedence prowords) to be used and their meaning.

PROWORD	MEANING
ACKNOWLEDGE!	Confirm that you have received my message and will comply. (WILCO).
AFFIRMATIVE	Yes/Correct
NEGATIVE	No/Incorrect
ALL AFTER...	Everything that you transmitted after... (Keyword)
ALL BEFORE	Everything that you transmitted before... (Keyword)
CORRECT (THAT IS CORRECT) CORRECTION WRONG	<p>What you have transmitted is correct, you are correct.</p> <p>-An error has been made in this transmission. It will continue with the last word (group) correctly transmitted.</p> <p>-An error has been made in this transmission . The correct version is...</p> <p>That which follow is a corrected version in answer to your request for verification.</p> <p>Your last transmission was incorrect.</p> <p>The correct version is...</p>
DISREGARD THIS TRANSMISSION OUT	<p>This transmission is an error.</p> <p>Disregard it. (This proword shall not be used to cancel any message that has already been completely transmitted and for which receipt or acknowledgment has been received.</p>
DO NOT ANSWER-OUT	Station (s) called are not to answer this call, acknowledge this message. or otherwise to transmit it in connection with this transmission.

SILENCE- SILENCE- SILENCE! SILENCE LIFTED	Cease all transmissions in this net. Immediately. Will be maintained until lifted. Silence is lifted. The net is free for traffic.
END OF MESSAGE-OVER (OUT). END OF TEXT	This conclude the message just transmitted (and the message instructions pertaining to a formal message) The textual part of a formal message ends. Stand by for the message instructions immediately following.
FETCH! SPEAKING	I wish to speak on the radio to that person (appointment title) Requested person is now using the radio by himself.
FIGURES	Numerals or numbers will follow. (This proword is not used with the call sign, time definitions, grid references, bearings, distances, etc., especially in fixed-form reports)
FROM TO THIS IS	THIS IS The originator of this formal message is indicated by the address designation immediately following. The addressees whose designations will immediately follow are to take action on this formal message. This transmission is from the station whose designation immediately follow
MESSAGE MESSAGE FOLLOW	I have an informal message for you. A formal message which requires recording is about to follow.
OVER	This the end of my turn of transmitting. A response is expected. Go ahead, transmit.

OUT	This the end of my transmission to you. No answer or acknowledgement is expected.
OUT TO YOU	Do not answer . I have nothing more for you. I shall now call some other station on the net.
READ BACK!	Repeat the entire following transmission back to me exactly as received.
I READ BACK	The following is my replay to your request to read back
SAY AGAIN	Repeat all your last transmission Followed by identification data ALL ALTER, ALL BEFORE, WORD AFTER, WORD BEFORE it means. Repeat..)portion indicated)
I SAY AGAIN	I am repeating my transmission or portion indicated.
SEND!	Go ahead with your transmission.
SEND YOUR MESSAGE	Go ahead, transmit. I am ready to copy.
SPEAK SLOWER	Reduce the speed of your transmission (Normally used in connection with request for repetition)
I SPELL	I shall spell the next word, group or equivalent phonetically Not used when transmitting coded groups only)
RELAY TO...	Transmit the following message to all addressees or to the address designation immediately following.
RELAY THROUGH	Send this message by way of call sign
THROUGH ME MESSAGE PASSED TO.	I am in contact with the station you are calling. I can act as a relay station. Your message has been passed to...
ROGER ROGER SO FAR? WILCO	I have received your last transmission satisfactorily. Have you received this part of my message satisfactorily? I have received your message, understand it, and will comply. (To be used only by the addressee.) Roger and Wilco are never use together.

UNKNOWN STATION	The identity of the station calling or with whom I am attempting to establish communication is unknown.
VERIFY	Verify entire message 9or portion indicated) with the originator and send correct version. To be used only at discretion of or by the addresses to which the questioned message was directed.
I VERIFY	That which follows has been verify at your request and is repeated. To be used only as reply to VERIFY.
WAIT (WAIT-WAIT) WAIT-OUT	I must pause for a few seconds. I must pause longer than some seconds, and I will call you again when ready.
WORD AFTER	The word of the message to which I have referred is that which follows...
WORD BEFORE	The word of the message to which I have referred is that which precedes.

Example of Conversation

The Proword THIS IS or FROM is used to indicate the calling station.

ALFA- THIS CHARLIE- MESSAGE- OVER

FROM ALFA-SEND – OVER.

THIS IS CHARLIE- WATH FOR FALLEN ROCKS ON ROAD BIRKET- I SPELL- BRAVO INDIA ROMEO KILO ECHO TANGO –BIRKET- IVER

FROM ALFA –WILCO- OUT.

REPORT OF RECEPCION.

The following phrases are for use when initiating and answering queries concerning signal strength and readability.

RADIO CHECK What is my signal strength and readability, how do you read me?
YOU ARE your signal strength and readability is as follow
(I READ YOU)

Reports of signal strength.

LOUD	Your signal is strong
GOOD	Your signal us good.
WEAK	I can hear you only with difficulty
VERY WEAK	I can hear you only with great difficulty.
NOTHING HEARD	I cannot hear you at all.

Report of signal readability.

CLEAR	Excellent quality
READABLE	Good quality. No difficulties in reading you.
DISTORTED	I have trouble in reading you
WITH INTERFERENCE	I have trouble in reading you due to interference.
NOT READABLE	I can hear that you transmit, but I can not read you at all

Example:

52 THIS IS 11-RADIO CHECK- OVER
THIS IS 52- YOU ARE LOUDAND CLEAR- OVER
THIS IS 11- YOU ARE LOUD AND CLEAR AS WELL - OUT.

1.3 GRAMMAR.

CONDITIONAL SENTENCES.

Sentences containing **if** clauses are called conditional sentences. They are used to express possibilities, guesses, wishes, and regrets. Conditionals are common, even in daily conversation. They are the only way to communicate.

There are three kinds of conditions that give rise to conditional sentences: **present and future real conditions, present unreal conditions, and past unreal conditions.**

Conditional sentences have two parts: the main clause (result clause) and the **if clause** (condition).

REAL CONDITIONS.

Certain if conditional sentences express something that may or will actually come to pass. Real conditions are those which presently exist, are probable, or are likely to happen. The simple present, the present progressive, or the present perfect tense is used in the if clause, and the future tense, a modal, or the imperative form of the verb is used in the main, or result, clause.

Examples:

If you go to the "J" area, you should find Capt. Perez.

If you can't find Capt Perez, check in the "J" area.

If you are looking for Capt. Perez, you can find him in the "J" area.

If you haven't found Capt. Perez yet, you probably won't . He may have already left for the day

When a conditional clause begins a sentence, a comma is used to separate it from the main clause.

Example:

If you are running for exercise, I'll run with you.

When if clause follows the main clause, a comma is not used to separate it from the main clause..

I'll run with you if you are running for exercise.

Choose the one properly structured conditional statement, a, b, c, or d, which indicates a condition in the present.

- 1.- a.- If we wanted a good unit, we establish mutual trust
b.- If we will want a good unit, we establish mutual trust.
c.- We establish mutual trust if we had wanted a good unit.
d.- We must establish mutual trust if we want a good unit..
- 2.- a.- He can assess my performance if he wants
b.- He could assess my performance if he wants to.
c.- If he wanted, he can assess my performance.
d.- If he will want, he can assess my performance.
- 3.- a.- I will praise him if he deserved it.
b.- I will praise him if he deserves it.
c.- If he deserves it, I had praised him.
d.- If he had deserved it, I will praise him.

UNREAL CONDITIONS

Unreal or contrary- to-fact conditions are those that are impossible, improbable, or not likely to happen. They can belong to either the present or the past.

PRESENT UNREAL CONDITIONS.

We use the unreal present condition to refer to unreal or hypothetical, situation. The verb form in the if clause is in the subjunctive mood, which is like the simple past tense, except for the verb **be**. **Were**, not **was**, is used with singular nouns and **I**, **he**, **she**, and **it**. The verb form in the main, or result, clause is **would + simple form of the verb**.

Example:

If I were you, I would take the leadership course.

Could or might may be used instead of would with a slight difference in meaning. Could expresses ability or possibility, but does not include desire or willingness. Would indicate the desire to do something. Might indicates a slight possibility.

Would

Could + the simple form of the verb might.

Examples:

He would probably feel better if he exercised regularly

If you left for the border now, you could be there in two hours.

Jhon Mills would answer the phone if he were at his desk.

If it weren't raining, we could jog for exercise..

EXERCISE.1

CHOOSE THE ONE PROPERLY STRUCTURED CONDITIONAL STATEMENT WHICH INDICATES AN IMPROBABLE OR CONTRARY-TO-FACT CONDITION IN THE PRESENT.

- 1.- a. We could do more if we will buy new machines.
b.- We could do more if we bought new machines.
c.- If we had bought new machines, we will do more.
d.- If we had bought new machines, we could do more.

- 2.- a.- We would win if we will have better leadership.
b.- If we will have better leadership, we will win.
c.- If we had better leadership, we won.

d.- If we had better leadership, we would win.

3.- a.- You can succeed if you tried.

b.- You could succeed if you tried.

c.- You could succeed if you have tried.

d.- You can succeed if you have tried.

Past Unreal Conditions.

Looking back at past times, we know whether events really occurred or not. By using conditional sentences, we can still talk about events that did not occur.

For the past unreal conditions, the verb in the **if** clause is in the perfect subjunctive, which is like the past perfect tense. The verb in the main clause is in the perfect conditional form,

Would

Could + have + past participle.

Might.

Examples.

I didn't know there was diving practices last night. I would have been there if I had known about it.

If Sgt. Rojas had left at 0900, he would have been there by now..

EXERCISES 2.

CHOOSE THE ONE PROPERLY STRUCTURED CONDITIONAL STATEMENT WHICH INDICATES THAT THE TIME HAS PAST AND THE CONDITION COULD NOT BE FULFILLED BECAUSE THE

ACTION IN THE IF CLAUSE DID NOT HAPPEN.

- 1.- a.-If he had studied, he will pass.
b.- If he had studied, he had assed.
c.- He would have passed if he had studied.

- 2.- a.- If she had tried, she could succeed.
b.- If she had tried, she could succeed.
c.- She could have succeeded if she will try.
d.- She could have succeed if she had tried.

- 3.- a.- If they had known the test was difficult, they would study
b.- They would have studied if they know the test was difficult.
c.- .They would have studied if they had known the test was difficult.
d.- If they had known the test was difficult, they will study.

1.4 WRITING SKILL.

MILITARY WRITING.

The most valued characteristics in military writing are clarity and terseness. To incorporate these characteristics into your military correspondence, every staff officers should do five things:

- Put your topic and your main idea “up front”. This means that the first paragraph should contain the subject and the main point you wish to make in the memorandum.
- Use more active sentences than passive sentences.
- Use short words, short sentences, and short paragraph. Shorts words make correspondence more understandable and short sentence make it more readable.
- Avoid needless words and information.
- Tie your words together with transitions or connective words such as however, therefore, thus, next, in addition, but, yet, consequently, etc.

Often in military writing, information is written in checklist style for the sake of clarity and of ease in reading. Short phrases, short sentences, or highly condensed paragraphs may be used; however, the expanded paragraph form typical of the conventional essay is not employed. Let's look again at our sample paragraph in both of these styles, viz, the essay style typical of non-military writing, and the memorandum checklist style representative of most military correspondence.

Essay Style.

Cold weather training is important for our success in winter combat. We must prepare our men and equipment for winter conditions. Our soldiers must learn how to cope with the cold and prevent injuries. They also need to know how their equipment holds up in cold temperature. If we train them well now, they will be ready for combat during the winter.

Memorandum Checklist Style.

Reasons for Cold Weather Training:

1. To prepare soldiers to cope with the cold and prevent injury.
2. To show them how their equipment holds up in the cold.
3. To ensure their success in combat in winter.

When writing memoranda, create checklists when possible. Doing so will help the reader see the items and understand them clearly and quickly.

Maintain strong parallelism in your checklist. When creating checklists, keep the items grammatically balanced. Use the same grammatical structures. Write all sentences or all phrases.

Parallel

Two traits of a Strong Leader

1. A dedication to the accomplishment of the mission. (noun)
2. A strong sense of erring for the welfare of the soldiers. (noun)

Not parallel.

Two traits of a Stronger Leader

1. Dedication to the accomplishment of the mission. (noun)
2. To care for the welfare of the soldiers, (infinitive)

The Memorandum

The memorandum is the military's main format for composing correspondence. Two styles are generally used in peacekeeping operations: The Formal Memorandum and the Memorandum for Record.

The Formal Memorandum

The basic memorandum format is the Formal Memorandum. It is used to correspond formally with any command, staff, agency, or activity within the military services. The Formal Memorandum shows the addressee's duty position or name and address. This type of memorandum should be written on letterhead stationery.

The Formal Memorandum can be modified slightly to create the Memorandum of Record, which is less formal and is used within the command.

Format of Formal Memorandum

Date of signature.

MEMORANDUM FOR Address's Duty Position or Name and Address.

Subject: Indicate the subject matter briefly.

- 1.-The first paragraph contains information on the occasion that caused this memo; e, g, meeting conference, conversation, people, etc. (the reference)
- 2.- Background and discussion (when necessary for clarity)
- 3.- Conclusions reached and decisions made.

a)

(1)

(2)

b)

4,- Staff agencies responsible for specific action (if applicable)

Name, Rank, Service.

Position.

Example 1 of Formal Memorandum

23 March 1997

(Letterhead stationery)

MEMORANDUM FOR ASST CDR, 23D ARMED DIV.

SUBJECT: Preparation for Artillery Competition.

1.- Summary. Preparations are on track for the competition set for 19 Aug at Brindisi. I have chosen primary and backup sections to represent the battalion. Maintenance and gunnery training are in full swing. Our only major problem is acquiring more 155 ammunition for direct fire practice.

2.- Actions Completed.

a.- Designation of Sections. Based on their performance in the Dv Arty "Top Gun" competition in Dec. , Chose SSG Alfredo Jones' section (Btry A) as the primary section and SSgt Jhunny Rodriguez's section (Brt) as the backup. Their soldiers are not due to PCS until FY 1998.

b.- Planning Meeting.- The section chiefs, their platoon leaders, chiefs of firing battery, their platen leaders battery commanders, and the S3 met last Tuesday to prepare a draft Preparation Checklist and Milestone Calendar.

c.- Preparation Checklist and Milestone Calendar, After the CSM and Xo reviewed them, I approved the checklist and calendar. The S3 sent copies to Div Art S3, Bde S3, and

Div FSE.

d.- Maintenance and Gunnery Training. This week, both sections completed Phase I of the training schedule. They were both particularly sharp on crew drill, emergency displacements, and ammunition handling.

3. Actions to be completed.

a.- Training. We will continue to follow the checklist and the calendar to the letter. They are very sound, and I'm confident they'll fully prepare the sections to bring home the trophy. The supplemental training during our next Brindisi training density will sharpen the section's skill.

b.- Maintenance Inspections. Division MAIT will conduct a courtesy inspection on 25 Apr. The Ds fire control repair mechanic will do this on 26 Apr. They will give us a final check in July, two weeks before the competition.

4.- Significant Problems. The Div Arty 54 and my Ammo Officer are coordinating with the Div Ammoniating Officer for 100 extra 155 HE rounds for direct fire training. I have talked to him, too, but he hasn't yet received word back from the Grafenwolchr ASP. I'll keep you informed on our progress.

5.- Point of Contact. MAJ Julsel, S3, 333-999

2 Encls

1. Schedule

2. Milestone Calendar

BPB TILLS

LTC, FA

commanding.

UNIT 2
ORAL COMMUNICATION
SKILLS.

In the first part of this book, we see how Military Observers communicate themselves with other military observers through radio, specially when they have been assigned as a Duty Officer. Now we are going to discuss some issues regarding how the Staff Officer has to carry out his task as a member of the Staff Personnel at the United Nations Peacekeeping Operations Headquarters..

Remember that as a member of the Staff Personnel in the Headquarters you will be required to give oral presentation, not only to the Commander every day, but also to talk in front of the Staff Personnel in order to inform them about all activities carried out during the day or a certain period of time..

2.1 INTRODUCTION TO ORAL COMMUNICATION SKILL FOR STAFF OFFICER.

Speech is important in the life of the Staff Officer. Each staff officer must be a competent communicator. The primary job of all commanders, staff officer, and military observer is to get things done through other people. This means that they must be able to speak accurately, briefly, and clearly. To possess effective speaking abilities is definitely an asset to any officer in the job of keeping ideas moving smoothly up and down the lines of communication.

Effective performance in peacekeeping mission's Headquarters requires communication skills that are precise. This need for accuracy and thoroughness on the one hand, and for brevity and quick response on the other, has given rise to a specialized and stylized type of speech. This type of speech has been designated the "military briefing". It requires specific techniques with respect to the role of the briefer, the purpose of the briefing, and the nature of the required response.

Force Commanders and staff officers communicate using the military briefing. The primary reasons for its frequent use are to save research time for the senior officer, to enable that

officer to question the briefer and clarify points, and to facilitate a rapid coordinated response which serves to reduce reaction time.

The military briefing is concise: it does not contain any extra or unnecessary material. The essentials are delivered in an objective manner, usually in a one-time-only presentation of facts, with reference to enough familiar material to establish a basis for understanding by the listeners. Briefer will often be required to discuss broad subjects in a limited time. Some briefing officers give daily or weekly briefings.

2.2. THE MILITARY BRIEFING.

Most principles and techniques of effective speaking apply to the military briefing just as to any other type of speech. However, the military briefing is more concise and is usually limited to the basic facts needed for comprehension. The essentials are delivered in a purely objective manner. The military briefing is often a one-time-only presentation of facts, with reference to enough familiar material to establish a basis for understanding by listeners. The staff officers will often be required to discuss precisely a broad subject in a limited time. Most briefings are situation-oriented to a Team Leaders or some members of the Staff Headquarters; they deal with a specific subject in which the speaker (Staff Officer) has expertise. Military briefings are used at every echelon to keep the commander, his staff and the Team Leaders in the area of operations informed. The objectives, common to every briefing, are to facilitate a rapid coordinated response and to obtain a thorough understanding of operational conditions that could affect the successful execution of the mission.

Successful briefing ability comes from mastery of fundamental speaking skills and briefing techniques, from practice and study, from good judgment, and from awareness of the audience feedback. To help you improve your briefing techniques, this unit will discuss how to write talking papers for military briefings and a number of verbal and nonverbal factors involved in delivering briefings.

There are four recognizable types of military briefings:

The Information Briefing,

The Decision Briefing,

The Staff Briefing and The Mission Briefing.

The purpose of the briefing determines its type; i.e., the Decision Briefing has the purpose of clarifying a decision, the Mission Briefing is designed to brief training mission that simulate combat, the Staff Briefing keeps the staff informed, and the Information Briefing presents facts to the audience.

The following guidelines, with minor adaptations, apply to all military briefings.

Preparing a Military Briefing

- Step 1: Isolate and define the issue or problem at hand.
- Step 2: Collect all relevant facts bearing upon the issues or problem.
- Step 3: Make sound assumptions to cover the gaps in the available facts.
- Step 4: Develop suitable, feasible, acceptable courses of action that solve the problem, negotiate consensus/compromise, or disseminate knowledge.
- Step 5: Compare and contrast the courses of action.
- Step 6: Analyze the advantages and disadvantages of each course of action.
- Step 7: Arrive at a sound conclusion regarding the recommendation of a course of action that flows from the facts.
- Step 8: Submit the recommendation to all parties affected by the proposed decision, action, or situation. Determine their concurrence or nonoccurrence.

Step 9: Resolve any conflicts and reassess the recommended course of action.

Step 10: Prepare the military briefing and the implementing documents.

As we have already said at the beginning in the Abstract, this book is divided into two parts. The first part is for officers who work as a Military Observer and the second one, for officers who work as a member of the Staff in the United Mission Peacekeeping Operation Headquarters. That does not mean that everything that we have said in part one of this book may not be applied in the second one. Regarding communication skill, for example, both Military Observer and Staff Officer are required to follow some instructions, taking into account that the military observer, in his level, and the Staff Officer has to give oral presentation in his own field of responsibility.

Having said that, now we shall give some recommendations regarding to the Military Briefing.

When you have an oral presentation:

- * Be thorough and objective.
- * Consider all sides of the problem.
- * Discuss all possible course of action.
- * Be ready to support, by explanation and evidence (fact, statistics, authoritative sources, etc.), any part of your briefing.
- * Anticipate questions or objections.

Format for a Military Briefing

I. Introduction

- A. Provide greeting and introduction of self/organization.
- B. Explain the classification of briefing.
- C. State the problem or situation.
- D. Proffer recommendation (course of action/implementation procedures).

II. Body

- A. Give a detailed statement of the issue or problem (if needed).
- B. In a logical sequence, present facts bearing upon the issue or problem.
- C. Identify assumptions that bridge any gaps in factual data.
- D. Discuss the advantages and disadvantages of each option.
- E. Identify disagreements among other commanders and staff officers.

III. Conclusion

- A. Review key points and restate the recommendation.
- B. Provide a memorable finish.
- C. Allow for a questions and answer session.
- D. Be prepared to introduce any ensuing speakers.

2.3 GRAMMAR

Word Order

Because rules for word order vary from language to language is not surprising that english' students sometimes experience difficulty in determining the correct word order of a sentence. Most students are aware that in an English statement, the normal word order consists of a subject followed by a verb that agrees with it. The verb, in turn, is often followed by a complement or and object.

Example.

Today is Tuesday.

An officer salutes his superiors

Most students also know that to formulate English questions, they must make changes to the subject and he verb (for some part of it)

Examples.

Is today Tuesday?

Does an officer salute his superiors?

The fundamental rules of word order are fairly straightforward, but there are some aspects of the grammar of certain sentences which might cause confusion regarding word order.

Consider the sentences in the exercise that follows-

EXERCISE 1

Read the following series of words. Put the words in correct order so that they form a meaningful statement or question. Write the unscrambled sentences in your notebook.

- 1.- up morale the brought major issue the of low.
- 2.- Steep troops mountain the up slope the advanced.
- 3.- Crew tanks maintenance check when the asked he the would.
- 4.- runner gave the Colonel Mesa a for letter she
- 5.- today isn't colonel key meeting staff several the officers.
- 6.- every English evening Lieutenant home Rivera studied at.

As you can see from these examples, some sentences involve specific grammatical areas that might cause uncertainty about word order despite the simplicity of the basic rules. Among these grammatical areas are the following: (1) nouns clauses in reported statements and in indirect question, (2) direct and indirect objects occurring together after a verb, (3) pronouns used with two-word verbs (phrasal and verb/participle) (4) adjectives adverbs, and adverbial phrases used singly or in sequence. A complete discussion of these and related problems areas dealing with word order would require more time and space than are available here, consequently, this test will focus on determining correct word order in only the first category, viz., reported speech and indirect question

Word Order in Reported Speech..

One can report what someone has said verbatim, by means of direct quotation; for example. Julius Caesars said, "I came; I sow; I conquered." Direct quotation is a very accurate method of reporting, but it is also a very formal and an extremely exacting one. It is

generally neither feasible nor desirable to report what people have said by means of so stringent a method, therefore, most people merely paraphrase closely the information being reported. Reporting by means of a close paraphrase is called indirect speech or reported speech. Consider the following example of a statement being reported.

Example:

Statement by Karl von Clausewitz: "The art of war in its highest point of view is policy."

Direct quotation: Karl von Clausewitz, said, "The art of war in its highest point of view is policy" ..

Reported (indirect) speech: Karl von Clausewitz said that the art of war in its highest point of view was policy.

Even though reported speech is a less exacting method of reporting information than direct quotation, it still requires some measure of care insofar as it has some rules of its own that must be followed. Notice that the reported matter in indirect speech is in the form of a noun clause introduced by "that" . The word "that" is always implied in such a clause, but it is not always stated. Note also that certain shifts can occur in the noun clause containing the reported matter. One kind of shift is that from noun to pronoun (or from pronoun to pronoun). Another shift involves a change in the tense of the verb in the noun clause to a past or perfect form. The following exercises will help you analyze and construct reported speech.

UNIT 3

REPORT WRITING STYLE GUIDE

This guide is intended to aid Staff Officers and Duty Officers in the writing and editing of reports.

3.1 ABBREVIATIONS

Unusual abbreviations or acronyms should be spelled out fully the first time that they are used in a document

Use USA, no US, as an adjective describing the United States. This is because reports are sometimes telexed in upper case and the noun "us" can be confused with the adjective "US" in the upper-case.

Abbreviation for reports should be in upper-case. I.e. NOTICAS SITREP, SINCREP.

Should you come across any abbreviations which are unknown, check back with the originator and follow the rule mentioned above when you report.

3.2 CAPITALIZATION

Capitalization of words in English is never easy. Proper names almost always capitalized, along with titles when they are attached to name. Examples: President

The titles of organizations are also capitalized. Example. The Bolivian Contingent Troop.

But generic description of something is rarely capitalized. Example: The presidents of the parties will meet tomorrow.

Note that when a title is used to signify a specific individual, it should be capitalized. Example: President Mesa is visiting the UN. The President will speak on 22 March.

Government is almost always capitalized, even when used generally.

3.3 DATES

Dates should follow the format: Day, Month, Year. Example: 22 March 1995.

To avoid confusion do not use "today" or "yesterday, use dates instead. All

dates should be written in full. ie 02 November.

When in doubt, begin the report statement. with the date of the event: Example: On 13 December.

One need not to insert the year unless the events is related to another year. Example. All USA soldiers will depart y 3 March 1995,

3.4 FORMAT

Report may carry a header and footer with a UN Classification.

Maps or diagrams used to illustrate a particular point are to be included in the report, if technical means for the lay-out and the communication of the report are available.

When writing the reports, take care to leave the correct spaces after punctuation marks. After a full stop (.) or colon (:) leave two spaces. After comma (,) or semi colon (;) leave one space. This makes the document easier to read.

3.5 GRAMMAR

Two equal phrases in one sentence require a semi-colon (;) Example: they fired; we fired back.

The three word rule. Any prepositional phrase at the beginning of a sentence with three or more words in. i.e. In the winter, must have a comma after it.

Adverbs, such as “reportedly” or “recently”, should come close to the verb to which they relate. Rarely should they begin a sentence.

Media is a plural noun and its therefore followed by the plural form of a verb when media is used as a subject. Example: The media report that...

When describing armed forces, avoid using just the title of the forces or unite. Write “NPFL attacked a village”.

3.6 MEDIA.

Media reports should be accredited at the end of the sentence or paragraph with the source in brackets. i.e. (APF) (ITN) or (REUTER),etc.

When using media reports always indicate the source, e.g. “The media report

that.....If it is not clear how reliable the media report may be, use phrases such as “UNTA controlled media sources claim that...

Name And Places

Always use the person’s title or Mr. Or Ms. Example: Mr. Cle..., Secretary General Butros-Ghaly,etc.

As a general rule, the United Nations says: “ the Government of Bolivia”. (Note de capitalization) This avoid confusion since there can be many governments t various levels in a country. If you are in doubt whether a particular government is recognized by the United Nations, check the list of “Permanent Missions to the United Nations”. Only recognized government can have representatives or observers at the UN.

If a place or region is not internationally recognized, put the name in quotation marks when describing it. Example: “ABKHAZAN” or the ABKHAZAN defense minister.

All place names should be typed in capital letters: e.g. BOLIVIA, LA PAZ.

When a geographical expression is part of a name, it should be capitalized. Example: Sector East, State of California, New York City, Departamento de La Paz.

When referring to a place name that is not on the map indicate its distance and direction from a marked place name.

3.7 NUMBERS

The numbers from one to ten are usually spelled out in full, e.g. seven. Those above ten are usually expressed as figures, e.g. 42. But there are exceptions, e.g. “between seven and eleven”, or “the 4th Brigade”, or “07 November”

Avoid having a number which is expressed as a figure the first word in a sentence. Example: Eight soldiers were observed.

3.8 SEQUENCING

If incidents are referred to date, ensure that they are put down in the correct sequence, i.e.. “On 21 December, a meeting took place between. On 23 December, three vehicles.

3.9 SPELLING.

Be aware that the UN uses International English (British spelling as described in the Concise Oxford Dictionary)

Common spelling problems:

- Cease-fire, peacekeeping, and machine-gun are always hyphenated when they are used as nouns. Middle East is not hyphenated.
- Small arms is always plural and is two words.
- Logistic as a noun is always in the plural.
- Battalion has two “t” s and one l in English.
- “It’s is an abbreviation in English for “it is”. The possessive “its” has no apostrophe.
- Secretary-General is always hyphenated and written in full.

3.10 GRAMMAR

SIMPLE PAST VERSUS PRESENT PERFECT.

In discussing past events, you may sometimes have to decide whether to use the simple past or the present perfect tense.

SIMPLE PAST.

Example:

I did my work yesterday.

The simple past (did) indicates that a situation or activity started and ended at a specific time in the past (yesterday)

PRESENT PERFECT.

Example:

I have already done my work

The present perfect is a verb phrase made up of the present form of the auxiliary have (i.e., has or have) and a past participle. It indicates or gives the idea that something happened (or didn't happen, e. g. I haven't done my work yet) at some indefinite time in the past.. When

it happened is of no consequence. If a specific time is indicated (yesterday), the simple past is used. However, when no specific time in the past is indicated (the work is done, but it doesn't say when it was done), the present perfect is used.

EXERCISE 1.

PUT THE CORRECT FORM OF THE VERB, EITHER SIMPLE PAST OR PRESENT PERFECT, IN THE FOLLOWING SENTENCES.

1.- The UN team (move) ----- into their new quarters last week and they (be) ----- there ever since.

2.- We (have)----- a briefing last week in the old barracks, but now they (move)----- the briefings to the new building.

3.- I (meet) -----never----- anyone who could play soccer like Pale. He (be) -----the best in the world.

4.- Are you going to watch the training video on military courtesy?

No, I (see) haven't seen it already. In fact, I just (see)-----it yesterday.

SIMPLE PAST WITH WHEN

If a sentence contains the word when, and uses the simple past in both clauses, the action in the clause containing when occur first.

Example.

When the soldier heard the explosion, he hit the dirt.

The soldiers hit the dirt when he heard the explosion.

In either sentence the action of the clause beginning with when took place before the action of the other clause. The hearing of the explosion occurred before the soldier hit the dirt.

PRESENT PERFECT SHOWING REPETITION OF A PAST ACTIVITY.

The present perfect

Other Reports.

The number of different reports the operational UNMO needs to be familiar with depends on to a great extent on the mandate of the mission and the situation on the ground.

The format needed are in the computers of the mission. But when UNMOs are working in areas where electricity is not always 100% available, some handwritten documents may also be needed .

The below-mentioned examples should not be considered a comprehensive selection of report forms. You may also find minor deviations in the content of the reports depending on the mission in question, therefore review the SOP for the actual mission before you start reporting.

Warning Report (Warnrep)

The purpose of a Warning Report is to warn other UN units, patrol and OP to give them time to take appropriate action. It is used when a serious or potentially serious violation of a cease-fire agreement is occurring/is about to occur/has occurred. A warning Report should be followed up as soon as possible by the appropriate operational report.

Although there is no formal format for a Warning Report, the following information on the incident/activity should be included:

- To (call sign)
- From (call sign)
- WHEN it started (time group) if known
- WHAT is happening.
- WHERE is takes place.
- WHO- are involved (if they cannot be identified, state unidentified units.)
- WHAT ACTION is being taken by the reporters.

Special incident report (SINCREP)

The purpose of a SINCREP is to report any incident/activity could lead to as breach of a cease-fire agreement or any other incident/activity which is not covered any other report.

Aircraft Activity Report (Airrep)

The purpose of the AIRREP is to report the flying and/ or the attack by one or several aircraft.

A WARNREP has to be sent first to ensure that everyone's attention is drawn to the sky.

SHOOTING REPORT (SHOOTREP) FIRING CLOSE TO OP REPORT (FIREREP)

The purpose of the SHOOTREP is to report any firing of weapon which could be considered a violation of a cease-fire agreement or to report on warring factions activities.

All such firing, with any type of ammunition (including flares, illumination and smoke) that is seen and heard or heard only or if the origin of the fire and the impact area or the direction to the impact area could be determined, should be reported.

Firing Close Report. (Firerep)

The purpose of a Firing Close Report is to report all firing of weapons or detonation of any device which:

- Passes within 10 meters of UN personnel, vehicles or equipment.
- Impact within a UN compound.
- Causes fragmentation or debris to fall within a UN compound.
- Causes casualties to UN personnel.
- Causes casualties to UN compound.
- Otherwise endangers the safety of UN personnel.

A Warning Report should be sent first.

The report has the same format as the SHOOTREP and the same information, but the following should be included:

- Use map references at the closest point at which the round passed UN personnel.
- State the point of the OP/ Compound at which the rounds/fragments impacted.
- Description of the action taken by the OP/Posn/Patrol such as investigation, Ready Reaction Group requested, Liaison Officer informed, Medical Section informed.
- Any information of casualties including damage caused which may be helpful in the evaluation of the report.

DO NOT SHOW ANY WRITTEN OPERATIONAL REPORT TO NON-UN PERSONNEL AND MAKE SURE YOUR OPERATIONAL REPORT HAS A "LIMITED DISTRIBUTION".

ANEXOS

TEST TO VALIDATE "THE MILITARY OBSERVER AND STAFF PERSONNEL IN PEACEKEEPING OPERATION MANUAL"

Universidad Mayor de San Andrés
Facultad de Humanidades y Ciencias de la Educación
Carrera de Lingüística e Idiomas

Date: _____ Rank: _____

Instructions

The aim of this test is to assess your knowledge regarding the United Nations Organization, and other topics having to do concerning with this organization. Try to write down as much as you can, because your ability to write will also be tested. Also, grammatical aspects such as Active and Passive Voice; Modal Review, Conditional Sentences and Reading Skill are assessed in this test. Remember that the test has 15 questions. 10 questions are related with United Nations Peacekeeping Operations" doctrine, and the other 5 are related with grammar issues.

Peacekeeping Operations doctrine

1. What is the United Nations organization?

2. What does UNICEF mean?

3. Which aspect does Chapter VI take into account, regarding Peace Keeping Operations?

4. What are the seven (7) Concepts or Peace Operations that the United Nations is applying in peacekeeping mission according to the decision made by the Security Council?

5. Who is the Commander Officer.?

6. Which are operational and tactical considerations issues in PKO?

7. What are the Military Observers duties on the ground?

8. What are the Universal Principles?

9. The Staff is organized to serve the Force Commander within a specific functional area and to operate in several areas of responsibility. Mention three of these areas of responsibility, and why you chose them?

10. What is a Daily Situation Report?

Grammar Part.

11. Write the letter "p" next to passive sentences and the letter "A" next to active sentences:

----- He loaded the tent and the stove into de jeep trailer

----- The target will be fired on at 0600 hours.

----- The firing chart was constructed by the sergeant.

----- The briefing was completed bat 1500 hours.

----- The ammo is being distributed by the platoon leader.

12. Give an example using one of the following Modals: CAN, SHOULD, WOULD, COULD, MAY.

13. Complete the sentences with a suitable modal + verb phrase based on the verb in parentheses.

- Yesterday the colonel said. Turn in your report before you leave today". So I-----
(work) late.
- The witness was very convincing. No one.....(deny) the truth of his statements..
- There was debris all over the beach. The ship.....(explode)
- Don't assume you lost your key, you.....just.....(mislay) it.
- In years past, whenever the academy graduates held a reunion, they.....(have)
dinner together.

14. Read the following quotations. Rewrite them in the form of reported speech. Highlight any shift from noun (or pronoun) to pronoun in the noun clause and any shifts in tense. Use the following example as a model. Example: Direct quotation: The captain said, "I want a copy of the ship's log". Reported speech: The captain said that he wanted a copy of the ship's log.

- Direct quotation:" The engineers conducting enemy obstacle reconnaissance stated. "We use predictive intelligence to identify mine fields "reseeded" by the enemy after our route clearance sweep"

- Direct Quotation: The lieutenant colonel said, "The drill sergeant and I do vigorous PT to set an example.
- Direct quotation: Ms Lopez, the author of the article, stated, "I think two battle drills for mechanized infantry are being revised to reflect the recent experiences in the peacekeeping operations".

15. Reading Skill.

Quickly skim the following reading to get the general meaning. Then read it carefully. After you have read it, complete the activity that follows.

Speech by Prime Minister Tony Blair

Ladies and Gentlemen:

I am grateful to President Chirac for hosting this historic event, and for once the word "historic" is indeed meritorious. A new European landscape is being reclaimed from the battlegrounds of the Twentieth Century and his agreement is part of it.

My father fought in the last great European war. I was born in 1953, a child of the Cold War era, raised amid the constant fear of a conflict with the potential to destroy all of humanity. Whatever other dangers may exist, no such fear exists today. Mine is the first generation able to cite the possibility that we may live our entire lives without going to war or sending our children to war. That is a prize beyond value and this agreement is a great contribution to it.

The drawing of this new European landscape has not been easy, as many in this room know better than I. Stability and prosperity are never assured. They can never be taking for granted, but throughout central and eastern Europe political and economic miracles are being wrought. People rose on suffering and pain sense stability and prosperity can now lie ahead. We must encourage that, all of us, in every way that we can. NATO has served my country well, it has served Europe well, it remains the cornerstone of Europe's defense.

Now we can build on this agreement between NATO and Russia we have signed today. And I say that we must not stop here, but we must go on. I see three priorities. First, we must use the consultation mechanisms in the founding act fully and effectively. Success will be

measured not by the number of meetings, but by the emergence of real mutual confidence and cooperation.

Secondly, we must work together wherever we can on the military said. The political links between the countries of NATO and Russia are much stronger than those on the military net. Let us use this act to correct this. Generals who know each other and trust each other are more likely to understand each other and avoid mistakes.

Thirdly, we must ensure we are not bound by the confines of this founding act. Its use can grow as that partnership depends. Let us not be afraid of bold thinking about the new word in which we find ourselves today.

Fifty years ago Europe was recovering from the devastation of war-. Thirty years ago, east and west faced each other with mistrust across the Iron Curtain, and a massive arms race was the result. Even ten years ago the tensions and divisions were palpable. In these last ten years so much has changed. The east has broken free from the yoke of totalitarian communist dictatorship in no small measure due to the bravery of men like President Yeltsin.

For its part, NATO is still coming to terms with what this seismic change implies. Of course there are problems to overcome, that is inevitable, but now our common aim, east and west, is to make this new political world work. Today we have the opportunity in this agreement to do so. This agreement, born out of the vision and courage of actions determined not to repeat the past, is history's gift to our future. Let us guard it jealously and use it wisely.

After you have read this speech, answer the following questions:

What is the "prize beyond value"?

What are the three priorities Prime Minister Blair cited?

What is history's gift to the future?

Good luck!

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