



UNITED NATIONS

**Core
Pre-Deployment
Training
Materials**

UN CPTM

**Department of Peace Operations
United Nations**



Guidance on Use of the CPTM

Contents

A. Introduction	3
1. CPTM Update	3
Diagram 1: CPTM Map of Modules and Lessons	4
2. Guidance on Use at a Glance	5
Aim	5
Relevance	5
Results of Use of Guidance	5
3. Guidance on Use is an Essential Part of the CPTM	5
B. Pre-Deployment Training Partnership	7
1. The Importance of Effective Peacekeeping Training	7
3. UN Peacekeeping Training – A Partnership	8
Diagram 2: UN Peacekeeping Today – a Global Partnership	8
Diagram 3: Training – A Challenge of Scale	8
4. Core Pre-Deployment Training – A National Responsibility	9
5. Phases in Peacekeeping Training	10
Diagram 4: Phases in Peacekeeping Training	10
Pre-Deployment Training	10
Induction Training/Awareness Sessions	10
Ongoing Training	11
6. Four Main Steps in Pre-Deployment Training for Uniformed Personnel	11
Diagram 5: Steps within the Pre-Deployment Training Phases	11
Step 1: Individual and Collective Technical and Tactical Skills Training	11
Step 2: UN Peacekeeping Training	11
Step 3: Mission-Specific Training	12
Step 4: Integration Training	12
7. Pre-Deployment Training Requirements	12
From the UN	12
From the Mission	12
From National Self-Evaluation	13
8. UN Mandatory Pre-Deployment Training Requirements	13
Diagram 6: UN Mandatory and Recommended Peacekeeping Training Requirements	13
9. Mission-Specific Operational and Tactical Requirements	14
11. UN Training Support to Member States	15
ITS Role in Supporting Pre-Deployment Training for Member States	15
Training Recognition for Member States Delivering UN-Standard Pre-Deployment Training	15
Advisory Services Offered to Member States	15
ITS-Led Mobile Training Teams	15
Member State-Provided Mobile Training Teams	15
Assessment and Advisory Visits	15
Training of Trainers Centre	16
UN Senior National Planners Course	16
Diagram 7: ITS Support to Member States	17

C. Delivering Training with CPTM	17
1. UN Peacekeeping Standards for Training Delivery	17
2. Factors in Using the UN CPTM in Pre-Deployment Training	18
Context Considerations	18
Emphasis on Learning	19
3. Strengthened Learning Support	20
4. Training and Learning Needs Assessment of Learner Groups	22
5. Different Types of Learning	23
6. Minimum Essential Course Duration	24
Diagram 8: Minimum Lesson Durations	25
D. Preparation	26
1. Preparation for Participants	26
2. Preparation for Course Directors and Trainers	26
Key Considerations:	26
3. Terms of Reference for a UN CPTM Trainer	27
Before Training	27
During Training	28
After Training	30
Steadily Build Your Own Capacity	30
E. Feedback to ITS to Strengthen the UN CPTM – Trainers and Learners	31

A. Introduction

The Comprehensive Pre-deployment Training Materials (CPTM) contain essential knowledge required by all peacekeeping personnel – military, police and civilians – to function effectively in a UN peacekeeping operation. As such, the CPTM provides a shared understanding of the basic principles, guidelines and policies of UN peacekeeping. The CPTM is required for use both by Member States in the pre-deployment training of uniformed personnel and by the Department of Peace Operations (DPO) in the pre-deployment training of civilian personnel.

1. CPTM Update

With the extrabudgetary support of the Government of Denmark, the Integrated Training Service (ITS) conducted a thorough review and update of the CPTM in 2023–2024 in collaboration with subject matter experts from throughout the UN Secretariat. The updated CPTM was then validated with Member State trainers in a validation workshop and tested in a pilot course.

The CPTM contains 34 lessons. While retaining the overall structure of the previous CPTM version, each lesson has been updated and new lessons added on *Climate, Peace and Security* and on *Strategic Communication and Information Integrity*. To improve the learning experience and situate the CPTM in a larger context, opening and closing lessons as well as introductory lessons have been added to each of the three CPTM modules. The curriculum has also been further integrated and lessons grouped based on content. A content map has been added in each of the introductory lessons for better navigation.

Core content has been better defined with key messages collected at the end of each lesson for a lesson summary that may also serve as a handout to learners. The CPTM also includes enhanced support to the trainer with clear guidance on use and strengthened learning support materials. Accessibility and readability have been improved with cleaner visuals, layout and slides.

Each lesson contains three files:

1. Lesson content
2. Learning support file including:
 - Learning activities (required and optional)
 - Learning evaluation question banks
3. Lesson slides

Diagram 1: CPTM Map of Modules and Lessons

Guidance on Use of the CPTM

Opening Lesson of the CPTM

Module One: Overview of UN Peacekeeping

Introduction and Overview

1.0 Introduction to Module One

Defining UN Peacekeeping

1.1 UN Peacekeeping – Strategic Level

1.2 Peace and Security Activities

1.3 Principles of UN Peacekeeping

1.4 Legal Framework for UN Peacekeeping

Working in UN Peacekeeping

1.5 Implementing Security Council Mandates

1.6 How Peacekeeping Operations Work

1.7 Working as One in a UN Mission

1.8 Mission Partners

Module Two: Mandates and Priorities

Introduction and Overview

2.0 Introduction to Module Two

2.1 Overview of Mandated Tasks for UN Peacekeeping Operations

Peacebuilding Activities

2.2 Implementing Peacebuilding Activities (Part 1 & 2)

Protection Mandates

2.3 Human Rights

2.4 Protection of Civilians

2.5 Protection from Conflict-Related Sexual Violence

2.6 Child Protection

Cross-Cutting Priorities

2.7 Women, Peace and Security

2.8 Climate, Peace and Security

2.9 Strategic Communication and Information Integrity

Integrated Case Study

2.10 Integrated Case Study: Protection of Civilians: A Whole-of-Mission Approach

Module Three: Individual Peacekeeper

Introduction and Overview

3.0 Introduction to Module Three

UN Values and Behaviours

3.1 UN Values and Behaviours (Part 1 & 2)

Peacekeeping Conduct Standards

3.2 Conduct and Discipline

3.3 Sexual Exploitation and Abuse

Environment and Natural Resources

3.4 Environment and Natural Resources

Safety and Security of UN Personnel

3.5 Safety and Security of UN Personnel

3.6 Individual Security Awareness

3.7 Road Safety

Health

3.8 Health

3.9 Understanding Stress

3.10 HIV/AIDS

3.11 Emergency First Aid

Closing Lesson of the CPTM

Annexes

Slides, learning support, learning activities and evaluation questions

2. Guidance on Use at a Glance

Aim

To introduce and explain the United Nations (UN) CPTM as a standards package to three key groups: (1) Member States deploying military and police to UN field missions; (2) national peacekeeping training institutes; and (3) civilian trainers who deliver core pre-deployment training.

Relevance

The UN produces standards for core pre-deployment training of military, police and civilian peacekeepers who will deploy to UN field missions. Member States who contribute military and police personnel to UN peacekeeping missions are responsible for their core pre-deployment training, while the UN is responsible for that of civilians. The 2024 CPTM standards replace the previous version issued in 2017. Key information has been combined in this **guidance document**, with strengthened internal organization including a detailed contents list of CPTM support.

Results of Use of Guidance

Member States are supported in ensuring that the pre-deployment training of national military and police meets contemporary UN standards prior to deployment to UN missions.

National peacekeeping training institutes and UN civilian trainers are supported in using the CPTM to successfully prepare for, design, deliver, adjust and evaluate core pre-deployment training to contemporary UN standards.

3. Guidance on Use is an Essential Part of the CPTM

The Guidance on Use of the CPTM is a briefing document on delivery standards and a reference document that users will need to actively refer to for different purposes at different times.

The CPTM sets content standards as well as process standards.

Content standards cover essential content for trainers and core content for learners.

Process standards cover the organization of training based on the CPTM, ensuring it has a strong learning focus and is not solely content delivery based on presentations.

The UN expects all users to meet standards on learning and delivery support as well as on content provided in lessons and slides.

People with different roles and responsibilities for core pre-deployment training are expected to read the whole document, so they:

- Know where to find reference content if and when they need it and can refer others
- Are able to mutually support each other in delivering to standard
- Can concentrate attention on directly relevant parts as needs arise.

4. Outcomes for Key Groups of CPTM Users

Member State representatives, peacekeeping training institute course directors and trainers responsible for core pre-deployment training using the CPTM will be able to satisfactorily prepare deploying peacekeepers by delivering UN core-deployment training to standard through the achievement of three main outcomes:

1. **Familiarity with UN peacekeeping training** including the nature and specific characteristics of the spectrum of UN peacekeeping training of which the CPTM is part, and key responsibilities in the partnership between the UN and Member States in delivering essential training.
2. **Ability to describe and explain the CPTM as a standards package** including scope and sequence of coverage, logic of organization, structure and approach.
3. **Capacity to effectively deliver core pre-deployment training to UN standards** to priority learner groups of military, police and civilians.

Four additional outcomes apply to **course directors and trainers** who deliver core pre-deployment training using the CPTM. They will be able to:

1. Design training programmes and courses using the CPTM that directly respond to the learning needs of the primary learners: military, police and civilian personnel.
2. Ensure training programmes and courses to achieve the learning aims and outcomes within the time planned: the minimum time is one working week, or 36 hours; the recommended time is at least two working weeks or possibly three if combined with other training required for different functions.
3. Design training with lessons that combine the presentation of content with learning support including learning activities relevant and specific to each learner group and self-directed learning.
4. Integrate the evaluation of learning into the design of lessons, courses and programmes – consistently and to UN standards as detailed in this guidance and related policy and standard operating procedures.

B. Pre-Deployment Training Partnership

1. The Importance of Effective Peacekeeping Training

Peacekeeping success depends on active and sustainable political processes or the real prospect of a peace process.

UN peacekeeping training is a strategic investment that enables UN military, police and civilian personnel to effectively implement increasingly diverse mandates. It is defined as any training activity that aims to enhance mandate implementation by equipping UN military, police and civilian personnel, individually and collectively, with essential knowledge, skills and attitudes that enable them to meet the evolving challenges of UN peace operations in accordance with principles, policies and guidelines and lessons learned from experience in the field.

The purpose of UN peacekeeping training is to ensure all deployed peacekeepers can perform their specialist functions in an effective, professional and integrated manner, while demonstrating UN values and behaviours.

Adequate preparation of deploying peacekeepers is a requirement continuously emphasized by Member States. The requirement has become all the more important in recent years for the following reasons:

- More complex tasks are mandated for peacekeeping operations
- The need for rapid deployments has risen
- Contemporary peacekeeping requires more enabling and specialized units
- Peacekeeping operations require higher levels of interoperability between uniformed and civilian components, for example, to execute the whole-of-mission mandated tasks
- New threats exist against peacekeeping missions and civilian populations
- The global demand for peacekeeping operations continues.

Proper pre-deployment training increases the likelihood of the successful implementation of a mandate. When Member States exercise their responsibility in full and deliver pre-deployment training properly, to the standards set in the CPTM and other pre-deployment training materials, the following benefits can be expected:

- Contingents, units and individuals are prepared to operate following UN procedures and mission processes, and are able to quickly adapt to a mission operating environment
- Resources are used effectively and efficiently
- Contingents, units and individuals are better able to operate safely and to avoid and manage reduced risk
- Reputation risk to both the UN and Member States is minimized
- The mission mandate is implemented successfully.

3. UN Peacekeeping Training – A Partnership

Diagram 2: UN Peacekeeping Today – a Global Partnership

Peacekeeping today is a global partnership that brings together the General Assembly, the Security Council, the Secretariat, troop-contributing countries (TCCs), police contributing countries (PCCs) and the host governments.



More than **95 per cent of peacekeepers** deployed to missions with a protection of civilian's mandate. **68,536 peacekeeping personnel** deployed as of February 2025



Budget of \$5.6 billion, **less than 0.2 per cent** of global military expenditures. Budget approved for period 1 July 2024 to 30 June 2025



71 peacekeeping operations since 1948

11 current peacekeeping operations (as of February 2025)

121 Member States contributing uniformed personnel (as of February 2025)

The scale and variety of actors requiring support challenges UN peacekeeping training.

Diagram 3: Training – A Challenge of Scale



The universe of actors includes:

- TCCs and PCCs
- Member States of the UN
- Peacekeeping missions
- Military, police and civilian components and functions
- Regional partners
- Training institutions including peacekeeping training institutes – course directors, trainers and subject matter experts (SMEs)
- Department of Peacekeeping Operations (DPO), Department of Operational Support (DOS) and other UN departments and entities.

The Integrated Training Service (ITS) of DPO serves as the centre responsible for UN peacekeeping training. ITS produces training standards, policies and guidance materials, develops cross-cutting peacekeeping training, oversees peacekeeping training activities and provides related technical support and updates.

The goal of ITS is better and more consistent training for uniformed and civilian leaders, contingents and individuals to **strengthen performance and capacity to deliver on mandates**.

4. Core Pre-Deployment Training – A National Responsibility

Per General Assembly resolution, A/RES/49/37 (1995), Member States are responsible for the training of uniformed personnel while the Secretariat is tasked with establishing guidelines and performance standards and providing training materials.

According to the 2024 Policy on *Operational Readiness Preparation*, TCCs must deliver appropriate pre-deployment training to deploying UN military personnel. In delivering this training, they also contribute to improving the safety and security of their troops. According to the policy, all unit members deploying to a UN mission must have TCC certification that verifies they have undergone all required pre-deployment training in accordance with UN standards. This includes training on conduct and discipline and sexual exploitation and abuse. The certification template can be found in the 2024 policy annexes.

Per the 2017 standard operating procedure (SOP) on the *Assessment of Operational Capability of Formed Police Units for Service in United Nations Peacekeeping Operations and Special Political Missions*, the Police Division of DPO advises PCCs to ensure they provide the required pre-deployment training, conduct pre-assessments of operational capability exercises and pre-screen formed police units and their individual members in accordance with UN requirements for operational capability prior to deployment.

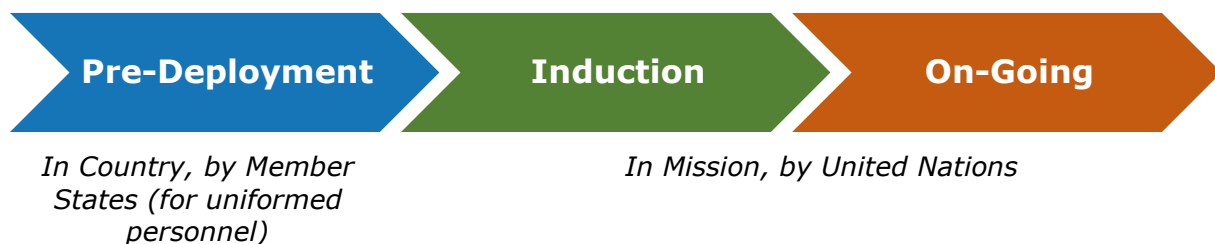


References

- General Assembly, *Comprehensive Review of the Whole Question of Peacekeeping Operations in all their Aspects*, A/RES/49/37, 9 December 1994, Page 9.
- Department of Peace Operations, *Operational Readiness Preparation Policy*, 2024.06 (2024).
- Department of Peacekeeping Operations, Department of Field Support, *Assessment of Operational Capability of Formed Police Units for Service in UN Peacekeeping Operations and Special Political Missions*, Standard Operating Procedure, 2017.9 (2017).

5. Phases in Peacekeeping Training

Diagram 4: Phases in Peacekeeping Training



Peacekeeping training has three phases. The location and the responsible entity differ with each phase. Standards define what learners will learn as well as what trainers will deliver.

Pre-Deployment Training

- Member States are responsible for providing mandatory pre-deployment training for uniformed personnel according to UN standards and specifications. Pre-deployment training includes generic, specialized and, where appropriate, mission-specific peacekeeping training that is based on UN standards and takes place prior to actual deployment to a UN mission.

Induction Training/Awareness Sessions

- UN Missions provide induction training for individually recruited personnel such as international and national civilians, UN Volunteers (UNVs), individual police officers (IPOs), UN military observers (UNMOs) and staff officers. Units receive periodic awareness generation sessions on cross-cutting issues of importance to the mission or as refreshers of what they learned during pre-deployment training.

Ongoing Training

- During deployment, the UN provides continuous mission-specific training, in mission. This may include:
 - Refresher training to reinforce previous individual or collective training
 - On the job training to address gaps in attitudes, skills and knowledge or enhance skills in different areas at different stages of deployment.
- Ongoing training is based on individual, mission or organizational needs.

6. Four Main Steps in Pre-Deployment Training for Uniformed Personnel

National and UN responsibility for pre-deployment training of uniformed personnel covers four important steps.

Diagram 5: Steps within the Pre-Deployment Training Phases



Step 1: Individual and Collective Technical and Tactical Skills Training

- All deploying personnel take the basic technical and tactical skills training required to carry out specific mission tasks. Training content varies by individual function and units, determined by the initial self-evaluation conducted after the unit is generated or the individuals are identified.
- All personnel must meet national pre-deployment requirements.

Step 2: UN Peacekeeping Training

- National authorities deliver mandatory pre-deployment training using:
 - CPTM
 - Specialised Training Materials (STMs) and Reinforcement Training Packages (RTPs)
 - Other relevant UN-provided guidance and training materials.
- For units, the commanding officers attend centralized training, often organized by national peacekeeping training institutions.

- Commanding officers or trainers deliver these materials to their respective subunits, platoons or other smaller groups.
- Individual uniformed personnel (UN military experts on mission (UNMEM), UN staff officers (UNSO), Individual Police Officers (IPOs) etc.) must attend the corresponding national courses where the UN-Secretariat-provided materials are delivered.
- National authorities are also responsible for ensuring all individually deploying personnel attend and pass these courses and successfully receive certification.
- Member States certify that deploying peacekeepers meet required standards.

Step 3: Mission-Specific Training

- Commanders, staff officers and key personnel complete mission-specific training.
- Methods include theory classes, command post exercises (CPX), scenario-based exercises (SBE), map exercises (MAPEX), field training exercises (FTX) and table-top exercises (TTX).

Step 4: Integration Training

- Military and police contingents take part in field training exercises (FTX), based on mission-specific modules.
- During this step, commanders and national authorities evaluate the operational readiness of national contributions.
- This step is crucial. Sometimes UN mission commanders first meet their troops at the mission airport. They rely on contributing Member States to follow mandatory UN requirements to train and prepare personnel.

7. Pre-Deployment Training Requirements

During preparation, national authorities must establish pre-deployment training requirements for each new deployment and rotation. Planners prepare training plans and programmes based on three areas.

From the UN

- DPO and DOS detail core pre-deployment training curricula in the CPTM and STMs.

From the Mission

- Missions identify operational and tactical requirements.

From National Self-Evaluation

- National military and police self-evaluate current capacity. The planning and design of pre-deployment training must be based on realistic self-evaluation.

8. UN Mandatory Pre-Deployment Training Requirements

The UN Secretariat sets mandatory requirements. The UN requires individuals and units to cover:

- CPTM
- The STMs that correspond to their roles
- The STMs and RTPs relevant to specific roles
- Other UN mandatory training.

Diagram 6: UN Mandatory and Recommended Peacekeeping Training Requirements



The CPTM is universal. It contains the minimum content for all peacekeeping personnel – military, civilian and police – before deployment. This includes training on conduct and discipline and the prevention of sexual exploitation and abuse. The CPTM applies to all roles, categories and levels. The CPTM also establishes minimum process requirements for delivering pre-deployment training to UN standards.

STMs comprise training materials on knowledge and skills required for effective performance in peace operations for specific functions or employment categories. New STMs are developed to respond to changing needs, and older STMs are regularly updated.

RTPs comprise training materials related to a priority cross-cutting thematic area that is relevant to a specific category of personnel deployed or to be deployed in missions mandated to carry out tasks related to this area.

Some UN mandatory training applies to all UN personnel. Such mandatory training uses UN-provided guidance and training materials and includes, for example, protection of civilians, conduct and discipline, prevention of sexual exploitation and abuse, gender equality and first aid.



References

- United Nations, UN Peacekeeping Resource Hub, Training Page and Resources.
- United Nations, UN Mandatory Learning Website.

9. Mission-Specific Operational and Tactical Requirements

The Security Council establishes a mission mandate in a resolution. National authorities identify their contingent's tactical needs through mission analysis, guided by the tasks outlined in the mission mandate. This process is essential for devising pre-deployment training plans and preparing the capabilities committed to the mission.

National authorities give special consideration to specific requirements of **mandated mission tasks**. Mandates direct military and police units to carry out tasks in two possible ways:

1. In a **leading** role, e.g. providing a safe and secure environment, protecting civilians against physical violence.
2. In an enabling or **support** role, e.g. supporting humanitarian actions, the political process or technical peacekeeping tasks, such as the disarmament demobilization and reintegration (DDR) of ex-combatants or rule of law.

The UN asks national authorities to focus analysis on:

- The mission concept of operations (CONOPS)
- The operational environment
- The rules of engagement (ROE) and directive on the use of force (DUF)
- The memorandum of understanding (MOU)
- The current situation in the mission at time of deployment.

10. National Self-Evaluation

National military and police self-evaluate their current capacity in two steps:

1. Assessing the levels of professional, technical and tactical knowledge and skills of new deployments or rotations.
2. Measuring these against committed capabilities.

Senior national planners are then ready to design technical training to bridge the gap between the skill and knowledge levels and the committed capabilities and to prepare pre-deployment plans and programmes, costs and timing.

11. UN Training Support to Member States

ITS Role in Supporting Pre-Deployment Training for Member States

The ITS in DPO is the designated UN peacekeeping training authority to support Member States in their pre-deployment training. This includes the development and delivery of training materials and the provision of advisory services.

ITS also collaborates closely with the Office of Military Affairs (OMA) and the Police Division (PD) on cross-cutting thematic and priority peacekeeping-related training issues.

Training Recognition for Member States Delivering UN-Standard Pre-Deployment Training

Once a Member State begins delivering their pre-deployment training using the UN disseminated training materials (CPTM, STMs, and RTPs), it may request corresponding **training recognition**.

Advisory Services Offered to Member States

ITS offers **advisory** services to all relevant stakeholders, whether they are based in New York, national capitals or the field.

ITS-Led Mobile Training Teams

ITS deploys mobile training teams (MTTs) to national and regional peacekeeping training institutions to strengthen the capacity of Member States in delivering pre-deployment training. These MTTs consist of ITS trainers and national instructors who have been selected through ITS-led training of trainers (TOT) courses.

Member State-Provided Mobile Training Teams

Member State-provided MTTs are technical assistance teams made up of training experts from one or more Member States that are deployed to UN peacekeeping operations on an exceptional basis. These teams coordinate with the UN Secretariat to address specific training needs critical for effective execution of mandated tasks.

Assessment and Advisory Visits

As part of the force generation process, ITS collaborates with the Strategic Force Generation and Capability Planning Cell to help Member States meet the training requirements for operational readiness. Assessment and advisory visits (AAVs) are essential in identifying training capacity gaps. Based on these assessments, MTTs are deployed to assist TCCs/PCCs in addressing specific training needs to achieve operational readiness.

Training of Trainers Centre

The Training of Trainers (TOT) Centre, located at the UN Regional Service Centre in Entebbe, Uganda, consistently provides quality peacekeeping training support to Member States and DPO missions. The Centre serves as a training hub for UN missions in the African region and plays a key role in enhancing the training capabilities of TCCs/PCCs to deliver peacekeeping training in line with UN standards and requirements. The TOT Centre improves the skills of instructors, enabling them to deliver training critical to the success of peacekeeping missions. It builds a core group of instructors who are able to address gaps in pre-deployment training as well as to deliver mission-specific and UN-standard training.

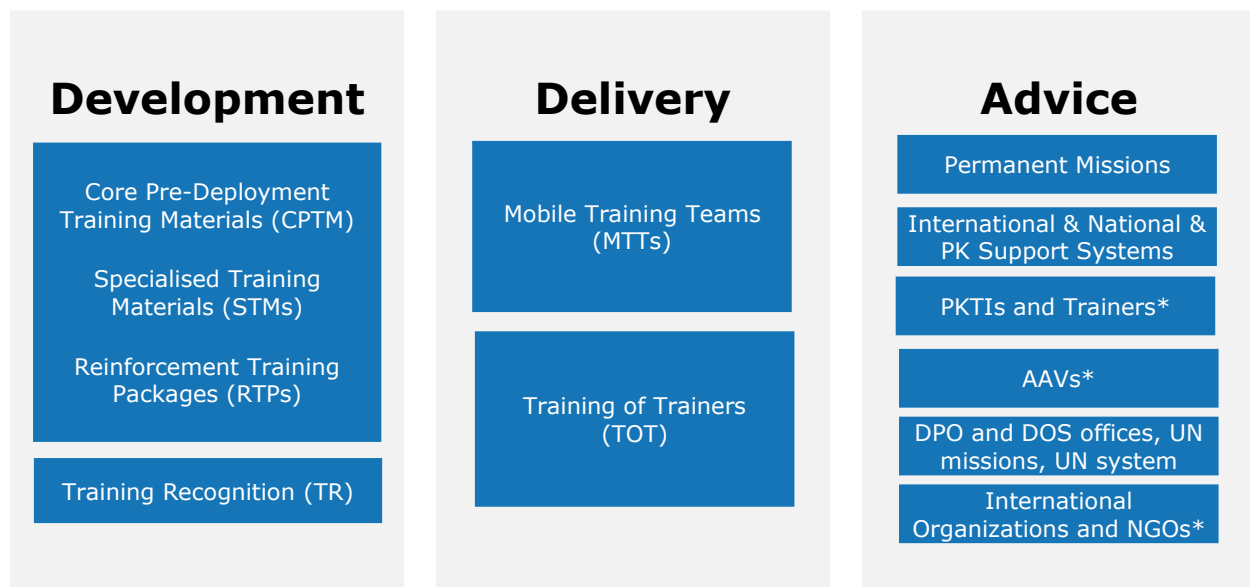
UN Senior National Planners Course

The UN Senior National Planners Course equips decision makers and planning officers with the skills needed to deploy national contingents to UN peacekeeping operations. The programme covers the entire process, including planning, preparation, deployment, support, sustainment, rotation, negotiation and reimbursement, with the goal of enhancing both new and existing contributions to UN peacekeeping.



References

- General Assembly, *Comprehensive Review of the Whole Question of Peacekeeping Operations in all their Aspects*, A/RES/49/37, 9 December 1994, Page 9.
- Department of Peace Operations, *Member State-Provided Military Mobile Training Teams, Standard Operating Procedure*, 2022.09 (2002).
- Department of Peacekeeping Operations, Department of Field Support, *Training Recognition, Standard Operating Procedure*, 2009.22 (2009).
- Department of Peace Operations, *Operational Readiness Preparation Policy*, 2024.06 (2024).

Diagram 7: ITS Support to Member States

*PK – peacekeeping; PKTIs – peacekeeping training institutions; AAVs – advisory and assessment visits; NGOs – non-governmental organizations

C. Delivering Training with CPTM

1. UN Peacekeeping Standards for Training Delivery

Three key guidance documents define and support UN peacekeeping training standards:

- **UN DPO *Specialised Training Materials on Training of Trainers (2022) (STM on TOT)*** provides a strong foundation for trainers to effectively deliver pre-deployment and other UN peacekeeping training. The five modules cover:
 - The training cycle
 - Lesson design and theories of learning
 - Training evaluation and reporting
 - Developing a lesson
 - Training delivery.
- **UN DPO *Guidelines on the Design, Delivery and Evaluation of Training (Training Cycle)***, Ref. 2019/14, provides an equally strong foundation as the STM mentioned above.
- **UN DPO *Practical Guide to Peacekeeping Training Evaluation (2019)*** is the third key reference for peacekeeping trainers.



References

- United Nations, Specialised Training Materials on Training of Trainers 2022, available on the UN Resource Hub Training Page
- Department of Peace Operations, *Design, Delivery and Evaluation of Training (Training Cycle)*, Guidelines, 2019/14 (2019).
- Department of Peace Operations, *A Practical Guide to Peacekeeping Training Evaluation* (2019).

All trainers using the CPTM are strongly encouraged to familiarize themselves with the training delivery standards and specifics contained in these three references and to apply them when using the CPTM.

2. Factors in Using the UN CPTM in Pre-Deployment Training

Context Considerations

Courses providing core pre-deployment training using the CPTM are designed to address different context considerations that influence decisions about delivery. These include:

- Digital connectivity, software and bandwidth, Internet access and digital learning support, including whether learners have access to computers
- Facilities and the extent to which they enable computer-based presentations and access to and viewing of online video resources as well as adequate space
- Human resources, facilities and training capacity available to support the delivery of CPTM to standard.

Regardless of delivery modalities and context considerations, the CPTM defines **minimum standards** for both content and process. The lessons prepare trainers to deliver core content to learners.

Core content is contained in slides and key messages. In contexts where connectivity is uncertain or presentations cannot be made reliably, trainers can:

- Use slides to prepare speaking notes and flipchart sheets with key words
- Memorize the lesson narrative to deliver verbally, using a printout of the lesson as a guiding reference
- Choose, adapt or develop learning activity options that do not require digital screens or connectivity.

Where full connectivity and digital options for independent learner access are available, course directors and trainers are encouraged to increase emphasis on self-directed learning with Internet searches and small group work assignments on assigned topics, which learners then present as part of peer learning.

Adult learners are in charge of and responsible for their own learning. Course directors and trainers are responsible for creating supportive, enabling conditions and having accountability for learning that meets UN standards, within the context parameters that present for each course. The use of videos to support learning is an important part of the CPTM design. Trainers who experience challenges in accessing or using these audiovisual resources are encouraged to contact ITS directly to arrange alternative access (see the contact information in Section D at the end of this file).

Emphasis on Learning

The CPTM reinforces the emphasis on learning introduced in its previous versions and strengthens learning support. **Learning** is defined as the activity or process of acquiring knowledge or skill by studying, practising, being taught or experiencing something. It implies and requires: (a) comprehension; (b) absorption; and (c) retention. **Presentation is necessary but insufficient.** Presenting core content is one step in effective instruction or training. Another is staying focused on the process of learning as the main purpose of instruction throughout the full training cycle. **Successful learning results in a lasting change in behaviour or practice.** Instructors are encouraged to consistently consider what will be different or changed in learner capacity at the end of a lesson (a statement of learning objective), not only to present content. Establishing relevance to real situations in UN peacekeeping missions are encouraged through use of examples and sharing of experience.

Recent scientific evidence suggests a number of key techniques that reinforce retention and more complex and durable learning:

- Interleave content and practice, which means cover some content, move onto other content, then revisit the first content, in an iterative or repeating process.
- Require regular retrieval of new information, for example through quick quizzes, tests and self-testing. Repeated retrieval has been identified as critical to absorption, long-term retention and application.
- Use scenarios and critical incidents that contain challenges relating to new learning.

Supporting learning is a creative part of instructional design. There is no best way to do this, although a mix of methods and techniques is generally recommended, with some planned participation and interaction.

- A key recommendation is to create regular opportunities for trainees to learn from each other.
- The CPTM encourages trainers to find ways to increase learners' responsibility for their own learning, including more out-of-class assignments and self-directed learning with handouts (whether shared in hard copy or electronically).

3. Strengthened Learning Support

Learning support is strengthened in the CPTM. This includes the following features:

1. **Key messages** that distil core content for learners. Key messages are integrated through each lesson and collected in a summary at the end of it to support a strong wrap-up. The summary can also be used as a handout. Key messages reinforce and highlight subject matter that peacekeeping personnel must:
 - **Know** – absorb new information and skills
 - **Remember** – retain, recall and access previously learning information
 - **Apply** and use after training - in real-world situations.

Key messages in the CPTM are the core or minimum standards to be acquired and retained by learners through training based on the UN materials. **Learning evaluation question banks** are based on key messages.

2. **Trainer Tips** that support a learning approach appear at key places in the lessons as suggestions for trainers to strengthen a learning aspect. The trainer tips appear in italics in dark green text and are identified with a standard icon and the heading *Trainer Tips*.



Example of Trainer Tips: *Use the introductory slides to cover lesson topic and overview, aim, relevance and learning outcomes. Tailor coverage of the lesson content to the learning audience. Establish their baseline knowledge through an informal discussion in plenary or a written pre-test.*

3. **Expanded and diverse examples** illustrate concepts and provide snapshots of how different types of deploying peacekeepers – military, police and civilians – engage with the content in a field mission context. Trainers are also encouraged to draw on their own experience for examples and to research examples that are available online.
4. **Learning activities** have been developed for all lessons. All lessons have one required learning activity and one or more that is optional. Learning activities are based on videos, discussion, brainstorming, case paragraphs and case studies, matching, scenarios, independent work, pairwork and teamwork on short tasks.
 - **Time ranges** are identified for learning activities. Trainers are responsible for integrating and adapting learning activities into session design and coverage.

5. The CPTM is a **unified curriculum**. The content in one part connects to and reinforces content in other parts. Retention increases when learners explore connections. Trainers are encouraged to consistently remind learners of related content and underscore how different CPTM content links together in a unified whole.

6. **Opening and closing lessons** have been added to the CPTM. In addition, each module has an added **introductory lesson**. Substantive lessons have also been grouped based on content. The purpose is to introduce and frame the course.

The adult education standard model known by the acronym BOPPPS was introduced in the 2027 CPTM and is retained in the 2024 CPTM, with a reinforced recommendation to trainers to use it for lesson design and training. It has been proven to increase and strengthen learning. Each letter in the acronym represents an important step in a standard cycle of coverage.

- **B** - Bridge in
- **O** - Objective
- **P** - Pre-assessment
- **P** - Participatory learning
- **P** - Post-assessment
- **S** - Summary.

The BOPPPS model is explained in more detail in the STM on TOT, Module 4: Developing a Lesson.

7. **Learning evaluation.** The CPTM recommends that trainers use a combination of different types of learning evaluation and assessment questions, building a large question bank over time. More comprehensive information on learning evaluation is provided in the Department of Peace Operations' *Practical Guide to Peacekeeping Training Evaluation*. The provided examples of learning evaluation questions are based on the key messages in lessons. They illustrate the use of different types of questions. Instructors are encouraged to combine different types and use learning evaluation questions to support learning as well as to assess it. Sets of examples of learning evaluation questions are also provided for each of the three main types of learning: knowledge, skills and performance, and attitudes and mindset.



References

- United Nations, Specialized Training Materials on Training of Trainers 2022, available on the UN Resource Hub Training Page.
- Department of Peace Operations, *A Practical Guide to Peacekeeping Training Evaluation* (2019).

4. Training and Learning Needs Assessment of Learner Groups

Course directors and trainers are best placed to assess specific pre-deployment learning needs. Learning and training needs assessment is covered in the UN *Guidelines on Design, Delivery and Evaluation of Training (Training Cycle)*. The term used is “training needs assessment”.

The UN recommends the conduct of a training/learning needs assessment before designing a training programme or course. At its most basic, a training/learning needs assessment determines what learners already know about a subject area and any gaps that exist.

It assists course directors and trainers to design relevant courses for specific groups and set priorities for coverage in training different groups to standard in the available time.



Reference

- Department of Peace Operations, *Design, Delivery and Evaluation of Training (Training Cycle)*, Guidelines, 2019/14 (2019).

Different learner groups have different bases of experience and knowledge:

- Police and military personnel are trained in some key areas that may be new to civilians, such as safety and security. Course design for civilians on these topics may be different.
- Deploying military contingents may question the relevance of strategic content, perceiving it as remote from them. This learning group can benefit from extensive use of examples that illustrate how the content relates to them. Trainers are encouraged to provide their own examples to increase relevance.
- Trainers and learners with peacekeeping experience will need to learn about new developments. The last decade has seen significant changes in threats to peace and security and corresponding peacekeeping responses. UN websites are reliable sources of accurate and current information relevant to peacekeeping. Trainers are encouraged to regularly review relevant websites and strengthen their CPTM coverage with updated or new information.
- Learners with no peacekeeping experience will need to cover all CPTM content in depth. The length of a training programme or course needs to reflect that. Trainers with first-time UN peacekeeping learners may want to significantly strengthen self-directed independent learning and small group assignments to ensure all core content is covered.

A key principle of adult learning is that **adult learner’s control and manage their own learning.**

From the beginning of a course, trainers are recommended to encourage self-directed learning as well as regular self-assessment by all learners – individually, in pairs, in small groups and in task teams. A related key principle of adult learning is that adults learn best and most from their peers, through interacting with each other.

Learning needs assessment can be an integral continuing part of training as well as a front-end exercise on which to base course design.

A course director or trainer may select a cross section of key questions to establish existing knowledge on topics in a certain lesson, use scenarios and cases to assess how much learners know and how they might respond or behave in common peacekeeping situations or use an informal conversation to assess existing knowledge and mindsets in order to focus content presentation on learning gaps.

As part of learning design, at key points, trainers are encouraged to invite learners to:

- Take stock of their current knowledge, skills and attitudes in each subject area or topic.
- Identify specifics on which they have experience and can contribute to the learning of others.
- Monitor their own learning against CPTM standards and continuously apply themselves to absorbing new content until they are satisfied and confident.
- Be active learners, disciplined in taking up their part of the responsibility for being ready and fit for purpose to minimum peacekeeping standards. *Learner Support* provided in CPTM reinforces this responsibility.

Keeping learners engaged is one way to maintain interest and is a reason why CPTM lessons are a balance of learning activities and presentations.

5. Different Types of Learning

Different types of learning are expanded on in the STM on TOT.

The **three main types of learning** around which the CPTM and guidance are designed are: knowledge and cognitive learning (definitions, concepts, information, facts, etc.); skills, behaviour and performance (ability to do something, demonstrate, perform); and attitudes and mindset (beliefs and values that inform behaviour). The three types of learning reinforce each other. **Problem-solving** is a fourth type of applied learning that draws on all three identified types.



Examples

CPTM trainers have successfully used the following approach to distinguish between the three types of learning, using road safety as an example.



CPTM recommends that trainers introduce the three types of learning to learners, orienting them to learning specifics as part of process standards.

A Bangladeshi soldier is deploying to the peacekeeping mission MONUSCO in the Democratic Republic of Congo.

- **Knowledge:** The soldier is used to driving on the left-hand side of the road. Essential knowledge is that in the Democratic Republic of the Congo, people drive on the right-hand side of the road. Essential knowledge also includes UN standards that address the use of signals, staying within speed limits and applying safety and security precautions when driving.
- **Skills, behaviour and performance:** The soldier has to have training or coaching, opportunity and time to practise driving on what will feel like the opposite side of the road, until they feel confident to safely adjust and change their driving practice. The soldier also needs to be familiar with UN minimum standards in relation to driving and UN vehicle use and consistently apply UN standards to all driving of UN vehicles.
- **Attitudes and mindset:** To comply with UN standards for driving, the soldier may need to change attitudes and mindset, for example, changing from your usual driving style to a defensive driver who complies with international driving standards and: (a) wears a seatbelt at all times when a vehicle is in motion; (b) ensures passengers wear seat-belts; (c) stays within speed limits; (d) applies safety and security precautions to all on-road activities; (e) consistently uses turn signals.

A key learning point for trainers is that change in attitude follows change in behaviour.

6. Minimum Essential Course Duration

The CPTM is comprised of **34 lessons**. The UN standard minimum lesson duration has been set to 45 minutes per lesson in order to sufficiently cover the core lesson content and carry out learning activities. Exceptions to this include:

- Opening and closing lessons which are 25 minutes
- Module introductory lessons which are 20 minutes
- Two-part lessons (2.2 and 3.1) which are 90 minutes
- Case study (2.10) which is 90 minutes

For further guidance, please refer to diagram 8 on page 25 to assist you in developing your CPTM course agenda.

Diagram 8: Minimum Lesson Durations**Opening Lesson** (25 mins)

Module One	Module Two	Module Three
1.0 (20 mins)	2.0 (20 mins)	3.0 (20 mins)
1.1 - 1.8 (45 mins each)	2.1 (45 mins)	3.1 (90 mins parts 1 & 2)
	2.2 (90 mins parts 1 & 2)	3.2 - 3.11 (45 mins each)
	2.3 - 2.9 (45 mins each)	
	2.10 (90 mins case study)	

Closing Lesson (25 mins)

The minimum course duration is one full working week of **37 hours**. This includes time to:

- Conduct opening and closing sessions
- Introduce modules and grouped sets of lessons
- Bridge into and wrap-up/close each lesson, following the BOPPPS model
- Take stock of existing knowledge (informally pre-test) and evaluate (post-test)
- Present core content in each lesson
- Engage with learners on content
- Complete participatory learning activities
- Conduct the 90-minute case study
- Integrate the use of quick quizzes and tests on current and previous content, reinforcing absorption, retrieval and retention
- Integrate self-directed, independent learning activities out of structured class time.

Decisions about how time will be used are based on learning needs assessment and made by a course director and trainers with reference to CPTM standards.

Where a learning needs assessment confirms that a learner group is already familiar with some core content in CPTM, trainers are to use essential content and provided references and resources to deepen and broaden that knowledge base.

STM and RTPs may also be referenced, depending on the functions of deploying peacekeepers. The different types of required pre-deployment training mutually reinforce one another. The UN supports this flexible approach. Spreading instruction over some weeks can increase absorption and retention by learners and permit reinforcing messages, independent study and self-directed learning activities or small group tasks as well as more robust learning evaluation.

D. Preparation

1. Preparation for Participants

United Nations Peacekeeping Operations, Principles and Guidelines (usually called the Capstone Doctrine) sets out the guiding principles and core objectives of UN peacekeeping operations, as well as the main factors contributing to their implementation and success in the field.

A copy of the Capstone Doctrine, either a print or electronic version, could be provided to each person participating in a pre-deployment training course, with instructions to read it and possibly with assignments for self-directed learning to individual learners or small teams. To download, search for “UN Capstone Doctrine” on any internet browser.

As part of a strengthened self-directed learning theme, course directors and trainers are also encouraged to invite learners to do their own research and explore UN peacekeeping, particularly through the UN Peacekeeping website and UN Peacekeeping Resource Hub. There you will find more information on UN Peacekeeping, sexual exploitation and abuse, conduct and discipline, and UN peacekeeping data.

2. Preparation for Course Directors and Trainers

Key Considerations:

- **Coordinate with a TCC/PCC focal point** and other relevant stakeholders, if applicable, on:
 - Training calendar and dates, ensuring training is not scheduled during major holidays, to the extent possible
 - Training programme design, agenda and schedule
 - Resources and support requirements and how these will be met
 - Constraints and limitations, with plans to address, avoid or minimize these.
- **Design a training strategy before finalizing a training programme.** Each training presents different challenges. Design a training strategy based on the environment, resources, infrastructure and support available, as well as learning needs, before finalizing training programme and agenda. Integrate learning evaluation throughout the training strategy.
- **Support trainers in familiarizing themselves with the training environment.** Whenever possible, support trainers to conduct a physical reconnaissance of the training site to familiarize themselves with the environment, manage potential conflicts with planned concurrent training and anticipate and mitigate any risks to successful training delivery.
- **Anticipate and plan for potential challenges.** Examples of real challenges trainers have experienced include those that relate to local public and religious holidays, electricity and availability of space.

- **Ensure adequate technological support.** For large groups, basic essentials include a public address system that can amplify trainers' voices and a loudspeaker for projecting sound from videos.
- **Ensure a supportive learning environment.** Seating and sightlines need to enable all participants to see slides and films as well as hear them. Seating arrangements need to enable learning activities.
- **Establish strong training teams.** Analyse the strengths of trainers and training team members, identifying backgrounds and areas of speciality as a basis for assigning topics for coverage. Assign a training team leader. Seek expertise to fill gaps while building internal capacity.
- **Set and reinforce clear expectations for full participation throughout training.** Hold trainers and participants accountable for full participation, preventing the drift that can occur when people take long lunches and sometimes do not return to a training in the afternoon. This level of engagement is below standard and training institutes are responsible for enforcing minimum CPTM standards on both content and process, which includes full sustained participation in pre-deployment training.
- **Always provide feedback to the host national focal points.** On completion of pre-deployment training, prepare an after-action review and give feedback to the host national focal points on areas to sustain and to improve for upcoming training iterations. Support and reinforce local ownership and capacity. Provide the same feedback to the Integrated Training Service so experience can inform ongoing improvements to the CPTM.

3. Terms of Reference for a UN CPTM Trainer

Core pre-deployment course directors and trainers are recommended to have experience in UN peacekeeping missions. That experience enables them to assess learning needs accurately, bring the content to life with examples from experience and respond accurately to questions.

An important foundation for strengthening training capacity is **knowing the tasks that make up the job of a core pre-deployment trainer**. The terms of reference are followed by the minimum preparatory steps outlined below.

Before Training

1. **Master essential content in the CPTM.** Study and be fully familiar with the essential content that defines the technical standard for the UN CPTM. Lesson files are the main source, supported by independent study of the provided links, references and resources.
2. **Prepare to make the most of the CPTM.** Review and be fully familiar with the Introduction and Guidance on Use of the CPTM and Annex 1 as well as lessons and learning support.

3. Bring a learning focus to course design and session preparation.

Develop a course design and prepare sessions that support learning, and that connect learner group and learning needs assessment with CPTM lessons and learning support. Apply the following parameters to design and delivery:

- Consistently apply minimum standards to opening a session, wrapping up and closing a session, ensuring learners are following the session, assessing or evaluating before and after a lesson so you and learners can gauge the learning progress. Use the recommended model called BOPPPS to ensure key steps are systematically followed (explained in the STM TOT, Module 4).
- Plan evaluation and assessment as an integral part of CPTM coverage – for lessons, modules and the standards package overall.

4. Secure training delivery support. Learning to train effectively is a continuing process. If you are not fully confident and comfortable delivering some of the CPTM content, secure subject matter expertise to co-train with you. Course directors and trainers are encouraged to co-deliver training as a mutually supportive team.

Draw on learners who have UN peacekeeping experience as resource people. Invite people in the training context who have served in UN peacekeeping missions to contribute.

5. Prepare and practice. Triangulating learner needs, content and time is always a training challenge. Don't improvise as you go: prepare and practice. Consult more experienced trainers for guidance and tips. Evaluate your own capacity and learn from experience to strengthen it.

During Training

- 1. Maintain UN conduct standards in all CPTM training.** Set, model and maintain UN conduct standards through all pre-deployment training. Set norms or expected behaviour from the beginning with learners **and apply them consistently**. Set the bar high: start and end on time; do not tell any off-colour jokes or use humour inappropriately; do not make remarks that contradict the UN Values and Behaviours or Codes of Conduct; do not show disrespect to colleagues, peers, resource people or CPTM content.
 - 1.1 If learners breach conduct standards or UN values and behaviours, do not ignore the behaviour.
 - 1.2 Give immediate feedback on minor breaches and confirm that they are contradictory to UN standards and will not be tolerated. Describe precisely what behaviour needs to change and in what ways. Monitor it.
 - 1.3 Send learners who commit serious breaches away from training and report them to their supervisors. They are not ready for pre-deployment training and are still less ready for deployment.

These actions may be particularly challenging when learners are of a higher rank, position or function than trainers, and possibly when learners are older than trainers and the former come from cultures that honour older people with full respect. However, performing these actions is **part of the job of a responsible, professional trainer**.

Trainers are encouraged to work as a team with their course directors, supervisors, managers and leadership to address such circumstances in strong and appropriate ways. **Failure to act can itself be a breach of UN values and behaviours.**

2. **Adjust design and plans to match reality.** Placing learning and learners at the centre of a training process means you may have to adjust course design and session plans to fully achieve learning results. **Course plans are road maps of the ideal route rather than prescriptions for success.** Regularly check in with learners and monitor progress. Don't just keep going when you know learning is not happening to required standards. Step back. Regularly check in and consult with learners. Review content until learners can demonstrate required knowledge, skills and attitudes/mindset.
3. **Reinforce learning.** Reinforcing learning occurs through a number of measures:
 - Consistently use clear learning objectives and outcomes
 - Repeat key messages and core content
 - Use examples from experience to emphasize relevance and application
 - Use learning evaluation question banks to support learning as well as to assess
 - Engage learners actively in their own learning and support for others' learning.
4. **Attach consequences to meaningful learning evaluation as an integral theme in training.** Integrated learning needs assessment, regular self-assessments and pre- and post-tests as part of meaningful learning evaluation are part of a trainer's responsibility.
 - Consequences include failing course participants who are unable to demonstrate the absorption and retention of the required learning.
 - Use tests as learning aids as well as for the evaluation of learning, as part of helping learners prepare to successfully demonstrate genuine learning.
 - Help learners focus on learning results until they can achieve them, for example, through expanded self-directed independent study, and repeat testing with different questions, scenarios and test methods.

After Training

- **Debrief.** After-action reviews are an important part of how the UN system approaches learning from experience in peacekeeping, including training. While a training experience is still fresh and recent, debrief as a training team – course directors, trainers, resource people and learners should be invited to share their experience. Consider these three debriefing topics:
 1. **Obtain learner evaluation feedback on the course and training effectiveness.** This evaluation is separate and distinct from the evaluation of learner progress on acquisition, absorption and retention of core content. Conduct a training evaluation at the end of a course. Use consolidated evaluation feedback from learners as a starting point to debrief training overall.
 2. **Analyse what went well.** What specifics were particularly effective and should be retained? Highlight examples of good practices so others can learn from them.
 3. **Analyse what was not fully successful.** How can CPTM coverage and pre-deployment training be strengthened for similar learning groups going forward?
- **Create a note to the training file** of conclusions from the discussion of the above. Share it with relevant colleagues.
- **Ensure all learning evaluation questions** are added to a steadily expanding bank of questions that all trainers can use to support and reinforce learning.
- Consolidate feedback with recommendations to national training focal points, as a training team with course director.
- **Provide feedback to the Integrated Training Service.** Share the after-action review conclusions and the briefing report to national training focal points with the Integrated Training Service. Include in the feedback any recommendations for the Service on how the CPTM can be improved and strengthened.

Steadily Build Your Own Capacity

Reflect on your own capacity as a trainer as you experience it through each course. Every trainer can improve in some area. Invite feedback from peers and resource people, as well as learners. Where do you want to strengthen capacity? Maintain a continuous learning plan. Plan how you will get feedback from trusted mentors and more experienced peacekeeping trainers in future courses, for example, by inviting a person to co-deliver or sit in on a session and give you honest feedback.

E. Feedback to ITS to Strengthen the UN CPTM – Trainers and Learners

Trainers and learners are encouraged to provide direct feedback on the CPTM to ITS so it can be used to improve and strengthen the materials.

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