



United Nations

# Reinforcement Training Package on Child Protection

for the United Nations Police

2023

Department of Peace Operations

## COPYRIGHT/NOTE

The Reinforcement Training Package on Child Protection for the United Nations Police has been developed as a collaborative effort by the Child Protection Team, Policy and Best Practices Service and the Integrated Training Service, Division of Policy, Evaluation and Training (DPET), and the Police Division, Office of Rule of Law and Security Institutions of the Department of Peace Operations (DPO).

This version has been released for use by Member States in their pre-deployment training for United Nations peace operations and replaces the version from 2016. The training supports the Core Pre-Deployment Training Materials (CPTM 2017) for all peacekeepers and is to be delivered in connection with the CPTM.

It was approved by the Under-Secretary General of the Department of Peace Operations (DPO) on 24 July 2023.

The latest version can be found online at the Peacekeeping Resource Hub: <https://peacekeepingresourcehub.un.org/en>. A link to receive your comments and suggestions for improvement can be found in the resource hub at the same location.

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### Contact person

For any proposal of update or improvement of this package, or any questions pertaining to the Reinforcement Training Package on Child Protection for the United Nations Police, please contact [peacekeeping-training@un.org](mailto:peacekeeping-training@un.org) with [pbps-childprotection-unhq@un.org](mailto:pbps-childprotection-unhq@un.org) in copy.

Any relevant update will be posted and explained on the Peacekeeping Resource Hub website (<http://research.un.org/en/peacekeeping-community>). Instructors are encouraged to check this site regularly.

## Introduction

Children in conflict zones are extremely vulnerable and often subject to the worst forms of violations, including killing and maiming, recruitment and use by armed forces and armed groups, and sexual and gender-based violence. Since 2001, the Security Council has included special provisions on child protection in the mandates of United Nations peacekeeping operations, including the deployment of Child Protection Advisers and dedicated child protection staff to mission areas.

To ensure that peacekeeping missions fulfil their responsibility to protect children, several Security Council resolutions and the 2017 DPKO-DFS-DPA Policy on Child Protection in United Nations Peace Operations have underlined the importance of a whole-of-mission approach to child protection in peacekeeping operations, cutting across both civilian and uniformed components, as well as the need to train all peacekeepers – including military and police officers – on children's rights, welfare and protection prior to their deployment.

### Specialized Training Materials on Child Protection, 2016

In 2016, the Child Protection Team, Policy and Best Practices Service, in coordination with the Integrated Training Service of the Division of Policy, Evaluation and Training (DPET), Department of Peace Operations (DPO), developed the Specialized Training Materials (STM) on Child Protection for United Nations Police. Since then, the STM have ensured that all individual police officers (IPO) deployed to peacekeeping operations with a child protection mandate are equipped with the knowledge and skills necessary to protect children during their operations.

### Updated Reinforcement Training Package on Child Protection, 2023

Following various normative and methodological developments, including the adoption of the Strategic Guidance Framework for International Policing (2014), the DPKO-DFS-DPA Policy on Child Protection in United Nations Peace Operations (2017), the DPO-DPPA Manual for Child Protection Staff in United Nations Peace Operations (2019), Security Council resolutions on children and armed conflict, as well as recent gender and best practices in the domain of child protection training for civilian and uniformed components in United Nations peace operations, it became critical to update the 2016 Specialized Training Materials on Child Protection for the United Nations Police to reflect new policies and strategic guidance developed since their adoption.

## Purpose

The Reinforcement Training Package on Child Protection for the United Nations Police aims to introduce child protection concepts to build skills, develop attitudes and knowledge on mission-specific situations that United Nations Police (UNPOL) will encounter. The modules are intended to promote a better understanding of the child protection mandates of missions and the role of other child protection actors in the mission and in the host country's national child protection system. The training modules focus on the capacity-building non-executive mandate whereby United Nations police officers should have the skills and knowledge to support the host-State police<sup>1</sup> in adopting child-friendly practices in line with international norms and standards.

The training is based on exercises that encourage learners to consider their own behaviour towards children and their roles and responsibilities as United Nations Police to successfully implement the child protection mandate.

The Integrated Training Service, Department of Peace Operations, provides a range of training materials on related topics, including the protection of civilians and conflict-related sexual violence.<sup>2</sup> These subjects are closely linked to this training programme, and it is advisable to use the above-mentioned training materials in conjunction with the one on child protection. This will allow trainers to be well prepared for delivery, and to develop an enhanced and tailored training programme for their target group.

Please note that law enforcement officials who are selected for this training should have completed the Core Pre-deployment Training (CPTM)<sup>3</sup> course as a prerequisite for taking this course. It is also recommended to have undertaken training with several Specialized Training Materials (STM) covering topics such as arrest and detention, capacity-building, monitoring and reporting, and community-oriented policing.<sup>4</sup> Instructors should build on material already covered to adjust the way recurrent topics are used as refreshers. This course is not replacing the CPTM nor the STM, rather its specialized focus is child protection. For this reason, cross-referencing is encouraged to ensure complementarity. For instance, if another course in the sequence of pre-deployment training covers safeguarding, arrests and detention, or gender, the delivery of the child protection course will build upon what is already been delivered.

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<sup>1</sup> See <https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/codeofconduct.pdf>.

<sup>2</sup> See <https://research.un.org/en/peacekeeping-community/functional> and <https://peacekeepingresourcehub.un.org/en/training/stm/unpol>.

<sup>3</sup> See <https://police.un.org/en/un-police-training-architecture-programme>.

<sup>4</sup> See <https://peacekeepingresourcehub.un.org/en/training/stm/unpol>.

## Structure

The Reinforcement Training Package on Child Protection for the United Nations Police contains two categories of documents:

- **Trainer's Guide:** The Trainer's Guide offers a complete step-by-step method to deliver the training, including notes to the instructor, speaking points, learning activities, discussion questions, assessments, and references.
- **PowerPoint presentations:** A series of PowerPoint presentations to accompany each training module is provided to instructors. The presentations include content related to each module, designed to complement the instructors' explanations. It is important to note that the use of the PowerPoint presentations is optional. Should there be any constraints preventing their use, instructors have all the necessary information in the guides to facilitate the course without the use of a computer, projector and related.

A modular approach has been adopted to ensure flexibility in training delivery:

- Module 1: How to promote child-friendly interactions with children
- Module 2: How to support child-friendly prevention and diversion
- Module 3: How to support child-sensitive apprehension, arrest and detention
- Module 4: How to adapt justice for children to a United Nations peace operation
- Module 5: How to collaborate on and coordinate child protection in a United Nations peace operation
- Module 6: How to monitor and report violations of children's rights
- Module 7: Dos and don'ts for the United Nations Police

## Instructor Profile

This training is best presented and applied by instructors who master the Core Pre-Deployment Training Materials (CPTM), the Strategic Guidance Framework (SGF), and the Specialized Training Materials (STM), and have undertaken training for instructors on these materials. Specific knowledge on the particular mission(s) where the individual police officers will be deployed is advisable, so that instructors can bring a practical understanding of the mission(s) into discussions during training. Finally, it is advisable that instructors be familiar with adult learning methodologies and scenario-based exercises. They should also be familiar with the reference documents of the training.

It is nevertheless possible to facilitate this course without having participated in a training for instructors, as the training material is self-explanatory and contains all necessary information and content to facilitate the course independently.

It is strongly recommended that a team of at least two instructors co-facilitate the course. The adult learning approach used in the methodology require considerable group management and commenting during the debriefing exercises, which can more easily be achieved by combining at least two experienced instructors.

## Learner Profile

The training course is primarily designed as a three-to-five-day, pre-deployment training for individual police officers.<sup>5</sup> It is up to those responsible for training architecture to tailor the course and build bridges with relevant modules in the CPTM and STM. This means that police officers who have been selected to join a United Nations peace operation should receive this training before they are deployed.

The material is relevant to all prospective United Nations Police (UNPOL) personnel to be deployed as individual police officers. It can be used to train those deployed for the first time to a peace operation, as well as those who have experience in such operations. The materials target specifically those deployed in tactical and operational functions. While United Nations police officers deployed as senior managers at the strategic level can also take part in this training, it is understood that they have distinct training programmes for their particular mandate.

This specialized child protection training can nevertheless be adapted and used in other contexts, such as:

- In-mission induction training, when United Nations personnel arrive in the peace operation,
- In-mission continuous training for already deployed individual police officers,
- Specialized training for personnel mandated to support child protection units or justice for children in general, or those appointed as UNPOL Child Protection Focal Points or Gender Focal Points,
- Building capacities of host-State police,

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<sup>5</sup> For the purpose of the entire training package, the designation “police” and “law enforcement agencies/officials” will be used to refer to “all officers of the law, whether appointed or elected, who exercise police powers, especially those of arrest or detention. In countries where police powers are exercised by military authorities, whether uniformed or not, or by State security forces, the definition of law enforcement officials shall be regarded as including officers of such services”.

- Integrating child protection in job-specific training materials under the UNPOL Training Architecture Programme, and
- Training Formed Police Units (FPUs).

Instructors are strongly encouraged to remind participants at the start of each segment that their role is to mentor and advise host-State police and not to undertake direct interactions with children themselves.

A baseline questionnaire accompanies this Guide to help instructors assess the level of knowledge among participants. Instructors are encouraged to adjust the sequence of the modules and activities to take into account the baseline results. Furthermore, PowerPoint presentations on the legal framework and impact of armed conflict on children are made available as additional material to help instructors provide additional information, if they wish, to review baseline knowledge required to use these specialized modules.

## Training Characteristics

### Length and sequencing

Each module aims to discuss one topic so as to provide participants with new knowledge, and develop specific attitudes, behaviours, and skills in child protection. Instructors are encouraged to deliver all seven modules and to keep the suggested sequence of modules and activities. It is nonetheless possible to only deliver some of the modules, depending on the facilitation strategy employed. This modular approach allows for delivering the modules independently of each other.

Overall, the course gives flexibility to the instructors for making decision on how they will teach the course, for instance by selecting the number of activities and case studies to be used, or by repeating role-play exercises if time allows. In each module, instructors must decide which activities should be used, leading to various combinations which may influence the duration of teaching the learning objectives from 3 to 6 hours depending on each module. It is important that the learning objectives identified in each segment are covered, as participants cannot reach the learning objectives if instructors only cover some of the segments.

Trainers are encouraged to use as many case studies as possible, as they all provide insights into different realities of children and United Nations peace operations. Instructors should make sure to reserve sufficient time for debriefing at the end of each exercise, as this is where the instructor can add value to the discussion, by verifying answers and completing them with additional information provided in the manual. Reaching the objective of each segment depends on the quality of the discussion after the group



exercises, rather than simply carrying out the exercise and quickly moving on to another segment.<sup>6</sup> Instructors are encouraged to use creative approaches when debriefing participants so as to avoid repetition and boredom among participants. Instructors should therefore focus on key messages and use their judgement when emphasizing them during debriefing sessions.

### Assessment strategy

Each module comprises 8 to 10 multiple-choice questions. The questions relate not only to the content of the entire module, but also to the knowledge and skills that should be part of previous training. Each module also includes answers for auto-correction.

Instructors are encouraged to devise their own assessment strategy:

- Use the pre-training assessment tool accompanying this Guide to enable learners and instructors to assess learners' level of knowledge of child protection issues prior to the start of the training.
- Use the assessment (in part or as a whole) at the end of each training module to enable learners to self-assess their level of learning, possibly comparing their pre-training results to measure progress.
- At the end of the training, combine elements of module 7 (dos and don'ts) as well as elements from the assessments of the first 6 modules to constitute a final test to assess learners' level of learning.

### Exercise to help close or summarize the training course

The slide containing key messages summarizes the important takeaways that connect with the objectives of the different modules as described at the beginning of each session. The instructor can go through the exercise with the participants by asking them what the key messages are before showing the slide with the possible answers. This will help learners to summarize and integrate the key concepts taught throughout the course as well as help the instructor to assess the learning and concentrate on gaps or inaccuracies.

Key messages for the overall course:

- There are seven modules in this course. The course objectives are:
  - To introduce United Nations police officers to child protection concepts
  - To promote a better understanding of the child protection mandates of missions

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<sup>6</sup> See <https://unitar.org/unitar-learning-solutions-team-releases-its-training-facilitation-guide-public-access-first-time#:~:text=Training%20trainers%20has%20been%20one%20of%20the%20core,A%20How-To%20Guide%20on%20the%20Facilitation%20of%20Learning,&msclkid=e76c3d4ac79a11ec86f0b7fdee07b187>.

- To understand the role of child protection actors in the mission area
- To understand the contribution of the United Nations Police (UNPOL).
- The United Nations system addresses child protection issues in United Nations peace operations, and the mission and the United Nations Police (UNPOL) are part of this response.
- This training addresses your actions as a United Nations police officer in relation to children and will inform your advisory role vis-à-vis the host-State police on child protection issues.

## How to Use this Guide

The modules are designed to guide instructors through the content. While speaking points are written in full, instructors can choose to deliver the content in their own words. For ease of use, notes to the instructor, speaking points, learning activities, discussion questions are clearly marked in the text.

The PowerPoint slides are often relatively dense, with sufficient information to provide guidance to the instructor about the key elements to mention in each session. Therefore, it is recommended that instructors review each slide and determine whether it is possible/desirable to reduce the amount of information on the slide, where they feel more at ease with the content and where to expand. It is important to remember that the instructor should not simply read the text on the slide aloud, but rather present the slide as a support to the discussion and presentation taking place in the classroom.

## Additional Resources

There is a growing body of e-learning courses that trainers can integrate into these materials. These e-learning modules could be used as a pre-requisite for the in-person pre-deployment training, as much as they could serve as continuous training tools. Because e-learning courses tend to focus more on knowledge and to approach issues more generally than the specific mandate of UNPOL personnel, they can be used carefully to reduce the general introduction of concepts and knowledge that is covered in many debriefing sessions.

The same can be said about audio-visual material. While there is not as much specialized audio-visual training material on child protection that specifically targets police personnel in United Nations peace operations, there are many videos that can support instructors in achieving, at least in part, some learning objectives along the way. Such audio-visual material could have multiple purposes, and instructors are encouraged to

diversify their facilitating approach as long as it fits the purpose and learning objectives of each module. Trainers should exercise caution when selecting such audio-visual materials, for instance by making sure they are selected from a reputable source, that they are not showing children in distress, and that they are representative of diversity.

### Adult learning principles

Training will vary for different units in different police-contributing countries, based on priorities and resources. However, some fundamental training characteristics should be respected when delivering a pre-deployment course:

- Training should be interactive and encourage trainees' participation
- Training should be mission-specific; where possible, it is advisable for trainers to bring in examples from the mission that trainees will be deployed to
- Training methodology should allow participants to apply what they learn in relevant and realistic situations

### The BOPPPS model

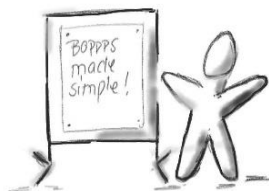
The bridge-in, outcomes (or objectives), pre-assessment, participatory learning, post-assessment, and summary (BOPPPS) is a lesson planning model that instructors can use to organize classes, lessons, and workshops. It helps with planning lessons that support learning. The model advocates six main steps in a standard lesson cycle:

- Bridge-in
- Outcome or objective
- Pre-assessment
- Participatory learning
- Post-assessment
- Summary or closing

The BOPPPS model is an effective framework to help you plan and facilitate lessons that support learning.

## BOPPPS at a glance<sup>2021</sup>

Trainer



How do I  
... gain attention?  
... establish relevance?  
... build up their interest?

### B ridge-in

- I. What's in it for me?
- II. Why does this matter?



Take the path less travelled: create controversy, challenge participants; e.g. tell an anecdote, present a critical statement or interesting facts

Participants

Trainer

- I. Explain, which competence participants will gain from the lesson.
- II. Give them a goal - tell them what they will be able to do after the lesson.
- III. Remember that Outcomes need to be achievable and assessable.

What is expected from me? - What can I expect from the lesson?

### O utcome

- I. Use action verbs when phrasing your Outcome. Check Bloom's Taxonomy for details.
- II. Tell them what you want them to focus on, i.e. skills, knowledge, behaviour, attitudes or values.
- III. Create a shared focus with the participants.

Participants

Trainer



Ask participants to raise hands when they know the answer to your question for a simple, interactive and precise assessment.

- Find out
- I. What knowledge participants have that you need to connect to,
  - II. What their learning gap is,
  - III. How you have to adjust your lesson and
  - IV. Which participant has knowledge that you can use.

### P re-Assessment

- I. I hope they consider my prior knowledge and experience!
- II. Will they adjust to my strengths and personal learning needs?

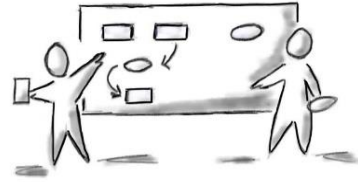


Participants

## BOPPPS at a glance<sup>2021</sup>

Trainer

- I. Get participants actively involved.
- II. Give participants the opportunity to experience what you want them to understand.
- III. Adults are not empty vessels, they bring a lot of knowledge and experience to the class – allow them to use it.
- IV. Inspire them to get the best learning outcomes.
- V. Use different methods for a change of pace.



### P articipatory

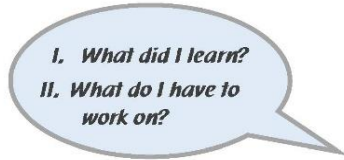
- I. Get actively involved in achieving the Outcome of the lesson.
- II. Find solutions by putting your own ideas to the test.

Participants

Trainer

**!** Assess achievements based on the predefined learning Outcome.

- I. What did participants learn?
- II. Did they achieve the Outcomes?
- III. Which gaps still have to be addressed?



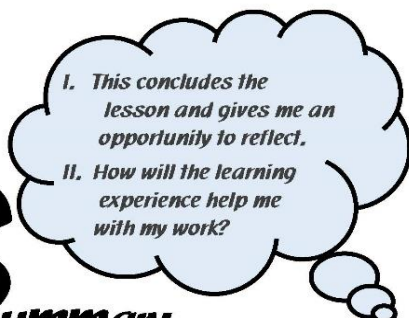
### P ost-Assessment

- |                                   |                            |                     |
|-----------------------------------|----------------------------|---------------------|
| <b>!</b> Enforce correct answers. | Rectify incorrect answers. | Fill in the blanks. |
|-----------------------------------|----------------------------|---------------------|

Participants

Trainer

- I. Wrap up the lesson.
- II. Present a way ahead.
- III. Introduce future lessons and other learning opportunities.



### S ummary



Participants