Training: A Strategic Investment in UN Peacekeeping

Global Peacekeeping Training Needs Assessment, Final Report - 2012-2013

Integrated Training Service
Department of Peacekeeping Operations and
Department of Field Support
United Nations

EXECUTIVE SUMMARY

The nature of UN peacekeeping is continuously evolving as peacekeeping operations are mandated to perform an ever-growing range of activities. Given the dynamic nature of peacekeeping and the unique challenges that peacekeeping personnel face on an everyday basis, there is a need to ensure that they are adequately equipped with the knowledge, skills, and attitudes required to perform their duties. Peacekeeping training is a strategic investment that enables UN military, police and civilian staff to effectively implement increasingly multifaceted mandates.

The 2010 Policy on Training for all United Nations Peacekeeping Personnel set by the Departments of Peacekeeping Operations and Field Support (DPKO-DFS), determines that the Integrated Training Service (ITS) has the responsibility to conduct periodic training needs assessments (TNAs), to identify what priority training is required to implement Security Council mandates.

The 2012-2013 Global Peacekeeping TNA was conducted by ITS from May 2012 to February 2013, with the objectives of 1) determining the knowledge, skills and behaviours required for effective mandate implementation, 2) identifying performance and skill gaps that can be addressed through training and 3) assessing current peacekeeping training activities and mechanisms. The TNA assessed cross-cutting training needs of military, police and civilian personnel at all levels in peacekeeping missions, service centres and at Headquarters. It included all three phases of peacekeeping training: pre-deployment, induction and ongoing training. The following report presents the findings of the TNA along with key recommendations for the period of 2013-2016. While the report is primarily intended for the senior leadership of DPKO, DFS and peacekeeping missions, it also contains findings and recommendations for the consideration of Member States and peacekeeping training institutions worldwide.

Information was gathered using a combination of qualitative and quantitative methods, including interviews with more than 800 peacekeeping personnel and UN partners in 13 different duty stations, and electronic surveys completed by more than 4,500 peacekeeping personnel, 68 Member States and their national peacekeeping training institutions. Based on the information gathered, the TNA identifies cross-cutting training needs for all peacekeeping personnel as well as for individual components (military, police and civilian). The TNA also assesses current training activities and mechanisms, including participation in training and assessment of training delivery.

A key area of focus in the 2012-2013 Peacekeeping TNA is the link between training and mandate implementation. Security Council mandates are becoming more complex and the list of tasks assigned to peacekeepers longer. This reality, coupled with shrinking budgets and the pressure to "do better with less" necessitates a shift in organizational priorities to see training as a strategic investment. If training is used to strategically target performance gaps, it will increase the productivity of staff and enhance mandate implementation.

In order to reach this goal, the following recommendations are made: 1) *Move Towards a Culture of Learning*, in which training is viewed as a strategic investment rather than a budgeted cost. Peacekeeping training should be viewed as a means to an end – improved performance and a resource for mandate implementation – not an end in itself. 2) *Strengthen Senior Management Training*, to better equip managers with the essential knowledge and skills required in complex and multi-dimensional missions. This includes strengthening knowledge of peacekeeping, the strategic vision required to effectively oversee mandate implementation and familiarization with the UN system, rules and procedures as well as skill enhancement related to key strategic challenges that senior managers confront in their missions. 3) *Encourage More Integration and Less Fragmentation*, identifying clear direction and clearly-defined strategic priorities. By defining and agreeing upon training priorities, based on operational needs, improved synergies may be developed amongst various actors involved in peacekeeping training. 4) *Do Better with Existing Tools and Materials*, addressing gaps in awareness of and access to training, policies and guidance. Based on set priorities, there is a need to improve learning methodology and delivery in collaboration with Member States and training institutions. 5) *Focus on Impact*, assessing and evaluating the impact of training, in order to support it as a strategic investment.

In conducting the TNA, ITS made every effort to capture a broad range of peacekeeping training and actors. However, it is not possible to address all aspects of training in one report. One area that falls outside of the scope of this exercise is job-specific and technical training. Given the wide range of specialized functions in peacekeeping, the 2010 Training Policy assigns the responsibility to assess job-specific and technical training needs to each respective specialized area within DPKO and DFS, while ITS has the responsibility for strategic oversight of cross-cutting and mandate-specific training. However, when specific technical training needs have been brought to ITS's attention in the course of the TNA, they have been included in annexes to this report. One issue that is clear is that training needs in job-specific and technical areas need to be assessed and training budgeted according to strategic priorities, especially in areas where professional or technical certification of peacekeeping personnel is mandatory.

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ACRONYMS

C-34	Special Committee on Peacekeeping Operations
CAS	Chief Administrative Support
CMS	Chief Mission Support
COS	Chief of Staff
CPT	Civilian Pre-Deployment Training
CPTM	Core Pre-Deployment Training Materials
DDR	Disarmament, Demobilization and Reintegration
DFS	Department of Field Support
DMS	Director of Mission Support
DPET	Division of Policy Evaluation and Training
DPKO	Department of Peacekeeping Operations
DSRSG	Deputy Special Representative of the Secretary-General
FBFD	Field Budget and Finance Division
FPD	Field Personnel Division
FPU	Formed Police Unit
GFSS	Global Field Support Strategy
GS	General Service (locally recruited staff)
GSC	Global Support Centre
HQ	Headquarters
HR	Human Resources
IATA	International Air Transport Association
IC	Individual Contractors
ICDL	International Computer Driving License
IMPP	Integrated Missions Planning Process
IMTC	Integrated Mission Training Centre
IPSAS	International Public Sector Accounting Standards
ISS	Integrated Support Services
IT	Information Technology
ITS	Integrated Training Service
JMAC	Joint Mission Analysis Centre
JOC	Joint Operations Centre
JPO	Junior Professional Officer
MDP	Management Development Programme
MINURSO	United Nations Mission for the Referendum in Western Sahara
MINUSTAH	United Nations Stabilization Mission in Haiti
MONUSCO	United Nations Organization Stabilization Mission in the Democratic Republic of the Congo
NPO	National Professional Officer

OHRM	Office of Human Resources Management
OIOS	Office of Internal Oversight Services
OMA	Office of Military Affairs
OROLSI	Office of Rule of Law and Security Institutions
PCC	Police Contributing Country
PDT	Pre-deployment Training
PKTI	Peacekeeping Training Institution
POC	Protection of Civilians
RBB	Results Based Budgeting
RSCE	Regional Support Centre Entebbe
SEA	Sexual Exploitation and Abuse
SGB	Secretary-General's Bulletin
SLP	Senior Leadership Programme
SMART	Senior Mission Administration and Resource Training
SML	Senior Mission Leaders Programme
SOP	Standard Operating Procedure
SPC	Standing Police Capacity
SRSG	Special Representative of the Secretary-General
SSR	Security Sector Reform
STM	Specialized Training Materials (for Military or Police Experts on Mission)
TCC	Troop Contributing Country
TNA	Training Needs Assessment
UN	United Nations
UNAMA	United Nations Assistance Mission in Afghanistan
UNAMID	African Union/United Nations Hybrid operation in Darfur
UNDOF	United Nations Disengagement Observer Force
UNFICYP	United Nations Peacekeeping Force in Cyprus
UNHQ	United Nations Headquarters
UNIFIL	United Nations Interim Force in Lebanon
UNISFA	United Nations Interim Security Force for Abyei
UNMIK	United Nations Interim Administration Mission in Kosovo
UNMIL	United Nations Mission in Liberia
UNMISS	United Nations Mission in the Republic of South Sudan
UNMIT	United Nations Integrated Mission in Timor-Leste
UNMOGIP	United Nations Military Observer Group in India and Pakistan
UNOCI	United Nations Operation in Côte d'Ivoire
UNPOL	United Nations Police
UNSOA	United Nations Support Office for AMISOM
UNTSO	United Nations Truce Supervision Organization
UNV	United Nations Volunteer

I. INTRODUCTION

1. UN peacekeeping is continuously evolving. Peacekeepers face new challenges that arise from an ever-growing list of tasks mandated by the Security Council and complex, difficult political and operational environments. All peacekeeping personnel—military, civilian, international and national—must have the knowledge, skills and attitudes required to perform their duties. The selection of qualified personnel for deployment in peacekeeping operations is a critical factor in mandate implementation. But the unique nature of UN peacekeeping makes training in a variety of disciplines essential in all phases of peacekeeping, from pre-deployment through transition and drawdown. Peacekeeping training by troop- and police-contributing countries, and by the UN itself, is a strategic investment in enhancing peacekeeping as a tool for advancing key UN objectives as reflected in the Organization's Charter: peace, security, human rights and "better standards of life in larger freedom".

2. In recognition of the evolving nature of peacekeeping, the 2010 Policy on Training for all United Nations Peacekeeping Personnel, set by the Departments of Peacekeeping Operations and Field Support (DPKO/DFS), charged the Integrated Training Service (ITS) with the responsibility to conduct periodic peacekeeping training needs assessments (TNAs) in order to determine training priorities and direction.

BACKGROUND

3. In General Assembly resolution 49/37 (1995), Member States recognized their responsibility for the training of uniformed personnel for UN peacekeeping operations and requested the Secretary-General to develop training materials and establish a range of measures to assist Member States in this regard. With the creation of new and more complex missions over time, training requirements for both uniformed and civilian peacekeeping personnel grew. With the restructuring of DPKO and establishment of DFS in 2007, ITS was created as the responsibility centre for peacekeeping training.

4. The first peacekeeping TNA, conducted by ITS in late 2008, helped define peacekeeping training strategy, policies and standards implemented since then. A UN Peacekeeping Training Strategy adopted in 2008 set out a strategic role for ITS in setting peacekeeping training standards and developing and delivering materials and activities to address priority cross-cutting training needs. Responsibility for development of job-specific and technical training standards in specific fields was assigned to offices with the relevant expertise and authority, with ITS providing guidance and support on training methodology as required. ITS was also assigned the role of providing guidance, advice and support to Member States for pre-deployment training of uniformed personnel, in collaboration with relevant offices. A technical reporting line was created between Integrated Mission Training Centres (IMTCs), which are responsible for the implementation of training standards in peacekeeping missions, and ITS.

5. Policies on Support to Military and Police Pre-deployment Training (2009) and on Training for all United Nations Peacekeeping Personnel (2010) further outlined roles and responsibilities of ITS, IMTCs, the Office of Human Resources Management (OHRM), DPKO and DFS Training Focal Points, senior management and Member States with the goal of meeting priority training needs effectively and efficiently.

6. The 2008 TNA identified *communication*, *management* and *leadership* as priority training areas. Among follow-up efforts to address these and related priorities was provision of relevant OHRM-developed training—including training that is considered mandatory for certain categories of Secretariat personnel such as the Management Development Programme (MDP)—in peacekeeping missions. Efforts were also made to strengthen senior management and leadership training organized and delivered by ITS, such as the Senior Mission Administration and Resource Training (SMART) Programme, the Senior Mission Leaders (SML) course and the Senior Leadership Programme (SLP). Improvements have been made in the targeting and selection of participants, speakers and resource persons, while course content has been continuously evaluated, updated and tailored to respond to real and complex challenges faced by mission leadership and management.

7. A fourth priority area highlighted in the 2008 TNA was the need for *cohesiveness* of mission components. As a result, greater emphasis has been placed in peacekeeping training on integration of effort across mission components through the development of the Core Pre-deployment Training Materials (CPTMs), as well as specialized training materials in areas such as protection of civilians. IMTCs were also provided with guidance aimed at strengthening mission-specific induction training.

OBJECTIVES AND SCOPE

8. The 2010 DPKO/DFS Policy on Training for all United Nations Peacekeeping Personnel defines *peacekeeping training* as any training activity which aims to enhance mandate implementation by equipping UN military, police or civilian personnel with the relevant knowledge, skills and attitudes.[1] The 2012-2013 TNA is oriented around mandate implementation and seeks to identify priorities by looking closely at specific categories of personnel in all three components: military, police and civilians working in "substantive" and support functions. The current TNA has also taken into account approaches to peacekeeping doctrine, strategies, policies and business processes that have emerged since 2008— including the New Horizon emphasis on the peacekeeping "partnership" and a "capability-driven approach", the Global Field Support Strategy and strategies such as those for protection of civilians and for addressing sexual violence in conflict. Implementation of Secretariat-wide reforms, such as the implementation of Umoja, an enterprise resource planning system, and the adoption of the International Public Sector Accounting Standards (IPSAS) has also created new training demands that go beyond training that is specific or unique to peacekeeping.

9. The 2012-2013 TNA builds on the main findings of the 2008 TNA in terms of overall organizational needs. In addition, it emphasizes the link between mandate implementation and training needs, with special attention to requirements that are specific to peacekeeping. ITS conducted the TNA from May 2012 to February 2013, with the following objectives:

    ▪ Determine knowledge, skills and behaviours required for effective mandate implementation
    ▪ Identify performance and skill gaps that can be addressed through training
    ▪ Assess current peacekeeping training activities and mechanisms

10. The TNA addresses cross-cutting peacekeeping expertise required and identifies performance and skill gaps, as well as the priority training needs of all components and at all levels in peacekeeping missions, service centres and Headquarters. All three phases of peacekeeping training have been included: pre-deployment, induction and ongoing training.

11. While training needs are identified for different components of personnel, the TNA does not provide a comprehensive assessment of all job-specific and technical training needs. Such an exhaustive assessment would not be feasible in a single exercise, given the range of specialized technical functions in peacekeeping missions. Under the 2010 policy DPKO and

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[1] Please see also Annex 1: "Terms and Definitions".

DFS units are charged with designating their own Training Focal Points to assess job-specific and technical training requirements. The 2012-2013 exercise has been designed in line with ITS's special responsibility for strategic oversight of cross-cutting and mandate-specific training. However, when specific technical training needs have been brought to ITS's attention in the course of the TNA, they have been included in annexes to this report.

12. It should also be noted that in the context of the TNA, many interviewees raised issues related to human resources management. Since these issues were not within the scope of the TNA, they have not been included within this report, but will be shared with the relevant offices.

METHODOLOGY

13. The TNA methodology was developed taking into account the need to cover a wide range of disciplines and actors involved in peacekeeping training, and to ensure its relevance to colleagues working in the field.

14. The methodology included information and data gathered through:

- A combined bottom-up and top-down approach, bringing together contributions from all categories and levels of peacekeeping personnel, from support staff to Under-Secretaries-General, international personnel as well as national staff
- A broad approach, including input from other relevant Secretariat Departments, as well as agencies, funds and programmes, Member States and peacekeeping training institutions
- A desk review[2] of existing literature, with special emphasis on DPKO/DFS strategic guidance documents, policies and evaluation reports related to peacekeeping and training
- Qualitative inputs in answers to open-ended questions from more than 800 military, police and civilian staff members, as well as UN Country Team representatives in 13 different duty stations,[3] collected in face-to-face individual interviews, panel discussions and focus groups[4]
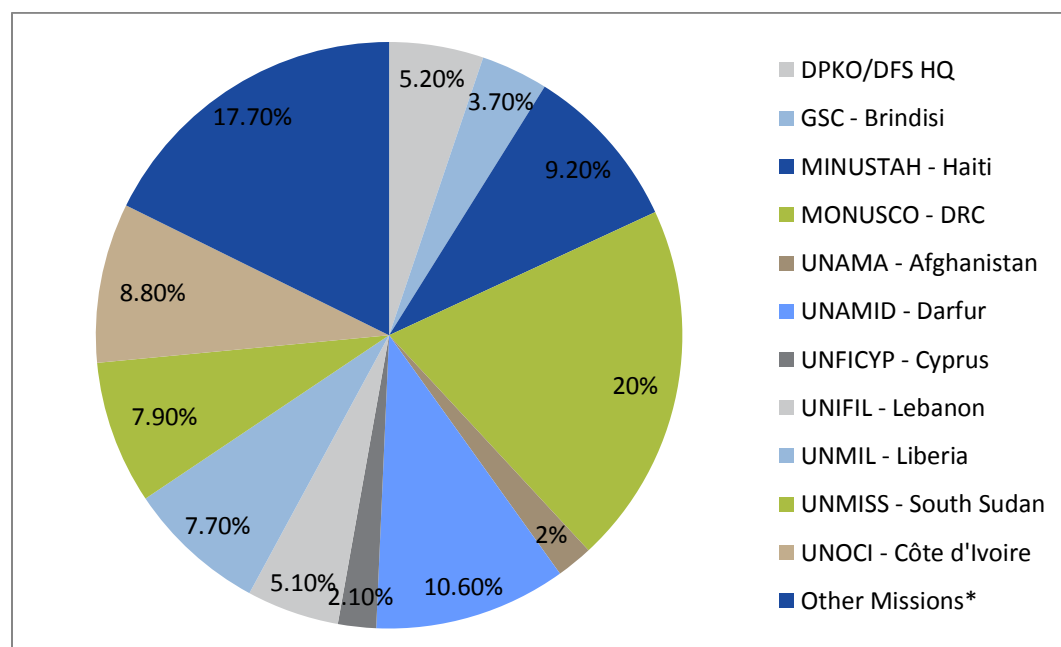
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[2] See Annex 2: "Desk Review of Existing Literature".

[3] DPKO/DFS, New York; GSC, Brindisi; RSCE, Entebbe; MINURSO, Western Sahara; MINUSTAH, Haiti; MONUSCO, DRC; UNOCI, Côte d'Ivoire; UNAMID, Darfur; UNIFIL, Lebanon; UNMIT, Timor-Leste; UNMIL, Liberia; UNMISS, South Sudan and UNSOA.

[4] See Annex 3: "Questions for Interviews".

- Quantitative data in answers to closed-ended questions, through electronic surveys completed by over 4,500 military, police and civilian personnel worldwide[5] and 68 Member States and their national peacekeeping training institutions[6]

CHART: NUMBER OF RESPONSES BY MISSION (IN PERCENTAGES)

■ DPKO/DFS HQ	
■ GSC - Brindisi	
■ MINUSTAH - Haiti	
■ MONUSCO - DRC	
■ UNAMA - Afghanistan	
■ UNAMID - Darfur	
■ UNFICYP - Cyprus	
■ UNIFIL - Lebanon	
■ UNMIL - Liberia	
■ UNMISS - South Sudan	
■ UNOCI - Côte d'Ivoire	
■ Other Missions*	

* Additional missions representing less than 2% of responses, including UNSOA, MINURSO, UNMIK, UNTSO and RSC, Entebbe

PROCESS

15. Based on the desk review, a basic list of knowledge, skills and behaviours required for mandate implementation was compiled. Subsequently, hundreds of peacekeeping personnel, including senior leaders and managers, as well as a selection of UN Country Team representatives were interviewed in individual meetings, panel discussions and in focus groups carried out across peacekeeping duty stations. The data both validated and complemented the initial list, as well as identified performance and skill gaps across all peacekeeping staff and across military, police and civilian components.

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[5] See Annex 4: "Questions in Electronic Survey of Personnel".

[6] See Annex 5: "Questions in Electronic Survey of Troop and Police Contributing Countries".

16. Following the qualitative data collection, an electronic survey was conducted across all categories of peacekeeping personnel, asking: (i) staff to assess their own knowledge and skills in the identified areas and prioritize their training needs for mandate implementation and (ii) supervisors to assess their staff's capacities and training needs in the same areas. In addition, staff members were asked to (iii) specify training attended and (iv) evaluate the quality and relevance of pre-deployment and induction training.

17. An additional electronic survey was carried out during the same period among Member States, focusing on training provided by Member State training institutions for military and police personnel.

18. This report consolidates the main findings of the TNA. Chapter 2 outlines cross-cutting training needs for peacekeeping personnel and assesses current training activities and mechanisms. Chapter 3 outlines the overall recommendations of the TNA and Chapter 4 summarizes the main conclusions. While the report is primarily intended for the senior leadership of DPKO, DFS and peacekeeping missions, it also contains findings and recommendations for Member States and peacekeeping training institutions worldwide.

19. Please note that in this report the terms "staff", "staff members" and "personnel" are used interchangeably to refer collectively to all categories of peacekeeping personnel: uniformed and non-uniformed, international and local. Where the text refers to specific categories or subcategories, this is pointed out.

II. KEY FINDINGS

20. This chapter presents the key findings of the TNA, focusing on the analysis of the expertise required for mandate implementation and the priority knowledge and skills that need to be enhanced through training.   The chapter first discusses cross-cutting needs for <u>all</u> peacekeeping personnel, before examining training needs of senior leadership and cross-cutting needs <u>within</u> military, police and civilian peacekeeping components. The chapter also assesses current training activities and mechanisms and proposes potential learning mechanisms to enhance all three phases of peacekeeping training: pre-deployment, induction and on-going.

CROSS-CUTTING TRAINING NEEDS FOR ALL PEACEKEEPING PERSONNEL

21. Peacekeeping operations increasingly require a multidimensional workforce.   Today's peacekeeping personnel perform a wide range of tasks: creating a secure and stable environment; strengthening state institutions, including those required for rule of law and respect for human rights; fostering dialogue, reconciliation and political processes; and supporting "early peacebuilding" to promote social and economic recovery and development. UN peacekeepers work in an ever-more crowded operational environment and must interact coherently with an array of actors, including local, international and regional institutions. Some mandated tasks, such as protection of civilians and measures to defend and promote human rights, as well as capacity-building and skills-transfer require peacekeepers to have the knowledge and skills to integrate efforts across mission components while collaborating effectively with a diverse set of partners outside the mission.

22. Complex mandates and relentless pressure to "do better with less" requires a new mindset on the part of peacekeeping personnel—as well as that of troop and police contributing countries. Peacekeepers in our current missions rarely—if ever—have the luxury of focusing only on one very limited area of work. Personnel at all levels need to understand the nature of peacekeeping, the mandate of their specific mission or department and the links between the work of various mission or department components. Public demands for effectiveness

and cost-efficiency in all areas of UN work have brought a greater focus on results and have elevated the need to engrain accountability and performance management in the peacekeeping culture.

23. These factors all militate for a shift in attitude towards peacekeeping training as a necessary strategic investment. Training is not a panacea and cannot compensate for poor recruitment or fundamental lack of capability on the part of individuals or units. Used strategically, however, training can help reduce or eliminate performance gaps, increase productivity and effectiveness of personnel and enhance mandate implementation. In this regard, it is essential to align training resources and efforts with real needs.

PRIORITY TRAINING NEEDS

24. The following organizational priorities and needs have been identified through the desk review and over 800 interviews conducted at Headquarters and in peacekeeping missions and service centres. These priorities are relevant to all peacekeeping personnel.

UNDERSTANDING OF:

- The UN and peacekeeping history, basic principles, types of mandates, decision-making bodies (Security Council, General Assembly, C-34, 4th and 5th Committees), decision-making processes and Member State dynamics
- DPKO/DFS objectives/mission mandate and the linkages with one's own function
- Contribution of individual components to the overall mandate and inter-dependence between components operating in multi-dimensional peacekeeping contexts
- Local context (history, customs and culture) to better interact with local constituents
- Mandated tasks (such as protection of civilians, child protection, promotion of human rights) and cross-cutting issues such as gender and how to integrate them in one's work
- Rules of engagement

APPLICATION OF:

- UN peacekeeping fundamental principles (consent, impartiality and non-use of force except in self-defence and defence of the mandate)
- Highest standards of behaviour and integrity
- Human rights and international humanitarian law and related UN policies
- Zero-tolerance for sexual exploitation and abuse (SEA)
- UN core values and competencies [7]

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[7] UN Core Values: integrity, professionalism and respect for diversity. UN Core Competencies: communication, team work, planning and organization, accountability, creativity, client orientation, commitment to continuous learning and technological awareness.

OTHER CRITICAL KNOWLEDGE AREAS AND SKILLS IDENTIFIED FOR CIVILIAN PROFESSIONAL STAFF, MILITARY AND POLICE:

- Situational and political awareness: peacekeepers operate in a highly political environment and need to be aware of the political dimensions of the conflict and motivations of different actors
- Analytical skills in a peacekeeping context
- Communication skills to better interact and build rapport with colleagues and teams, as well as with host country population, authorities and institutions
- Drafting skills to distil key points and inform sound decision-making
- Strategic thinking and planning, starting with the ability to prioritize and understand the integrated assessment and planning processes
- Capacity to advise, mentor and coach supervisees within the mission and host country counterparts to strengthen national capacities

25. Other key areas such as Safety and Security, Ethics and HIV/AIDS Orientation were not spontaneously mentioned by managers and staff. However, they remain top organizational priorities and should be continued and attendance monitored closely.

CROSS-CUTTING TRAINING NEEDS FOR SENIOR MANAGERS

26. Serving as a senior manager [8] in peacekeeping requires in-depth knowledge and understanding of peacekeeping and mission mandates as well as of other actors that affect the mission's environment and performance. These include Member States, non-governmental institutions and national, regional and local interlocutors, along with other UN system entities. A peacekeeping manager must also understand UN legislative, administrative and budgetary processes and procedures. Senior leaders in peacekeeping must be capable of integrating the efforts of all components, managing staff and working with colleagues with a wide variety of professional, institutional and cultural backgrounds.

27. While many peacekeeping managers have previous peacekeeping experience, others do not, often having served in a national military, police or diplomatic context or with UN agencies, funds and programmes. In the course of the TNA, many interviewees—in particular at senior levels—emphasized the need for more thorough and in-depth training for senior managers

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[8] "Senior manager" is here defined as a staff member at the level of D-1 to Under-Secretary-General.

to ensure an in-depth and common understanding of the nature of peacekeeping management.[9]

28. Interviewees also highlighted that effective management in the peacekeeping context requires peacekeeping managers to fully meet the UN managerial competencies.[10] The Organization's mandatory training requirements for those with management responsibilities are intended to address this issue and should be prioritized in peacekeeping.

TABLE: PRIORITY TRAINING NEEDS FOR SENIOR MANAGERS

KNOWLEDGE TO DEVELOP	SKILLS TO ENHANCE
▪ Peacekeeping, including decision-making bodies, policies, rules and procedures and Member State dynamics ▪ The role of UN Agencies, Funds and Programmes and how they operate in the field ▪ Mandated areas, such as protection of civilians and child protection ▪ Concepts of sustainability and capacity-building ▪ UN rules and regulations in human resources, finance and budget, including RBB and resource management ▪ Code of Conduct	▪ Strategic thinking ▪ Strategic planning and risk management ▪ Management and leadership ▪ Conflict management ▪ Results-based management ▪ Managing performance and under-performance ▪ Communication to interact at all levels ▪ Media relations ▪ Negotiation

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[9] See also: Capstone Doctrine, Peacekeeping Operations Principles and Guidelines, 2008 and Guidelines - UN Strategic Assessment, 2010.

[10] UN Managerial Competencies: leadership, vision, empowering others, building trust, managing performance and judgment and decision-making.

DIFFERENT NEEDS FOR DIFFERENT MISSION STAGES: THE TRANSITION CASE

The TNA found that peacekeeping missions in transition face several common issues and challenges.

Missions in transition regularly set up and report on milestones and benchmarks as part of transition planning and hand-over of responsibilities to national counterparts and the UN Country Team. However, the TNA found that purposeful capacity-building of mission staff tended not to be included until the very last stages of a mission's transition and draw-down.[11] This creates two problems: 1) international staff are not adequately prepared for the increased emphasis on institutional support, mentoring and advising, and 2) national staff are not adequately prepared for taking on increased responsibilities within the mission and for ultimately securing a career outside of the mission.

Including staff training and learning early on in a transition strategy would allow for the development of a long-term learning and training plan aimed at both international and national staff. This should be complemented by career counselling by qualified human resources managers at a later stage.

As part of the training plan, national staff training needs to be prioritized early on so they can best perform in their current functions, take on the duties previously assigned to international staff whose positions are abolished or nationalized and ultimately find a job outside of the mission where they can contribute to the development of their country.

Cross-Cutting Training Needs for Civilian Personnel

29. In the electronic staff survey, respondents were asked to assess their own knowledge and skills in key areas, indicating whether they consider their knowledge as sufficient for their duties or whether they require training. Responses to this question show that National Professional Officers (NPOs) and General Service staff in missions, together with UN Volunteers are the most eager to learn, while P5s and above and to lesser extent P1-P4s tend to consider their knowledge and skills sufficient to perform their duties.

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[11] It should be noted that the TNA was largely conducted before the 2013 publication of the UN Policy on transitions in the context of mission drawdown and withdrawal.

PRIORITY TRAINING NEEDS

30. Based on the expertise requirements and performance and skill gaps identified by both managers and staff the following priority needs are proposed for <u>all</u> civilian categories.[12]

TABLE: PRIORITY TRAINING NEEDS FOR ALL CIVILIANS

KNOWLEDGE TO DEVELOP	SKILLS TO ENHANCE
- The UN, peacekeeping and mission mandate - The UN and peacekeeping policies, procedures, decision-making processes, rules and regulations - Roles of the various components (military, police and civilian) - How mission mandate/DPKO/DFS objectives relate to one's position - Core mandated activities, such as protection of civilians and child protection - Job-specific and technical expertise to upgrade professionalism and comply with industry standards and mandated certification programmes	- Knowledge/skill transfer, mentoring and advising - Analytical skills and problem solving in a peacekeeping context - Conflict management - Communication skills, both oral and written - Performance management

ADDITIONAL TRAINING NEEDS FOR STAFF IN SUBSTANTIVE AREAS[13]

31. The following cross-cutting requirements for staff in substantive areas have emerged from TNA interviews:

- Better understanding of underlying issues and conflicts in the mission area and how they influence actions by relevant actors; political awareness
- In-depth knowledge of human rights and protection of civilians
- Project management

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[12] See Annex 6: "Additional Learning Needs for All Civilians".

[13] For more information, please see Annex 7: "Priority and Additional Training Needs for Staff in Substantive and Support Areas".

- Communication skills, to be able to advocate and explain the mandate and work in harmony with a broad range of stakeholders whose interests may diverge
- Capacity-building, to strengthen national institutions and counterparts, e.g. in the area of rule of law
- Analytical and drafting skills to produce quality reports to inform sound decision

ADDITIONAL TRAINING NEEDS FOR STAFF IN SUPPORT AREAS[14]

32. Many colleagues in support functions highlighted the need to strengthen their knowledge and understanding of peacekeeping, its intended beneficiaries, the mission mandate and how they contribute to mandate implementation in their respective functions.

33. Some staff members highlighted the need for increased communication and training efforts in relation to the implementation of IPSAS, Umoja and GFSS.

34. Similarly, to adapt to the change processes underway with the implementation of IPSAS, Umoja and GFSS, support staff need to strengthen their technical expertise to:

- Go beyond processing transactions and routine work processes and start performing functions that are more analytical in the areas of human resources, budget and finance
- Stay in the forefront of information and communication technologies that are relevant and frequently used
- Comply with industry standards and insurance requirements for aviation, transport and logistics

35. In addition, some staff members in support areas emphasized the need to develop a basic understanding of a wide range of administrative areas, including human resources, budget, finance, procurement, etc. Such versatility would allow them to:

- Be more efficient in their current functions
- Cover new areas of work in transitioning missions and perform functions that are vacant or being filled through recruitment processes, or when colleagues are absent on annual leave or rest and recuperation breaks

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[14] For more information, please see Annex 7: "Priority and Additional Training Needs for Staff in Substantive and Support Areas".

JOB-SPECIFIC AND TECHNICAL TRAINING

The 2012-2013 TNA identified primarily cross-cutting priority training needs, in accordance with the mandate and scope of ITS's responsibilities. Job-specific and technical training is nonetheless essential for effective peacekeeping. One example is training for security officers, without which the safety and security of personnel may be jeopardized. In many support areas, training and learning are built into work plans and budgets but remain largely "invisible" as they are often conducted on-the-job or are included among global operating or procurement costs. Training for IT specialists on new software or hardware, or for specialists in logistics is often not highlighted. Training is required for professional certification in some technical fields (aviation, transport, IT) and brings cost benefits when, for example, insurance premiums are reduced or systems and resources are managed more efficiently. It is clear that training needs in job-specific and technical areas need to be assessed and training budgeted for according to strategic priorities, especially in areas where professional or technical certification of peacekeeping personnel is mandatory.

CROSS-CUTTING TRAINING NEEDS FOR UNIFORMED PERSONNEL

36. Cross-cutting training needs for military and police are defined separately below.[15] For uniformed personnel in general, the multidisciplinary and "early peacebuilding" nature of peacekeeping emerged clearly in the TNA. Data gathered in the electronic survey of responsible Member State officials was consistent with the data gathered directly from uniformed peacekeeping personnel: 82% of Member States participating in the survey highlighted capacity-building, mentoring and skill/knowledge transfer as emerging priority training needs for military and police, followed by protection of civilians (75%) and interoperability amongst military units and between military units and police (69%).

PRIORITY TRAINING NEEDS FOR MILITARY

37. The expertise required for the military in general and for Staff Officers, military officers and contingents in particular is defined in several guidelines, policies and materials issued by DPKO.[16] Less literature is available for the Military Liaison Officer position, probably due to the recent nature of this function.

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[15] See also Annex 8: "Additional Training Needs for Military and Police Personnel".

[16] See Annex 2: "Desk review".

38. Based on the expertise defined in the above literature, the performance and skill gaps identified through interviews and surveys and the recommendations of commanders, officers and Member States, it is recommended to focus military efforts on the following priorities:

TABLE: PRIORITY TRAINING NEEDS FOR MILITARY STAFF

KNOWLEDGE TO DEVELOP	SKILLS TO ENHANCE
- The role of the UN and its entities - Peacekeeping and political affairs, to understand how the military supports the political mandate - Application of protection of civilians, child protection and other aspects of human rights mandate implementation - Cultural awareness within the host country and interaction with communities - The roles of police and civilian components and how they relate to military work - Rules of engagement - Code of conduct, including prevention of SEA and consequences for misconduct	- Communication skills to build rapport and trust with internal and external counterparts - Presentation skills to deliver quality briefings - Conflict management - Coordination with UN Police (through joint training exercises) - English for all peacekeepers and French where it is a requirement - Weapons firing - Driving in difficult conditions (e.g. in sand)

PRIORITY TRAINING NEEDS FOR POLICE

39. Police-related aspects of Security Council mandates fall broadly into the following three categories:

- Support for the reform, restructuring and rebuilding of host country police
- Operational support to host country police
- Interim policing and other law enforcement

40. These functions require UNPOL to: build trust and confidence with the national police and the local population; mentor, coach, advise and impart knowledge; drive police reform;

advise on restructuring and rebuilding of institutions and; carry out technical functions such as criminal investigation, crime and human trafficking prevention, forensic analysis, cross-national police cooperation and border security.

41. UN police officers recruited from police contributing countries may meet the existing basic selection criteria including technical expertise, language, driving and shooting skills (for armed police), but they do not necessarily have the required skill-sets for specific policing roles in peacekeeping. In this regard, the strategic guidance framework under development by the Police Division will determine common standards of policing, including specific tasks, job descriptions and competencies to best implement police mandates. Such a framework will be essential for effective selection, recruitment and training of UN police officers.

42. The vast majority of police officers interviewed for the TNA indicated that national police capacity-building is a key priority, which was consistent with Member State responses. In order to achieve this, UN police need to develop their ability to mentor, coach and more generally impart knowledge to their national counterparts.

TABLE: PRIORITY TRAINING NEEDS FOR UN POLICE

KNOWLEDGE TO DEVELOP	SKILLS TO ENHANCE
- The mandate of UN and Peacekeeping in general, mission mandate and roles of its components (military, police and civilian) - The role, ethos and values of UNPOL and one's own function in relation to it - Cultural awareness to best interact with local populations and work with the national police - Institutional capacity-building - Human rights law and related UN policies; rule of law (at international and national levels) as relevant to one's function	- Mentoring, coaching and imparting knowledge - Standardized core professional skills (in synch with strategic guidance framework under development) - Technical areas related to function, e.g. border control, forensics, community policing, patrolling, investigation of gender-based violence - Coordination with military through joint training - Communication and writing skills - English language; French, where it is the working language; basics of local language/ability to work with interpreters - Driving, shooting (for armed police)

ASSESSMENT OF CURRENT TRAINING ACTIVITIES AND MECHANISMS

43. In addition to identifying priority training needs, the TNA assessed existing training activities and mechanisms in order to identify gaps, as well as to determine good practices and relevant programmes, and to formulate recommendations to improve the Organization's learning activities and mechanisms relevant to peacekeeping. This analysis is based partly on the review of evaluation reports, but more importantly, on quantitative data.

44. An electronic survey completed by over 4,500 staff and 68 Member States in December 2012, focused mainly on assessing existing training activities and mechanisms. The quantitative results of the electronic surveys are presented here, covering training mechanisms and delivery.

45. Three indicators were chosen for review of training mechanisms:

   ▪ Awareness of training policies
   ▪ Involvement of supervisors in the training of their staff
   ▪ Participation rates in training

46. The review covered the three phases of peacekeeping training: pre-deployment, induction and on-going.

ASSESSMENT OF TRAINING MECHANISMS

AWARENESS OF TRAINING POLICIES

47. Peacekeeping training objectives, typology and architecture are clearly presented in the following documents:

   ▪ The DPKO/DFS Policy on Training for all United Nations Peacekeeping Personnel, 2010, defines the different types of peacekeeping training (from crosscutting to job-specific), the training phases (pre-deployment, induction and ongoing training) and training responsibilities among actors at Headquarters and in the field.
   ▪ The Secretary-General's Learning and Development Policy, 2009, determines inter-alia the objective and scope of learning both for the Organization and the individual, the shared responsibility of the Organization, its managers and each individual staff member, as well as the needs assessment based on programme priorities and staff assignments.

48. The staff survey shows that only half (53%) of the respondents are aware of such policies. Awareness is higher among managers than staff, women than men and Headquarters staff than those working in the field. The Member States survey indicates that nearly all Member State training institutions responding to the survey are aware of policies related to training for uniformed personnel.

SUPERVISORS' INVOLVEMENT IN TRAINING

49. The staff survey asked both staff members and supervisors about supervisors' involvement in identifying staff training needs.[17] The majority of respondents indicated that staff and supervisors discuss training and development needs. In general, supervisors are more informed about training opportunities. Nearly all supervisors surveyed stated that they encourage staff members to take advantage of training opportunities, while approximately two-thirds of the staff claim this is the case.

PARTICIPATION IN TRAINING

50. The staff survey shows that:

- 77.5% of respondents have benefited from training during their peacekeeping assignments.[18] The participation rate is similar for military (78%), police (76%) and civilians (78%).
- 71% of the respondents had one or more training opportunities in the past three years.
- 70% of training activities have been conducted within the mission area. Travel for training purposes is most often undertaken by senior managers and professional staff, as they are more likely to attend globally organized training such as technical training or management and leadership programmes where participants are drawn from various missions and offices.

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[17] In the TNA, supervisors were defined as those supervising four or more staff members. For more information, see Annex 9: "Supervisors' Involvement in Training".

[18] See section on Ongoing Training below for details on what type of training respondents have attended.

CHART: TRAVEL REQUIREMENTS FOR TRAINING PURPOSES
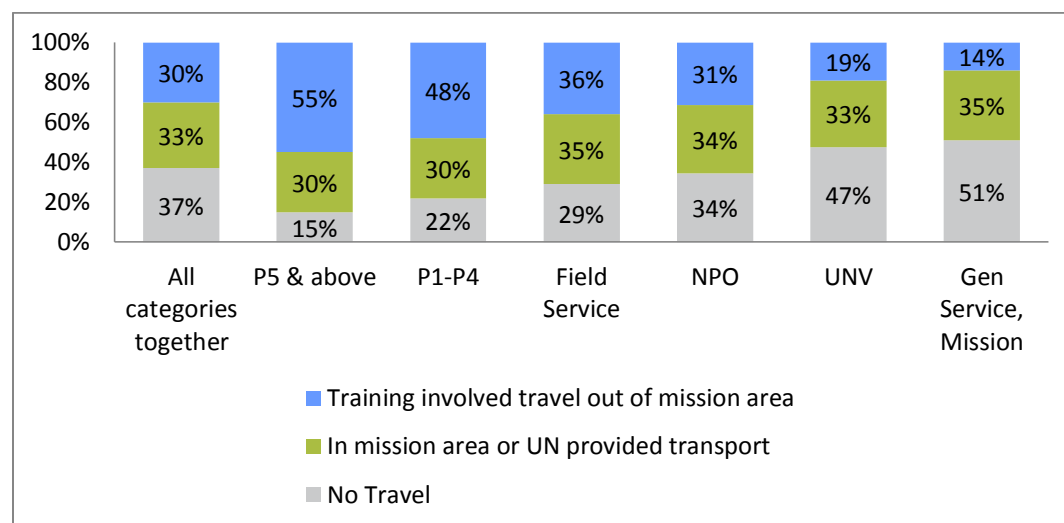
51. Staff members who have not participated in training activities cited a variety of reasons. Military and police respondents indicated that the primary reason was that they were relatively new to peacekeeping and had not yet had the opportunity to participate. Civilians, cited *lack of information about relevant opportunities* as the main reason for non-participation.[19] The second most-cited reason among civilians varied by staff category, including *lack of time*, (cited most often by P5s and above), *unavailability of funds* (stated most often by P1-P4s and Field Service staff), *recent recruitment* (stated by UN Volunteers and to a lesser extent, NPOs) and *non-acceptance into training programmes* (most common among General Service staff in missions).

52. This data can be interpreted in a variety of ways. National staff members' perception that they are frequently not accepted to training programmes may reflect: a) their interpretation of "training"— some staff members interpret "training" as "*external* training", b) course prerequisites, which are tailored for optimal selection of candidates for external training and certification programmes[20] and c) lack of a learning culture—staff and supervisors may not be encouraged to actively pursue relevant training and learning activities, either formal or on-the-job.

[19] See Annex 10: "Reasons for Non-Participation in Training".

[20] Examples of course pre-requisites may include fluency in the course language (mostly English), level of experience, extent of involvement or likelihood of using learned skills on the job, ability and sometimes authority to apply changes in the workplace, etc.

53. The "lack of information" cited by civilian staff members for not participating in training clearly indicates that better communication and management of information about training opportunities is needed in each mission and at Headquarters. The responses also indicate that supervisors need to support relevant learning initiatives. Training and learning activities should be factored into work plans and release of staff for in-mission training should be encouraged by senior managers. Where possible, flexible work arrangements should be explored in order to increase learning opportunities (without compromising output). Existing policies and initiatives designed to support learning through measures such as "No-Cost Official Travel" should be applied.[21]

ASSESSMENT OF TRAINING DELIVERY

54. This chapter assesses current training delivery mechanisms, structured in accordance with the existing training phases of pre-deployment, induction and on-going training.[22]

PRE-DEPLOYMENT TRAINING

55. The staff survey indicates that:

- Pre-deployment training is, generally speaking, considered by both civilian and uniformed staff to be of high quality[23] and quite effective in providing an overall understanding of peacekeeping.
- Pre-deployment training for military and police (carried out by Member States) is particularly appreciated, although respondents indicate that the quality of instructors varies significantly.
- The civilian pre-deployment training by the ITS team at the Global Service Centre in Brindisi, is more useful for new staff members who appreciate receiving an overview of the UN and peacekeeping, than for experienced staff who sometimes find it too basic.

Participation rates

56. The electronic survey raises concern about the participation rate in pre-deployment training, which is still far from universal, even though pre-deployment training is mandatory for newly recruited civilian staff (or those who have not been deployed in the past three years) as it is

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[21] This refers to participation in privately arranged professional development activities that involve no cost to the UN other than time off, etc.

[22] Detailed information is provided in Annex 11: "Which Content for Which Audience".

[23] See Annex 12: "Duration, Quality and Relevance of Pre-Deployment Training".

for all uniformed personnel. Civilian participation in pre-deployment training has increased, but military and police attendance are at almost the same levels they were in 2008.[24]

- **19%** of military and **30%** of police respondents have not participated in any pre-deployment training.
- **46%** of civilian respondents who are eligible[25] have not participated in pre-deployment training.

CHART: PARTICIPATION RATE IN PRE-DEPLOYMENT TRAINING
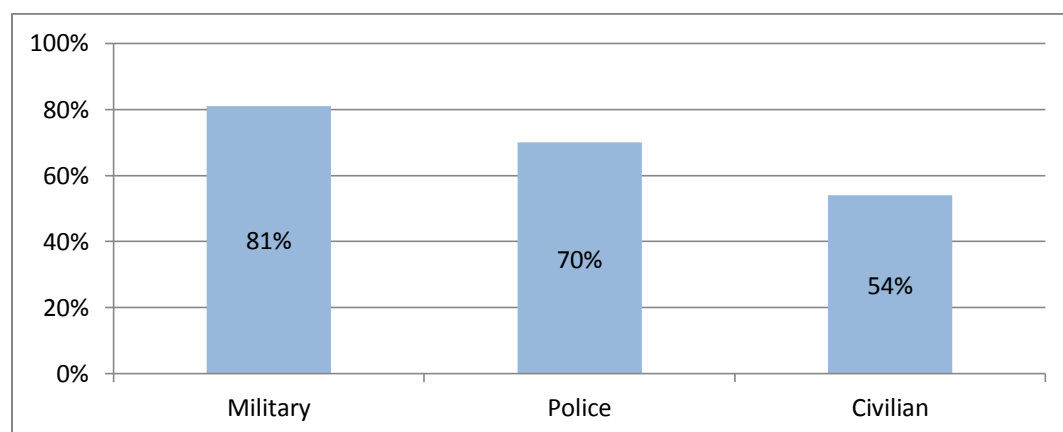
Length of pre-deployment training

57. The length of pre-deployment training for military and police varied significantly among Member States. This, together with the non-participation of some personnel may explain one of the main findings of the TNA: that there is a knowledge gap among peacekeeping personnel when it comes to basic understanding of the UN, its organs and structure and peacekeeping principles, history, evolution, types of mandates and decision-making processes.

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[24] Source: 2008 TNA.

[25] Civilian Pre-Deployment Training is mandatory for civilian personnel up to and including the D1 level deployed to DPKO-led field missions for the first time and for those who have not served in the field in the three years immediately prior to the effective date of their new appointment.

Usage of UN training materials

58. Another area of concern is that not all Member State pre-deployment training is conducted using UN training material.[26] In the Member States survey, 84% of respondents indicate that their institutions use UN CPTM, while 79% state that they use UN Specialized Training Material. [27]

MISSION-SPECIFIC INDUCTION TRAINING

59. According to the staff survey:

- 71% participated in an induction training upon joining a peacekeeping mission. The ratio strongly varies from one component to another:
  - o 93% for police
  - o 80% for military
  - o 66% for civilians

The rate of participation in induction programmes varies widely among peacekeeping missions. Of the ten missions most represented in the electronic survey of personnel, UNMIT (now closed), UNAMID and UNMIL had the highest participation rates. [28]

CHART: PARTICIPATION IN MISSION INDUCTION TRAINING BY MISSION

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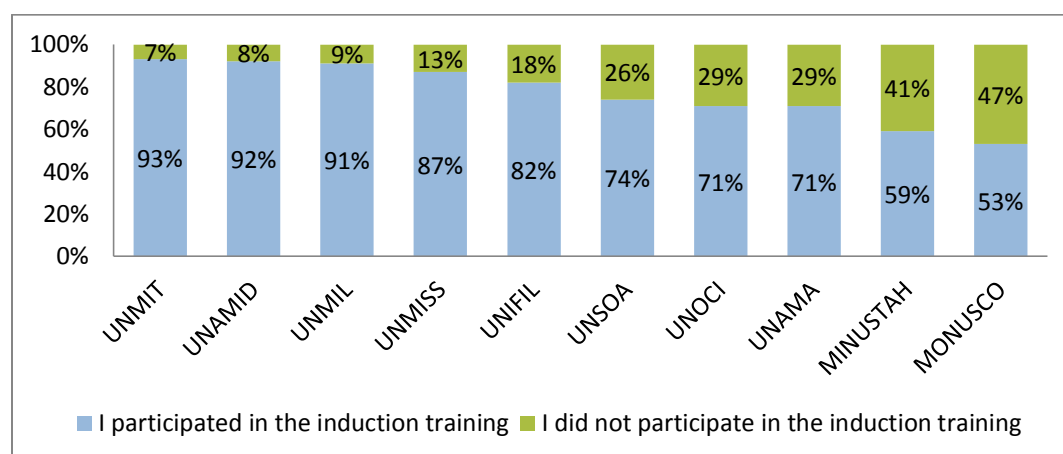
[26] See Annex 13: "Usage of UN Training Materials".

[27] See Annex 14: "Recommendations for Pre-Deployment Training".

[28] For more information, refer to Annex 15: "Participation in Induction Training and its Duration, Quality and Relevance".

60. Induction training is less appreciated than the pre-deployment training, based on comparison of staff survey data and responses in interviews. Efforts are therefore needed to improve the overall quality, relevance and usefulness[29] of induction programmes delivered in-mission and guide peacekeeping personnel on its importance.

61. The staff survey indicates that induction training is several days longer for uniformed personnel than for civilians, as it includes additional content specific to military and police. Most respondents appreciate the duration. Yet, according to some comments, induction training is considered:

- Too short and too compact by new staff members who are looking for additional information on the UN and peacekeeping
- Too long by experienced peacekeepers and international staff who find it overlapping with pre-deployment training

HEADQUARTERS INDUCTION

62. Only 24% of the civilian respondents and 44% of uniformed personnel participated in an orientation programme when they joined DPKO or DFS in New York. No current induction programme exists for new staff members of DPKO and DFS at Headquarters. Few staff members are familiar with an electronic induction course produced by ITS in 2010 and accessible via a departmental shared drive. The course is outdated.

ONGOING TRAINING

63. The staff survey listed 64 ongoing training programmes along with questions on: (1) staff participation, (2) relevance and usefulness and (3) delivery modes.[30] Specific feedback was also collected on (4) training of national staff.

Training attended by civilians

- *Mandatory training*: Safety and Security in the Field is by far the training most attended by civilians (it is both mandatory and a requirement for travel). Its delivery through e-learning also contributes to its success. 93% of staff found the delivery mode to be

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[30]See Annex 17: "Top 20 Trainings Attended" and Annex 18: "Recommendations Regarding Ongoing Training".

effective. Other courses such as Ethics and Integrity and HIV/AIDS Orientation were among the most-attended during the past three years. Nevertheless, participation of only 42% of respondents in mandatory HIV/AIDS Orientation during the past three years raises questions regarding the monitoring of participation in training considered mandatory for Secretariat personnel and the possible need for a "refresher course" requirement.

- *Training for support functions*: Job-specific training attended by civilians relates mainly to support areas such as Logistics (Transport, Engineering and Property Management), Procurement, Administration, Human Resources, Security, Medical and IT, as these areas often have mandatory certification and Organization-wide programmes. IPSAS training is one of the main trainings taken, with approximately one third of civilian respondents - mostly in support areas such as budget and finance - having attended.

- *Training for substantive functions*: Only three out of the twenty training programmes most attended by civilians relate to substantive areas, namely Gender (ranking n°7), Child Protection (n° 19) and Protection of Civilians (n° 20). Only 9% of civilian respondents have participated in the protection of civilians training (nine missions have specific protection of civilians mandates).

Training attended by military and police

- For uniformed respondents, the ranking of the main training programmes attended is slightly different. Beyond mandatory programmes, Cultural Diversity is the main training attended, followed by more substantive areas (Child Protection, Human Rights, Protection of Civilians and to a lesser extent Humanitarian Issues and Disarmament, Demobilization and Reintegration), soft skills (Teamwork, Conflict Management, Presentation and Communication) and English language training.

MAKING BETTER USE OF EXISTING PROGRAMMES FOR PRE-DEPLOYMENT, INDUCTION AND ONGOING TRAINING

64. The TNA results clearly indicate that effective implementation of existing policies and improvement in established training mechanisms would yield significant results. Systematic delivery of pre-deployment training for both civilian and uniformed personnel, ensuring the use of the CPTMs for all staff, as well as the Specialized Training Materials for military and police would address gaps in basic understanding. Ensuring that in-mission induction training is relevant and reaches all mission staff – with substantial improvement as suggested in Annex 18 - as well as the development of a Headquarters induction programme, would greatly enhance the integration of peacekeeping personnel.

BLENDED LEARNING

65. The vast majority of respondents considered the "blended" delivery mode – combining face-to-face and e-learning – to be effective. Some respondents suggested using e-learning to deliver basic modules and the blended approach to practice their skills. Respondents suggested:

- More interaction and simulation to facilitate learning
- Training be available in French in addition to English
- Handouts and reading materials be provided electronically prior to training to facilitate comprehension of the content

TARGETED AND CUSTOMIZED PROGRAMMES

66. TNA interviewees frequently emphasized that more training should be modular in order to best address the specific needs of each component and each mission. Some suggested that training on protection of civilians, for example, should be broken down into components so that the individual staff member understands the meaning of protection of civilians and how it relates to his or her job function. In addition, interviewees called for more scenario-based exercises and case studies (already included in training materials on protection of civilians).

TRAINING FOR NATIONAL STAFF

67. National staff, like all other staff members, need to consistently and continuously develop the expertise required for their current functions. This is consistent with UN policy and the core competency on commitment to continuous learning.

TABLE: PRIORITY TRAINING NEEDS FOR NATIONAL STAFF

KNOWLEDGE TO DEVELOP	SKILLS TO ENHANCE
- The UN, peacekeeping and mission specifics, including mandate, structure and roles and responsibilities of sections and teams - UN rules and regulations, including duties and entitlements	- Language skills - Communication and drafting skills - Administrative skills - Computer skills - Technical skills to upgrade own professionalism

SPECIFIC FEEDBACK ON NATIONAL STAFF TRAINING

68. There is a perception among some peacekeeping personnel that national staff participation in training is lower than that of other staff categories.[31] However, IMTC statistics show that more national staff members participate in in-mission training programmes than other staff categories.

69. 14% of NPO respondents and 9% of mission General Service staff indicated that they have never participated in training provided by their mission.

70. A majority of NPOs and General Service staff who did receive in-mission training highlighted the usefulness of such training programmes in equipping them with skills crucial for their current position and potential future employment.

71. National staff knowledge and skills can be strengthened through:

    ▪ Clear guidance from Headquarters on the short- and long-term objectives of training for national staff (see text box below)
    ▪ Sensitizing supervisors on the objectives of national staff training
    ▪ Ensuring national staff attend mandatory induction training, complemented with additional in-mission briefings on the UN and peacekeeping based on the CPTM (since national staff do not attend pre-deployment training)
    ▪ Certification programmes, including online and face-to-face training, with progressive tests and certificates to acknowledge the actual acquisition of new knowledge
    ▪ Encouraging staff to apply on the job knowledge and skills acquired through training
    ▪ Mentoring and coaching by supervisors, particularly international staff trained and prepared to take on such responsibilities
    ▪ Upgrading research skills of national staff to seek information on training opportunities, self-study materials, etc.
    ▪ Providing national staff with learning opportunities, with emphasis on substantial and job-specific training
    ▪ Increasing outreach for training through internal broadcasting tools, bulletin boards, etc.
    ▪ Making training nomination criteria and course pre-requisites transparent and communicating them openly

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[31] See Annex 19: "Staff Participation in UN-Provided Training".

"NATIONAL CAPACITY-BUILDING" OR TRAINING OF NATIONAL STAFF IN PEACEKEEPING MISSIONS?

National capacity-building and training of national staff are two critical areas mentioned throughout DPKO literature and during the TNA interviews. Both are important. While they may be complementary and/or overlap in certain respects, clear distinctions should be made between them in terms of expectations, objectives and scale/scope.

National capacity-building as a mandated activity of some missions focuses on strengthening national and local institutions in order to foster sustainable development, peace and security. As the goal is for post-conflict countries to reach a point where no further UN presence is required, the development of relevant national capacities is critical to ensure an effective and sustainable handover of mission responsibilities to national partners. During the TNA, many interlocutors highlighted the need to support the host country's efforts in developing areas such as a professional military, national police and solid legal institutions by working closely with all UN and other international partners. As one manager explained, "it is no longer about capacity-substitution, but about encouraging involvement and increasing the sense of ownership of stabilization and peacebuilding activities by the national actors". In order to achieve this, international staff – in particular those involved in working with national constituents – must have a basic knowledge of capacity-building and an ability to impart knowledge, build trust and work with people.

Training of national staff, sometimes termed "national staff capacity-building", refers to all training activities organized or authorized by the UN as a part of the Organization's human resources development, and is considered a form of investment in its workforce. In this sense, training of national staff in peacekeeping missions is no different from training activities for other categories of UN personnel. However, the Organization strives to target increasing numbers of national staff (also termed locally-recruited staff), since they account for more than 60% of civilian personnel. Joining in this effort, many missions have developed specific programmes and guidelines for national staff training.

Feedback received during the TNA revealed that these two concepts are often blurred or conflated—and that no common understanding regarding them exists across peacekeeping missions. Clear guidance on the short- and long-term objectives of national staff training in peacekeeping missions would assist SRSGs in making decisions about training programmes for national staff, and how such activities should mesh with—or be distinct from—longer-term sustained building of national capacity by UN Country Teams and other partners. This is particularly important as available funding for training of peacekeeping personnel is unlikely to grow, while training demands continue to increase.

III. KEY RECOMMENDATIONS: TRAINING AS A STRATEGIC INVESTMENT IN PEACEKEEPING

72. Resource constraints require that peacekeeping training be targeted to address performance gaps that have the largest impact on mandate implementation. A systematic, strategic approach to training is needed to optimize the investment in peacekeeping by the Secretariat as well as by the Member States.

   In order to reach this goal, the following recommendations are made:

RECOMMENDATION 1. MOVE TOWARDS A CULTURE OF LEARNING

73. DPKO and DFS should seek to create a culture of learning in peacekeeping, treating training as a strategic investment rather than a budgeted cost. More systematic senior-level attention is needed regarding training plans and budgets to ensure that they are aligned with departmental or mission priorities, designed to meet specific objectives and are monitored for results.

74. **ACTION POINTS FOR DPKO/DFS SENIOR MANAGEMENT:**
   - Establish a standing sub-group of the DPKO/DFS Working Group focusing on training and learning, chaired by the Director of DPET and specifically charged with regularly reviewing application of DPKO/DFS training policies across all of peacekeeping, engaging Member States, prioritizing the allocation of departmental resources for training at the Headquarters level and engaging with OHRM in order to ensure complementarity of training and learning initiatives developed for the UN as a whole and those specific or unique to peacekeeping.

75. **ACTION POINTS FOR DPKO/DFS/MISSION SENIOR MANAGEMENT:**
   - Treat peacekeeping training as a strategic (not administrative) resource for mandate implementation.

- Set clear learning and training priorities, giving due consideration to informal learning, well in time for the budget planning process.
- Hold managers and supervisors accountable for personnel taking part in prioritized training and learning activities.
- Support managers and supervisors in addressing under-performance.

76. **ACTION POINTS FOR MANAGERS AND SUPERVISORS:**
- Support participation of all peacekeeping personnel in priority peacekeeping training and learning activities.
- Integrate training and on-the-job learning activities in work programmes of units and individual personnel.
- Address under-performance in a constructive manner through learning and development plans with application of learning on the job.

77. **ACTION POINTS FOR PEACEKEEPING PERSONNEL:**
- Take personal responsibility for own professional development, including in identifying relevant training needs; tap into external and internal learning sources.

RECOMMENDATION 2: STRENGTHEN SENIOR MANAGEMENT TRAINING

78. A systematic and more effective leadership and management training strategy is critical to ensure that senior peacekeeping managers are better equipped with the essential knowledge and skills to be able to meet the challenges presented by complex and multi-dimensional missions.

79. **ACTION POINTS FOR DPKO/DFS SENIOR MANAGEMENT:**
- Prioritize senior management training and support a thorough review and development of relevant programmes by ITS, in cooperation with stakeholders in both departments.
- Incorporate obligatory training and structured briefings in the process of recruitment and onboarding of senior managers.
- Ensure sufficient time and space for a thorough induction for all incoming senior managers.

RECOMMENDATION 3. ENCOURAGE MORE INTEGRATION AND LESS FRAGMENTATION

80. Peacekeeping training needs clear direction and clearly defined strategic priorities. This necessitates an integrated effort amongst all actors involved in peacekeeping training.

81. **ACTION POINTS FOR DPKO/DFS/MISSION SENIOR MANAGEMENT:**

- Reaffirm the strategic role of ITS in the oversight and management of peacekeeping training. Direct all units/sections/offices using Support Account, mission or extra-budgetary training funds to produce detailed and comprehensive training plans, budgets and documentation of outcomes to be stored in a shared database to be created and managed through collaboration between ITS, FBFD and the Executive Office.
- Reaffirm the central role of IMTCs in training at the mission level. Endorse a DPKO/DFS review of the role and functions of IMTCs, their resources and organizational placement, taking into account the results of the 2010 evaluation report on IMTCs and subsequent evaluations.
- Support a high-level review of the global peacekeeping training architecture, with the participation of key TCCs, PCCs and other Member States.

82. **ACTION POINTS FOR MEMBER STATES:**

- Support a high-level review of the global peacekeeping training architecture.

83. **ACTION POINTS FOR MEMBER STATES AND PEACEKEEPING TRAINING INSTITUTIONS:**

- Actively participate, in a systematic manner, in training development through collaboration with ITS, including:
  o Partnering with ITS for development of training standards under ITS guidance.
  o Assisting with the review and update of existing training materials, such as the CPTM, and in the development of new guidance and materials, such as new standards for military observers, military liaison officers, military advisers and Formed Police Units.

RECOMMENDATION 4. DO BETTER WITH EXISTING TOOLS AND MATERIALS

84. The TNA confirms that foundational knowledge and the approach to peacekeeping training reflected in the CPTM remain valid and essential to integration of effort and achievement of mandates. It has also exposed gaps in awareness of and access to training, policies and guidance. There is a need to take a more systematic approach to all phases of training for all categories of personnel in order to improve learning methodology and delivery.

85. **ACTION POINTS FOR DPKO/DFS/MISSION SENIOR MANAGEMENT:**
   - Systematically apply DPKO and DFS training policies and priorities (including by designating and empowering training focal points in all offices/components who are responsible for assessing job-specific, technical and specialized training needs and for monitoring and documenting progress of relevant training activities based on specific learning outcomes).

86. **ACTION POINTS FOR MISSION SENIOR MANAGEMENT:**
   - Based on set training priorities (Recommendation 1), ensure that a comprehensive mission training plan is developed (see Policy on Training).
   - Support integration of all mission training efforts under the IMTC, including planning, budgeting and reporting.

87. **ACTION POINTS FOR MEMBER STATES:**
   - Use available UN peacekeeping training standards and materials.
   - In line with General Assembly resolution 67/261, which endorsed the recommendations of the Senior Advisory Group report, work with the UN Secretariat to put in place systems to ensure effective monitoring of pre-deployment training, operational readiness and the evaluation of mandate delivery.

88. **ACTION POINTS FOR ITS AND HEADQUARTERS TRAINING FOCAL POINTS:**
   - Strengthen pre-deployment training, including updating the CPTM.
   - Explore effective on-the-job learning approaches, including mentoring and coaching by managers and international staff.
   - Leverage existing technologies and platforms to facilitate e-learning and blended programmes that are considered more flexible for mission staff in remote areas.

89. **ACTION POINTS FOR ITS:**
   - Explore, with relevant offices, innovations in collaboration with Member States, making better use of Member State knowledge and resources, including in the delivery of training according to set priorities. In this regard, consideration should be given to developing guidance on training assessment and certification, and the development of a plan for peacekeeping training delivery.

90. **ACTION POINTS FOR IMTCS:**
   - Coordinate the development and consolidation of a comprehensive mission training plan, based on an annual peacekeeping training needs assessment.
     - o Strengthen induction training. The induction programme should continue to be mandatory in order to facilitate staff members' early integration into missions. Every effort should be made to make the induction more relevant and concise and

consideration should be given to modularization, targeting programmes according to staff members' experience and needs.[32]

RECOMMENDATION 5. FOCUS ON IMPACT

91. In order to support the strategic investment of training, it is crucial to assess and evaluate the actual impact of training. This relates to the importance to develop a culture of learning.

92. ACTION POINTS FOR MISSION LEADERSHIP IN COLLABORATION WITH IMTCS:
   ▪ Engage supervisors in monitoring staff application of lessons learned from participation in training activities to their work and enhancement of mission operations.
   ▪ Actively engage in the application phase requirements of programmes (such as in Learning Conversations that trainees are required to have with senior management upon completion of some management programmes).

93. ACTION POINT FOR MEMBER STATES AND PEACEKEEPING TRAINING INSTITUTIONS
   ▪ Regularly share with DPKO and DFS evaluations and other information regarding peacekeeping training initiatives, regional cooperation in peacekeeping training, and statistics regarding numbers of peacekeepers trained and deployed.

94. ACTION POINTS FOR ITS
   ▪ Develop a policy on the training cycle, with specific recommendations on how to evaluate and report training results and impact.
   ▪ Engage Headquarters training focal points, IMTCs and Member State training institutions in focusing on training impact.
   ▪ Promote certification programmes with tests on the acquisition and application of knowledge.
   ▪ Develop a mechanism for ITS to assess the impact of Member State-delivered pre-deployment training, including assessment visits, training standards for operational readiness for different categories of personnel (see Action points for Member States under recommendation 4 above) and a global training data-base on training capacities (development and delivery).

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[32] See Annex 16: "Recommendations for Induction Training".

IV. CONCLUSION

95. The 2012-2013 global peacekeeping TNA identified performance, skill and knowledge gaps that can be addressed by training for all categories of peacekeeping personnel and all levels. The findings are based on a comprehensive desk review, hundreds of meetings, panel discussions and focus groups organized in 13 different duty stations, and two electronic surveys completed by Member States and thousands of staff across all peacekeeping missions.

96. The TNA addressed all three phases of peacekeeping training: pre-deployment, induction and ongoing training, and identified cross-cutting training needs. Building on this assessment, this report has recommended action to address priority cross-cutting training needs across all staff and among different categories of personnel.

97. The findings of the TNA indicate that peacekeeping training is critical to effective mandate implementation. This report is not simply advocating more resources for training, a solution which may be perceived as a quick-fix to a complex and challenging problem. Instead, it recommends a holistic approach, where training is seen as a strategic investment in peacekeeping and where priorities are clearly set and resources targeted in areas of high return on investment, including senior management training. It recommends doing better with existing mechanisms and tools through more integration and focus on impact.

98. Within the Secretariat and in the field, DPKO, DFS and peacekeeping missions need to develop a culture of learning. This organizational change can ultimately be verified through behavioural and attitude changes on the parts of managers and peacekeeping personnel towards training and learning. The responsibility of senior managers, supervisors and staff members to be more proactive and committed to the professionalization of peacekeeping cannot be overemphasized.

99. The 2012-2013 TNA reveals some of the key challenges to developing the personnel capable of meeting the demands of peacekeeping now and in the future. The global enterprise of peacekeeping training involves the UN Secretariat and related bodies, as well as national, regional and independent training institutions of many kinds. In the absence of a true architecture for peacekeeping training, coherence amongst these actors requires common understanding of peacekeeping challenges, widely accepted standards and the sharing of information and expertise. Effective action on the recommendations and issues raised in this report can only be taken if DPKO, DFS, Member States and training institutions make a concerted effort to work in partnership to promote a cost-effective coherence of approach— and to position peacekeeping training as a strategic investment. Those who stand to benefit most from such an investment are the people peacekeepers are deployed to help.

Global Peacekeeping Training Needs Assessment

Annexes to the Final Report, 2012-2013

Integrated Training Service

Department of Peacekeeping Operations and

Department of Field Support

United Nations

ANNEX 1. TERMS AND DEFINITIONS

For the purposes of this TNA, **peacekeeping training** is defined as any training activity which aims to enhance mandate implementation by equipping UN military, police or civilian personnel, both individually and collectively, with the knowledge, skills and attitudes to enable them to: a) meet the evolving challenges of peacekeeping operations in accordance with DPKO/DFS principles, policies and guidelines, as well as lessons learnt from the field; b) perform their specialist functions in an effective, professional and integrated manner and; c) demonstrate the core values and competencies of the UN.[1]

Pre-deployment training (PDT) refers to peacekeeping training based on UN standards that takes place prior to deployment to a peacekeeping operation. It gives an overview of the UN and peacekeeping and is delivered by Member States to military and police personnel in their home country and by ITS to internationally recruited personnel at the Global Service Centre in Brindisi, Italy, prior to their deployment. The civilian Pre-Deployment Training (CPT) is delivered twice per month.

Induction training refers to mission- and host country-specific training, which is more targeted and complements the PDT. It is delivered by Integrated Mission Training Centres (IMTCs) or Training Officers where there is no integrated training structure. It targets all new peacekeeping staff, military, police and civilians, upon arrival in the mission area.

Orientation programme refers to a DPKO/DFS specific orientation programme for staff joining these departments at Headquarters.

Ongoing training refers to any learning activity for military, police or civilians, undertaken during their duty assignment, subsequent to induction training or Headquarters orientation programme.

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[1] Source: DPKO/DFS Policy on Training for all United Nations Peacekeeping Personnel, 2010.

ANNEX 2. DESK REVIEW

TNA METHODOLOGY:

- Exploration of Training Needs Assessment Methodologies Employed by ISO 9000 Registered Organizations, 1999
- Large-Scale Performance-Driven Training Needs Assessment in *Public Personnel Management*, Summer 2000

DPKO/DFS:

- After Action Reviews
- Authority, Command & Control in United Nations Peacekeeping Operations, February 2008
- Census & Identification of Law Enforcement Officials, June 2006
- DPKO/DFS Gender Military Perspective
- Establishment, Functions and Organization of the Standing Police Capacity (SPC), May 2006
- Evaluations and Internal Oversight Reports
- Formed Police Units (FPU) in United Nations Peacekeeping Operations, March 2013
- Functions & Organization of Formed Police Units in United Nations Peacekeeping Operations, November 2006
- Generic Guidelines for Troop Contributing Countries Deploying Military Units to the UN Peacekeeping Missions, 2008
- HQ Budget Reports / Results Based-Budgeting (RBB)
- Human Rights in United Nations Peace Operations and Political Missions, September 2011
- IMPP Guidelines: Role of the Field - Integrated Planning Process for Field Presences, January 2010
- A New Partnership Agenda: Charting a New Horizon for UN Peacekeeping, July 2009
- The New Horizon Initiative: Progress Reports n°1, October 2010, and n°2, December 2011
- Organizational charts
- OROLSI Planning Toolkit, May 2012
- Reports of the General Assembly Special Committee on Peacekeeping Operations
- Report of the Secretary-General on Comprehensive report on strengthening the capacity of the United Nations to manage and sustain peace operations, April 2007
- Report of the Secretary-General on Global field support strategy, January 2010
- Secretary-General's Bulletin on the Organization of the Department of Field Support, March 2010
- Secretary-General's Bulletin on the Organization of the Department of Peacekeeping Operations, February 2010
- Support to Military & Police Pre-Deployment Training for UN Peacekeeping Operations, October 2009
- Support for the Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies, December 2006
- Support for Vetting of Police and Other Law Enforcement Personnel, February 2008
- United Nations Infantry Battalion Manual Vol 1, August 2012
- United Nations Infantry Battalion Manual Vol 2, August 2012
- UN Peacekeeping Operations: Principles & Guidelines, 2008

FIELD MISSIONS:

- Assessment Reports
- Integrated Missions Planning Process (IMPP), Guidelines Endorsed by the Secretary-General, June 2006
- IMPP Guidelines for the Field, June 2010
- Mission Mandates
- Mission Budget Reports /RBB
- Planning Documents, including IMPP, Integrated Strategic Frameworks and Mission/Component Concepts of Operation
- Rules of Detention
- Rules of Engagement

HUMAN RESOURCES:

- Administrative Instruction on Performance Management and Development System, April 2010
- Agreements between UN and PCCs
- Agreements between UN and TCCs
- Documentation regarding Business Intelligence and Requirements vis-à-vis Peacekeeping Personnel
- Documentation regarding the Improved Field Human Resources Management Framework
- Draft of the UN Core and Managerial Competencies Reviewed
- Generic Job Descriptions of Major Occupational Groups Across Levels and Categories (police, military and civilians)
- Military Gap Lists
- Relevant Documentation on Change Management
- Relevant Documentation Mobility, Career Development, Retention of Talented Staff and Succession Plans
- Secretary-General's Bulletin on Performance Management and Development Learning Programme for Managers and Supervisors, September 2011
- Senior Managers Compacts for 2011 and/or 2012
- SOP on Selection of Police Officers
- SOP on Training Recognition for Military Observers

TRAINING POLICIES, GUIDELINES AND REPORTS:

- Global and Mission-Specific Military Training Guidelines
- Global and Mission-Specific Police Training Guidelines/Directives
- Global and Specific Training SOPs
- Guidelines on Roles and Training Standards for UN Military Staff Officers, March 2009
- Integrated Mission Training Centres Evaluation Report, 15 October 2010
- Mission Integrated Induction Training Programmes
- Mission-Specific Military Training Concepts
- Mission-Specific Military Training Directives
- Policy on Support to Military and Police Pre-deployment Training, October 2009
- Policy on Training for all UN Peacekeeping Personnel, May 2010
- Report of the Secretary-General on the Progress of training in peacekeeping, December 2010
- UN Mission-Specific Induction Training Minimum Standard for Peacekeeping Personnel, ITS

TRAINING NEEDS ASSESSMENTS:

- Report on the Strategic Peacekeeping Training Needs Assessment, October 2008
- TNAs Developed by Divisions/Offices/Sections
- TNAs Developed by Missions for Military, Police and Civilian Components

KEY TRAINING ACTIVITIES:

- Current Training Activities at Pre-Deployment, Induction and In-Mission Phases across Functions, Categories and Levels
- Pre-Deployment Training
- Programme of the Mission and Component-Specific Induction Training

ANNEX 3. QUESTIONS FOR INTERVIEWS

QUESTIONS TO SENIOR LEADERS REGARDING CHALLENGES AND EMERGING ISSUES:

1. What are the current challenges that peacekeeping/your mission is facing?

2. What are the emerging issues/challenges?

3. How well are staff — civilian, military and police —prepared to meet those challenges, both now and in the future?

ADDITIONAL QUESTIONS TO SENIOR LEADERS REGARDING PERFORMANCE GAPS:

4. In what functions does DPKO/DFS/your mission experience the biggest performance gaps?

5. What are the areas with the greatest performance improvement potential?

6. Thinking across the core peacekeeping functions, which kind of expertise will the Organization require to achieve its mandate?

7. Which capacities need to be enhanced in a specific component (military, police, substantive or support personnel) or mission phase (start-up, implementation or transition)?

SHOULD TIME ALLOW, THE FOLLOWING QUESTIONS MAY ALSO BE ASKED TO SENIOR LEADERS:

8. Given the evolving mandate and key challenges, how do you see your role in the future?

9. What are the most critical areas of knowledge, skills and behaviours that you will need to strengthen to achieve this performance potential?

10. If you were offered training in any peacekeeping area, in which would you be most likely to participate?

QUESTIONS TO MANAGERS REGARDING PERFORMANCE GAPS:

11. Given your mission's mandate/priorities of the Organization, what are the most significant challenges you expect for your Unit/Section/Division/Service?

12. What would be the area with the greatest potential for performance?

13. Which key functions in your Unit/Section/Division/Service may contribute to this performance potential and to full mandate implementation?

14. Which key competencies need to be enhanced for your Unit/Section/Division/Service to reach its performance potential and full mandate implementation? How can this be achieved?

15. Which of those competencies can be addressed through training?

SHOULD TIME ALLOW, THE FOLLOWING QUESTIONS MAY ALSO BE ASKED TO MANAGERS:

16. What are the priority learning needs of your staff? What would be the progress/outcome you would expect from training?

17. Who needs what and at which stage, during pre-deployment, induction or ongoing training? What would be the most cost-effective delivery modes?

QUESTIONS TO MANAGERS REGARDING CURRENT TRAINING ACTIVITIES:

18. Within your Unit/Section/Division/Service, to what degree has training been effective for the various functions? What is the 'best evidence' that the training solution is appropriate (or has the desired effect)?

19. What are the most relevant peacekeeping training courses you are aware of, including target audiences and delivery modes? What can be improved/what is missing?

ANNEX 4: QUESTIONS IN ELECTRONIC SURVEY OF PERSONNEL, DECEMBER 2012

WHAT ARE YOUR PRIORITY LEARNING AND TRAINING NEEDS? PLEASE HELP US DETERMINE WHAT PEACEKEEPING TRAINING PLANS SHOULD LOOK LIKE OVER THE NEXT THREE YEARS.

A training needs assessment is currently carried out by the Integrated Training Service across all peacekeeping missions and the Departments of Peacekeeping Operations and Field Support, among all categories of staff – military, police and civilians.

In line with the objectives of the training needs assessment, this electronic survey aims at collecting your views on:

1. Current peacekeeping training activities and mechanisms;

2. Skills and knowledge required for effective mandate implementation and;

3. Priority learning needs/skills gaps that can be addressed through training.

The survey is aimed at all Peacekeeping staff and managers both at Headquarters and in the field.

Please answer all questions. It should not take more than 15 minutes of your time.

The results of the e-survey will be shared with staff and will inform the recommendations of the 2012 Training Needs Assessment. Should you have technical issues in completing this questionnaire, please contact the Integrated Training Service, Division of Policy, Evaluation and Training at DPKO-DFS-Training@un.org.

Thank you in advance for your time and valuable inputs.

1. Your duty station is:

□ DPKO/DFS HQ – New York   □ UNIFIL – Lebanon

□ Regional Service Centre – Entebbe, Uganda   □ UNISFA – Abyei, Sudan

□ Global Service Centre – Brindisi, Italy   □ UNMIK – Kosovo

□ Global Service Centre – Valencia, Spain   □ UNMIL – Liberia

□ MINURSO – Western Sahara   □ UNMISS – South Sudan

□ MINUSTAH – Haiti   □ UNMIT – East Timor

□ MONUSCO – DRC   □ UNMOGIP – India and Pakistan

□ UNAMA - Afghanistan   □ UNOCI – Côte d'Ivoire

□ UNAMID – Darfur, Sudan   □ UNTSO – Jerusalem

□ UNDOF – Syrian Golan   □ UNSOA – Kenya and Somalia

□ UNFICYP - Cyprus   □ Other – Please specify:

2. You are:
□ Female   □ Male

3. Please provide some information about your UN peacekeeping experience:

3a. How many years of service do you have with UN peacekeeping?
□ 1 year or less   □ 5-10 years
□ 1-3 years   □ More than 10 years
□ 3-5 years

3b. Including your current post, how many UN peacekeeping missions have you served in?
□ None   □ More than 3 missions
□ 1-3 missions

3c. Have you served in DPKO or DFS before?
□ Yes   □ No

3d1. In which capacity are you currently serving?

(By clicking your choice below, you will automatically be directed to questions pertaining specifically to you)

□ Civilian   □ Police

□ Military

3d2. Other (please specify): _____

3e1. What is your current category [civilians only]

□ Professional (P5 and above)

□ Professional (P1 – P4)

□ National Professional Officer (NPO)

□ General Service in Mission (National Staff)

□ Junior Professional Officer (JPO)

□ UN Volunteer

□ Other (please specify): _____

3f. What type of appointment do you currently have [military only]

□ On secondment by a Member State in UNHQ

□ International staff (employed by the UN)

□ Contingent Member

□ Military Observer

□ Staff Officer in a peacekeeping mission/UNHQ

□ Military Chief of Staff in a peacekeeping mission

□ Military Liaison Officer

□ Military Adviser in a peacekeeping mission

□ Other: _____

3g. What type of appointment do you currently have? [police only]

□ On secondment by a Member State

□ International staff (employed by the UN)

□ Member of a Formed Police Unit

□ FPU Commander

□ Civilian working in the police component of a peacekeeping mission

□ Other: _____

3h. Which area below most closely fits your current work? [civilians only]

□ Civil Affairs, Governance; Electoral; Humanitarian Affairs; Return, Recovery, Rehabilitation

□ Rule of Law; Judicial, Corrections; Human Rights; Child Protection; Gender

□ Political Affairs and Analysis (such as JMAC)

□ Security Sector Reform (SSR); Disarmament, Demobilization and Reintegration (DDR)

□ Mine Action

□ Public Information and Communications; Translation and Interpretation

□ Oversight (OIOS, Audit, Board of Inquiry, Conduct and Discipline; Legal Affairs)

□ Safety, including Aviation; Medical; Security

□ Budget and Finance

□ Human Resources; Personnel

□ Information Management; IT

□ Facilities; Engineering; Property Management

□ Procurement; Contracts Management

□ Movement Control; Transport (air, ground and sea)

□ Management and Integration – substantive (immediate Offices of SRSG, DSRSG, COS and joint areas such as JOC and Best Practices)

□ Management and Integration – support (immediate Offices of DMS, CMS, CAS, ISS, etc. and joint areas such as Training)

3i. How many UN staff members (not including contractors/consultants/ICs/interns) do you supervise? Please also include those staff members reporting indirectly to you through someone else (i.e. for whom you are a second reporting officer).

□ 0-3   □ More than 10

□ 4-10

PART 2: EXPERIENCE WITH UN PEACEKEEPING TRAINING

4a. Have you ever participated in any peacekeeping training activities provided by or authorized by the UN?

□ Yes   □ No

4b. Have you participated in any peacekeeping training activities provided by or authorized by the UN in the last 12 months?

□ Yes   □ No

4c. Did any of this training require travel? [If answered Yes to the above]

□ Yes, within the mission area or with UN provided transportation (such as UN flights, vehicles, rented bus)

□ Yes, outside of the mission area

□ No

4d. I did not participate in any training programmes because: [If answered No to the above] (Please check all that apply):

□ I am very new to UN Peacekeeping

□ I did not need any skills development

□ I applied but was not accepted to a programme

□ I was too busy/could not take time away from my work

□ My supervisor did not approve my participation

□ There were insufficient funds available

□ I was not aware of any relevant opportunities

□ Other (please specify): _____

5. Are you aware of the Secretary-General's Learning and Development Policy (ST/SGB/2009/9)? [civilians only]

□ Yes   □ No

6. Are you aware of the DPKO/DFS Policy on Training for all UN Peacekeeping Personnel (Ref.2010.20)? [all staff]

□ Yes   □ No

7. Please evaluate UN training you have received in the past three years. Mark relevant fields below:

	UN TRAINING RECEIVED IN THIS AREA IN THE LAST 3 YEARS (CHECK ALL THAT APPLY)	DELIVERY METHOD : – FACE TO FACE – E-LEARNING – BLENDED LEARNING	WAS THE DELIVERY METHOD EFFECTIVE? (YES/NO)	WAS THE TRAINING RELEVANT TO YOUR WORK/HAVE YOU BEEN ABLE TO USE THE KNOWLEDGE AND SKILLS GAINED? (YES/SOMEWHAT/NO)
MANDATORY, MANAGEMENT AND COMMUNICATIONS				
Management and Leadership (OHRM)				
Supervisory Skills Development Series				
Competency-Based Interviews for Panel Members				
Safety and Security in the Field				
Ethics and Integrity				

HIV/AIDS Orientation Session				
Senior Mission Leaders Course (SML)				
Senior Leadership Programme (SLP)				
SMART Programme				
General Service Development Series (GSD)				
Performance Management				
Time Management				
Presentation and Communication				
Language Skills: English				
Language Skills: French				
Host Country Language				
International Computer Driving License (ICDL)				
Microsoft Courses				
Training of Trainers on Communication Topics				
CROSS-CUTTING/ORGANIZATIONAL DEVELOPMENT				
Conduct and Discipline				
Gender				
Human Rights				
Child Protection				
Cultural Diversity				
Teamwork				
Conflict Management				
Client Orientation				
Project Management				
Protection of Civilians				
IPSAS				
UMOJA				
IMIS				
Results-Based Budgeting				
Monitoring and Evaluation				
Crisis Management				
Risk Management				
Skills/Knowledge Transfer, Mentoring and Advising				
UN Correspondence Writing				
Specialized Reporting				

Skills				
Negotiation and Decision-Making				
Training of Trainers on Cross-Cutting Topics				
Job-Specific				
Administration				
Civil Affairs				
Conflict Analysis				
Disarmament, Demobilization and Reintegration				
Electoral Affairs				
Finance and Budget				
Governance				
Human Resources/ Personnel				
Humanitarian Issues				
Information Systems				
Legal Affairs				
Logistics (transport, engineering, property mgt)				
Medical				
Military/Police Command and Control				
Mine Action				
Political Affairs				
Procurement				
Public Information and Relations				
Rule of Law (Corrections)				
Rule of Law (Judicial)				
Security Sector Reform				
Specialized Courses for Security Officers				
Training of Trainers on Job-Specific Topics				

PRE-DEPLOYMENT TRAINING

[Civilians only]:

8. Did you participate in the UN Civilian Pre-Deployment (CPT) in Brindisi, Italy before joining a field mission (your current mission or a previous one)?

□ Yes   □ No (go to 23)

9a. Please rate the pre-deployment training:

PRE-DEPLOYMENT TRAINING	POOR	AVERAGE	GOOD	EXCELLENT
a. What was the overall quality of the pre-deployment training programme?	□	□	□	□
b. How effective was the pre-deployment training programme in preparing you for performing your specific function in the mission?	□	□	□	□
c. How effective was the pre-deployment training in giving you an overall understanding of peacekeeping?	□	□	□	□
d. How would you rate the delivery method (mix of presentations, group work, practical exercises, discussions, videos) of the pre-deployment training?	□	□	□	□

9b. Was the amount of time of the pre-deployment training sufficient?
□ Too long   □ Too short
□ About right

9c. Please provide any additional comments you may have on the pre-deployment training: _____

_____

[Military and police only]:

10. Your country of origin:

□ Pakistan   □ Senegal   □ Spain   □ Ukraine

□ Bangladesh   □ South Africa   □ France   □ Peru

□ India   □ Indonesia   □ Mongolia   □ Ireland

□ Ethiopia   □ China   □ Malawi   □ Tanzania, United Republic of

□ Nigeria   □ Morocco   □ Kenya

□ Nepal   □ Malaysia   □ Philippines

□ Rwanda	□ Italy	□ Togo	□ Other (please specify):
□ Egypt	□ Niger	□ Republic of Korea	
□ Jordan	□ Sri Lanka	□ Turkey	
□ Ghana	□ Burkina Faso	□ Austria	
□ Brazil	□ Argentina	□ Chile	
□ Uruguay	□ Benin	□ Japan	

Pre-Deployment Training

11. Did you participate in pre-deployment training before joining DPKO/DFS/your mission?
□ Yes   □ No (go to 20)

12a. If so, was the pre-deployment training delivered by your national peacekeeping training institution?
□ Yes   □ No

12b. If there was support given by a provider other than your national training institution, please specify the country/institution that provided it: _____

13. Was the pre-deployment training conducted using the UN Core Pre-Deployment Training Materials and the related Specialized Training Materials?
□ Yes   □ No
□ I do not know

14. How long was <u>the entire pre-deployment training</u>?
□ 1 week or less   □ 2-4 weeks   □ 2-3 months
□ 1-2 weeks   □ 1-2 months   □ Over 3 months

15. How was the pre-deployment training delivered?
□ Face-to-face   □ A blend of face-to-face and e-learning
□ Online (through e-learning)   □ Other (please specify): _____

16a. Please rate the pre-deployment training:

PRE-DEPLOYMENT TRAINING	POOR	AVERAGE	GOOD	EXCELLENT
a. What was the overall quality of the pre-deployment training programme?	□	□	□	□
b. How effective was the pre-deployment training programme in preparing you for performing your specific function in the mission?	□	□	□	□
c. How effective was the pre-deployment training in giving you an overall understanding of peacekeeping?	□	□	□	□

16b. Was the amount of time of the pre-deployment training sufficient?

□ Too long   □ Too short

□ About right

17. For military and police units, was the unit trained as a whole, including a final unit field exercise?

□ Yes   □ No

18. How long did the unit training last (including field exercises)?

□ Less than 3 days   □ More than 10 days

□ Between 3 and 10 days

19. Please provide any additional comments you may have on the pre-deployment training: _____
_____

Mission-Specific Pre-Deployment Training [Military and police only]

20. Did you receive mission-specific pre-deployment training (host country and mission-specific)?

□ Yes   □ No (go to 23)

21. How would you grade this mission-specific pre-deployment training?

□ Poor   □ Good

□ Average   □ Excellent

22. How long did the <u>mission-specific</u> pre-deployment training last?

□ Less than 3 days   □ More than 10 days

□ Between 3 and 10 days

Induction Training [All staff] *Please answer only one of these two questions:*

For mission staff:

23a. Did you participate in an induction training upon joining your mission?

□ Yes (go to C24)   □ No (go to MP28 or C30)

For Headquarters staff: (go to C30 or MP28)

23b. Did you participate in the DPKO/DFS-delivered orientation programme upon joining DPKO/DFS?

□ Yes   □ No

For mission staff:

24. If you did, where was the programme delivered? (Please select all that apply):

□ DPKO/DFS – HQ, New York

□ Regional Service Centre - Entebbe, Uganda

□ Global Service Centre – Brindisi, Italy

□ Global Service Centre – Valencia, Spain

□ MINURSO - Western Sahara

□ MINUSTAH - Haiti

□ MONUSCO - Democratic Republic of the Congo

□ UNAMA - Afghanistan

□ UNAMID - Darfur, Sudan

□ UNDOF - Syrian Golan

□ UNFICYP - Cyprus

□ UNIFIL - Lebanon

□ UNISFA - Abyei, Sudan

□ UNMIK - Kosovo

□ UNMIL - Liberia

□ UNMISS - South Sudan

□ UNMIT - East Timor

□ UNMOGIP - India & Pakistan

□ UNOCI - Côte d'Ivoire

□ UNTSO - Jerusalem

□ UNSOA – Kenya & Somalia

□ Other - Please specify

25. What was the total duration of the induction training/orientation programme?

□ Less than 1 day   □ 3-5 days

□ 1-2 days   □ 6 or more days

26. How was the induction training/orientation programme delivered?

□ Face-to-face

□ Online (through e-learning)

□ A blend of face-to-face and e-learning

□ Other (please specify): _____

27a. Please rate the induction training/orientation programme:

INDUCTION TRAINING IN THE FIELD/ORIENTATION PROGRAMME AT HQ	POOR	AVERAGE	GOOD	EXCELLENT
a. What was the overall quality of the induction/ orientation programme?	□	□	□	□
b. How effective was the induction/orientation programme in preparing you for performing your specific function in the mission?	□	□	□	□
c. How effective was the induction/orientation programme in giving you an overall understanding of peacekeeping?	□	□	□	□
d. How would you rate the delivery method of the induction/orientation programme?	□	□	□	□

27b. Was the amount of time of the induction/orientation sufficient?

□ Too long   □ Too short

□ About right

27c. Please provide any additional comments you may have on the induction training/orientation programme: _____

In-Mission/On-Going Training [Military and police only]

28. Have you been provided with continuous training opportunities while being in mission?
□ Yes   □ No (go to 30)

29. Has the training been relevant to maintaining your expected level of performance?
□ Yes   □ No

PART 3: KNOWLEDGE, SKILLS AND BEHAVIOURS FOR MANDATE IMPLEMENTATION

Self-Assessment [Questions for all staff: civilian, military and police]

30a. How would you rate your own level of knowledge and skills in the areas below, and which areas would you need to strengthen in order to better perform your duties?

	SUFFICIENT FOR MY DUTIES	WOULD NEED TRAINING
UN and Peacekeeping principles	□	□
UN Peacekeeping procedures, decision-making process, rules and regulations	□	□
Mission mandate/DPKO & DFS objectives	□	□
How mission mandate/DPKO & DFS objectives relate to my job	□	□
Understanding other components/units: 1. Roles and responsibilities of different civilian components/units and how to work with them 2. Roles and responsibilities of different police components/units and how to work with them 3. Roles and responsibilities of different military components/units and how to work with them	□	□
Host country context, including history, customs and culture	□	□
Code of conduct and prevention of sexual exploitation and abuse	□	□
Integrity/accountability/ethics	□	□
Teamwork and working with colleagues in different components (military, police, civilian, substantive, support, etc.) and with different cultural backgrounds	□	□

Communicating effectively orally and in writing with colleagues and external stakeholders	☐	☐
Analytical skills and problem solving in a peacekeeping context	☐	☐
Conflict management	☐	☐
Protection of civilians	☐	☐
Capacity-building, knowledge/skills transfer, mentoring, advising	☐	☐
Child protection	☐	☐
Including a gender perspective in my work	☐	☐

30b. Please specify any other area in which you would need training: _____

31. How much is your Manager involved in your training programmes and how does training feature in your team? [civilians only]

	YES	SOMETIMES	NOT AT ALL
My manager and I discuss my development needs together and this informs the training/learning programmes I participate in	☐	☐	☐
My manager is fully aware of the training/learning programmes I participate in and encourages me to practice my new knowledge and skills	☐	☐	☐
Training results in increased knowledge and skills and improved performance for the team	☐	☐	☐
My manager gives special attention to on-the-job training	☐	☐	☐
Training is considered a priority in my team	☐	☐	☐

For National Staff (All others, please leave blank):

32a. Do you feel that the training you have received equips you for future work in your country, outside of the mission?

☐ Yes   ☐ No

☐ I have not received any training by my mission

32b. Please provide any additional comments you may have on training for national staff: _____

_____

For Managers (P5 and above, in addition to any supervisors of 4 or more staff members):

33. How would you rate your own capacities in the following areas? Which of these would be improved through training? [civilian managers only]

UN MANAGERIAL COMPETENCIES	FULLY MEET	PARTIALLY MEET	WOULD BENEFIT FROM TRAINING
Leadership	☐	☐	☐
Vision	☐	☐	☐
Empowering others	☐	☐	☐
Building trust	☐	☐	☐
Managing performance	☐	☐	☐
Judgment/Decision-Making	☐	☐	☐

34. How does training feature in the management of your staff/team? [civilian managers only]

	YES	SOMETIMES	NOT AT ALL
We discuss development needs together and this informs the training/learning programmes my team participates in	☐	☐	☐
I am fully aware of the training/ learning programmes my team participates in and I encourage them to practice their new knowledge and skills	☐	☐	☐
Training results in increased knowledge and skills and improved performance for my team	☐	☐	☐
I give special attention to on-the-job training	☐	☐	☐
Training is considered a priority in my team	☐	☐	☐

35a. How would you rate the level of knowledge, skills and behaviour of your team (staff reporting to you directly and indirectly) in the areas below? [all managers]

	SUFFICIENT FOR THEIR DUTIES	WOULD NEED TRAINING
UN and Peacekeeping principles	☐	☐
UN Peacekeeping procedures, decision-making process, rules and regulations	☐	☐

Mission mandate/DPKO & DFS objectives	□	□
How mission mandate/DPKO & DFS objectives relate to their job	□	□
Understanding other components/units: 1. Roles and responsibilities of different civilian components/units and how to work with them 2. Roles and responsibilities of different police components/units and how to work with them 3. Roles and responsibilities of different military components/units and how to work with them	□	□
Host country context, including history, customs and culture	□	□
Code of conduct and prevention of sexual exploitation and abuse	□	□
Integrity/accountability/ethics	□	□
Teamwork and working with colleagues in different components (military, police, civilian, substantive, support, etc.) and with different cultural backgrounds	□	□
Communicating effectively orally and in writing with colleagues and external stakeholders	□	□
Analytical skills and problem solving in a peacekeeping context	□	□
Conflict management	□	□
Protection of civilians	□	□
Capacity-building, knowledge/skills transfer, mentoring, advising	□	□
Child protection	□	□
Including a gender perspective in their work	□	□

35b. Please specify any other area in which they would need training: _____

36. Do you have any additional comments on peacekeeping training in terms of content, delivery mode and impact on mandate implementation?

□ Yes_____   □ No

Thank you for participating in the 2012 Peacekeeping Training Needs Assessment.

ANNEX 5: QUESTIONS IN ELECTRONIC SURVEY OF TROOP AND POLICE CONTRIBUTING COUNTRIES

The Integrated Training Service (ITS) of the UN Departments of Peacekeeping Operations and Field Support (DPKO and DFS) is conducting a global peacekeeping training needs assessment (TNA). The TNA seeks to identify key performance and skills gaps that can be addressed by training and to determine what types of training are required for peacekeepers to perform their duties effectively.

Capturing the views and experiences of troop and police contributing countries is an integral part of the TNA. Since some 85% of peacekeepers deployed in field missions are military and police personnel, military and police training represents around 90% of the pre-deployment training undertaken by Member States.

The evolving nature of peacekeeping mandates and challenges makes it essential for the TNA to capture the priority needs for training based on identified performance gaps. The TNA will help to design training activities that reinforce messages to be shared, and provide the skills and knowledge to be corrected, maintain or redirect peacekeepers' efforts and improve their capabilities.

PART 1: INTRODUCTION

1. You are responding on behalf of: [drop down list of all Member States]

2. What is the name of the peacekeeping training institution(s) in your country? If there is no peacekeeping training institution(s), please indicate who provides peacekeeping training in your country: [open text field]

3. Choose the description that best fits the institution(s): (Please select all that apply).
□ National or government training service
□ Regional training institution affiliated with a regional intergovernmental organization
□ Independent, non-governmental institution
□ Academic or research institution
□ Other (please describe): _____

4. Which audience does the peacekeeping training institution(s) focus on? (Please select all that apply).

□ Military   □ Police

5. Approximately how many individuals does the peacekeeping training institution(s) train annually?

Military _____   Police _____

PART 2: PRE-DEPLOYMENT TRAINING

6. Does the peacekeeping training institution(s) provide pre-deployment training for military and/or police deploying to UN peacekeeping operations? (Please select all that apply).

Military   Police

□ Yes   □ Yes

□ No   □ No

7. If yes, is there a specific set of standards that is followed in developing the pre-deployment training?

□ Yes   □ No

8. If yes, which standards/materials are used? (Please select all that apply).

□ UN Core Pre-Deployment Training Materials

□ UN Specialized Training Materials

□ Other (please specify): _____

9. If UN Specialized Training Materials (STM) are used, please check all that apply:

□ Experts on Mission STM   □ Individual Police Officers STM

□ Staff Officers STM   □ Formed Police Units STM

□ Infantry Battalion STM   □ Protection of Civilians STM

10. How is the pre-deployment training delivered <u>for police</u>?

□ Face-to-face

□ Online (through e-learning)

□ A blend of face-to-face and e-learning

□ Other (please specify): _____

11. How long is the pre-deployment training <u>for police</u>?

☐ 1 week or less   ☐ 1-2 months

☐ 1-2 weeks   ☐ 2-3 months

☐ 2-4 weeks   ☐ Over 3 months

12. How is the pre-deployment training delivered <u>for military</u>?

☐ Face-to-face

☐ Online (through e-learning)

☐ A blend of face-to-face and e-learning

☐ Other (please specify): _____

13. How long is the pre-deployment training <u>for military</u>?

☐ 1 week or less   ☐ 1-2 months

☐ 1-2 weeks   ☐ 2-3 months

☐ 2-4 weeks   ☐ Over 3 months

14. What is the percentage of trained personnel that have been deployed in UN field missions after taking the pre-deployment courses?

<u>Military</u>

☐ We do not know   ☐ 30% - 50%

☐ Less than 10%   ☐ 50% - 70%

☐ 10% - 30%   ☐ Over 70%

<u>Police</u>

☐ We do not know   ☐ 30% - 50%

☐ Less than 10%   ☐ 50% - 70%

☐ 10% - 30%   ☐ Over 70%

PART 3: OTHER TRAINING

15. What other type of training do you provide for military and police personnel?

Military: _____   Police: _____

16a. Does the peacekeeping training institution(s) develop its own training courses and accompanying materials or receive input from outside sources? Please select the most relevant option below:

□ Develop own courses/material exclusively
□ Develop own courses/material with input from other sources
□ Use outside sources exclusively

16b. If applicable, please list which outside sources were collaborated with: _____

17. How is it determined which training courses/material to prioritize over others? (Please select all that apply):
□ As a result of a formal training needs assessment
□ In response to governmental or command policy decision
□ In response to UN policies and guidelines
□ In response to demands for specific kinds of training
□ On the basis of perceived needs
□ Not necessarily validated by a formal assessment
□ Other (please specify): _____

18. Does the institution(s) interact with the UN on peacekeeping training-related issues?
□ Yes   □ No

19. If yes, which UN entity (entities)? (Please select all that apply):
□ Integrated Training Service (ITS)
□ Other DPKO/DFS offices (e.g. OROLSI, Police Division, OMA, etc.) Please specify:_____
□ Other UN entity (e.g. UN Women, OHCHR, UNDP, etc.) Please specify : _____

20. What is the nature of the interaction? (Please select all that apply):
□ Technical support and guidance (including Training of Trainers)
□ Provision of training materials
□ Training course recognition
□ Other (please specify): _____

21. How would you rate this interaction on the scale below? [drop-down list]
□ Excellent   □ Poor
□ Good   □ Very Poor
□ Satisfactory

22. In which area would it be important to have additional interaction?

□ Technical support and guidance (including Training of Trainers)

□ Provision of training materials

□ Training course recognition

□ Other (please specify): _____

23. Are you aware of the DPKO training policies on:

Training for all United Nations Peacekeeping Personnel?

□ Yes   □ No

Support to Military and Police Pre-Deployment Training?

□ Yes   □ No

24. Are you aware of the DPKO SOP on:

Training Recognition?

□ Yes   □ No

Mobile Training Support Teams?

□ Yes   □ No

Training of Trainers?

□ Yes   □ No

25. What do you consider to be the emerging training needs and priorities for peacekeeping personnel over the next three years? (Please select all that apply):

□ Capacity-building, mentoring and skills/knowledge transfer

□ Protection of civilians

□ Interoperability amongst military units and between military units and police

□ Specific functions of military liaison officers, military observers and military staff officers

□ Specific functions of individual police officers

□ Infantry unit capabilities: civil-military interaction and key leaders outreach

□ Infantry unit capabilities: logistics

□ Other (please specify): _____

26. Please look at the broad areas of peacekeeping training below and assess if the topics are adequately covered in the existing UN training materials or there is a need for more emphasis or new training:

	SUFFICIENTLY COVERED	NOT SUFFICIENTLY COVERED	I DO NOT KNOW
UN & Peacekeeping principles	□	□	□
UN Peacekeeping procedures, decision-making processes, rules & regulations	□	□	□
Mission mandate/DPKO & DFS objectives	□	□	□
How mission mandate/DPKO & DFS objectives relate to my job	□	□	□
Understanding other components/units: 1. Roles and responsibilities of different civilian components/units and how to work with them 2. Roles and responsibilities of different police components/ units and how to work with them 3. Roles and responsibilities of different military components/ units and how to work with them	□	□	□
Host country context including history, customs and culture	□	□	□
Code of conduct and prevention of sexual exploitation and abuse	□	□	□
Integrity/accountability/ethics	□	□	□
Teamwork and working with colleagues in different components (military, police, civilian, substantive, support, etc.) and with different cultural backgrounds	□	□	□
Communicating effectively orally and in writing with colleagues and external stakeholders	□	□	□
Analytical skills and problem solving in a peacekeeping context	□	□	□
Conflict management	□	□	□
Protection of civilians	□	□	□
Capacity-building, knowledge/ skills transfer, mentoring, advising	□	□	□
Child protection	□	□	□
Including a gender perspective in one's work	□	□	□
Command and leadership	□	□	□
Negotiation and decision-making	□	□	□

ANNEX 6. ADDITIONAL LEARNING NEEDS FOR ALL CIVILIANS

TABLE: PERCENTAGE OF CIVILIAN STAFF WHO STATE THEY NEED TRAINING IN GIVEN AREAS[2]

	UNV	GS IN MISSION	FIELD SERVICE	NPO	P1-P4	P5 & ABOVE
Capacity-building/ knowledge transfer/ mentoring	77%	77%	64%	76%	59%	34%
Conflict management	76%	74%	62%	66%	59%	41%
Protection of civilians	77%	73%	62%	69%	60%	51%
Child protection	66%	69%	64%	66%	53%	44%
Analytical skills and problem solving	71%	74%	55%	70%	45%	21%
UN Peacekeeping procedures, decision-making processes/ rules & regulations	65%	71%	47%	75%	46%	24%
Understanding roles & responsibilities of police components/ units	61%	66%	49%	64%	48%	31%
Understanding roles & responsibilities of military components/units	57%	66%	47%	64%	48%	34%
Understanding roles & responsibilities of civilian components/units	54%	59%	38%	58%	37%	19%
How mission mandate/ DPKO/ DFS objectives relate to my job	47%	63%	40%	43%	27%	10%

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[2] The other possible answer to the question being: "I have sufficient knowledge and skills to perform my duties".

ANNEX 7. PRIORITY TRAINING NEEDS FOR STAFF IN SUBSTANTIVE AND SUPPORT AREAS

PRIORITY TRAINING NEEDS FOR STAFF IN SUBSTANTIVE AREAS:

Knowledge to Develop	Skills to Enhance
▪ Peacebuilding and the evolving role of complex peacekeeping operations ▪ Human rights, protection of civilians and child protection ▪ UN agencies, funds and programmes: roles and approaches ▪ Capacity-building ▪ Cultures, populations and history of host country ▪ Administrative requirements, including human resources, budget, finance and procurement rules and regulations	▪ Political and conflict analysis ▪ Mentoring and advising ▪ Conflict management and mediation ▪ Data collection and analysis for informed decision-making in a peacekeeping context ▪ Results-based management ▪ Project management including monitoring and reporting ▪ Communication and presentation skills to strengthen impact among different target groups ▪ Writing skills ▪ Crisis management and negotiation

TABLE: ADDITIONAL NEEDS FOR SPECIFIC SUBSTANTIVE FUNCTIONS:

AREA/FUNCTION	ADDITIONAL KNOWLEDGE AND SKILLS TO STRENGTHEN
Rule of Law and Security Institutions	▪ Integrated approach in the area of rule of law ▪ Project and risk management ▪ Legal procedures and systems, incl. knowledge of national legislations ▪ Technical knowledge, as applicable, in constitutional reform, land & property rights, local traditional and constitutional legal framework ▪ Human rights and international humanitarian law ▪ UN standards and policies regarding corrections
Child Protection	▪ Human rights; civil affairs and knowledge of national laws ▪ Child protection in conflict environments, in line with local customs ▪ Monitoring and reporting skills
Joint Mission Analysis Centres and Joint Operations Centres	▪ Data collection and analysis
Public Information	▪ Managing information and communication projects, through the whole cycle from project proposal to monitoring of impact ▪ Organizing communication campaigns and opinion surveys ▪ Social and digital media, building on existing training ▪ Latest technology and techniques in publishing and radio production

PRIORITY TRAINING NEEDS FOR SUPPORT STAFF:

Knowledge to Develop	Skills to Enhance
▪ Mission mandate and the relationship with one's own function ▪ UN rules, regulations, policies and procedures ▪ Roles, responsibilities and task divisions of administrative units and ascending responsibilities up to the Headquarters level ▪ Roles of the Global and Regional Service Centres and their support for field missions ▪ Broader understanding of Umoja, IPSAS and GFSS ▪ IT systems and tools used in human resources, finance, etc. ▪ Technical expertise to upgrade professionalism and comply with industry standards	▪ Accountability and client-orientation ▪ Communication and writing skills ▪ Problem-solving and working effectively in a team ▪ Change management

TABLE: ADDITIONAL NEEDS FOR SPECIFIC SUPPORT FUNCTIONS:

AREA/VENUE	ADDITIONAL KNOWLEDGE AND SKILLS TO ENHANCE
Field Personnel Division (FPD) in Headquarters and Chief Civilian Personnel Officers in the field	▪ Strategic thinking and understanding of substantive human resources issues and challenges ▪ Briefing skills to inform and coordinate colleagues and teams ▪ HR concepts (e.g. workforce planning, accountability, etc.) and functions (to be accomplished by staff taking the e-Cornell programme provided for this purpose) ▪ HR rules and regulations; FPD functions, responsibilities and authority and decision-making at individual levels ▪ Residual functions (e.g. oversight, monitoring and strategic mission planning) ▪ Communication and writing skills
Human Resources staff in the field	▪ HR concepts and functions (to be accomplished by staff taking the e-Cornell programme) ▪ HR rules and regulations and how to apply them effectively ▪ Functions transferred ▪ Client orientation
Integrated Training Service and Integrated Mission Training Centres	▪ A common approach to training – through a corporate programme on the whole training cycle from needs assessment to monitoring, evaluation and measure of impact ▪ Project management, planning and budget

	▪ Training marketing and advocating skills, negotiation and communication at all levels, incl. senior leadership
Field Budget and Finance	▪ Roles of DPKO, DFS and departments served by the Field Budget and Finance Division; expected contributions by units ▪ Technical skills in accounting, budget and finance ▪ Improved knowledge of existing tools; familiarization with new systems (Umoja, IPSAS) and specific tools for funds management, etc. ▪ Monitoring of funds for cost centres management
Information and Communication Technology	▪ Implementation and operation of key information systems and underlying infrastructure ▪ Information and communication technology relevant and applicable to work
Transport and Movement	▪ Technical certification programmes to comply with industry standards and keeping insurance costs down (e.g. compliance management; flight operations; equipment maintenance; environmental education, impact of transportation on climate change, etc.) ▪ International certification programmes, some of which are mandatory (e.g. IATA standards and certification, Certificate of Transport of Dangerous Goods, etc.)
Logistics	▪ Mandatory technical certification programmes ▪ New approach to supply chain, logistics planning and property management, in line with GFSS, IPSAS and Umoja implementation ▪ Contract management, including rules and regulations on procurement, negotiation, etc. ▪ Quality control of rations for troops/police contingents ▪ Quality control of fuel for air and surface operations
Regional Service Centre, Entebbe	▪ Teamwork to facilitate effective cooperation with missions in the region ▪ Clear guidance on how to support and service missions, opportunities and limitations

ANNEX 8. ADDITIONAL TRAINING NEEDS FOR MILITARY AND POLICE PERSONNEL

TABLE: ADDITIONAL CAPACITIES FOR SPECIFIC MILITARY FUNCTIONS

FUNCTION	ADDITIONAL KNOWLEDGE AND SKILLS TO ENHANCE
Senior Leadership/ Commanders	- Understanding of the political dynamics (including local, regional and Member State dynamics) - UN dynamics and entities (e.g. Security Council, C-34, 5th Committee, ACABQ, etc.) - Political skills and sensitivity - Relationship building with troop contributing countries - Planning and transition planning - Decision-making in complex situations - Mission mandate and administrative requirements - Media relations
Units (Commanders, Staff and Troops)	- Understanding the mandate and rules of engagement - Technical skills specific to the mission (e.g. crowd control, intelligence) - Ability to build relationships with local leaders - Negotiation
Military Observers and Military Liaison Officers	- Mission mandate and administrative requirements of the mission - Understanding local actors and environment - Liaison - Coaching and mentoring - Conflict management, negotiation and mediation skills - Interview techniques
Staff Officers (FHQ and Battalions)	- Understanding the mandate, actors and environment - Administrative and logistical requirements of the mission - Coordination and interpersonal skills for interaction with other actors in and outside the mission

TABLE: ADDITIONAL CAPACITIES FOR SPECIFIC POLICE FUNCTIONS

FUNCTION	ADDITIONAL KNOWLEDGE AND SKILLS TO ENHANCE
Senior Leadership	- The UN system, viewed through a holistic approach - Relationship/Memoranda of Understanding with police contributing countries - Planning and budget, including results-based budgeting - Leadership and management - Mission mandate and administrative requirements
Team Leaders Formed Police Units	- Leadership and management - Understanding local actors and environment

ANNEX 9. SUPERVISORS' INVOLVEMENT IN TRAINING

CHART: SUPERVISORS AND STAFF DISCUSS DEVELOPMENT NEEDS TOGETHER AND THIS INFORMS STAFF LEARNING PLANS
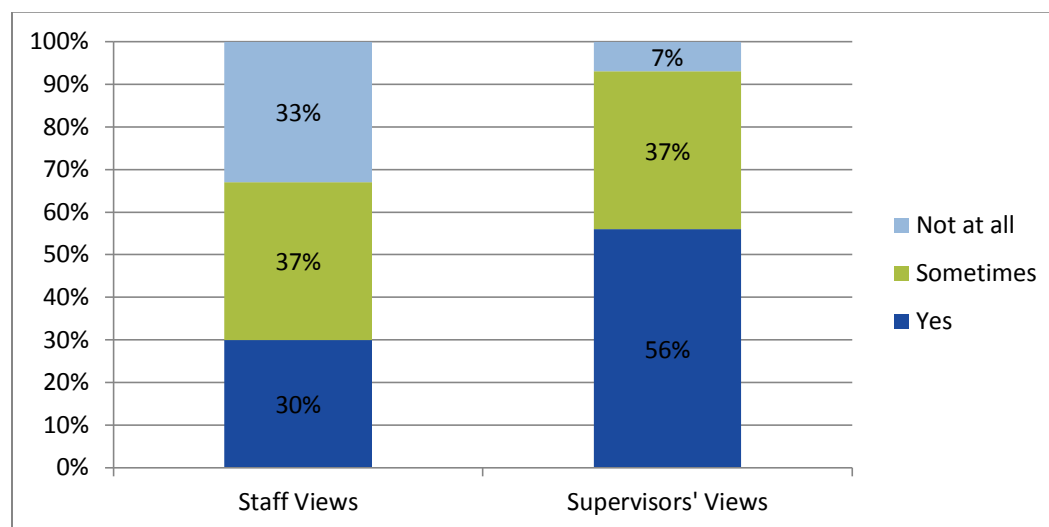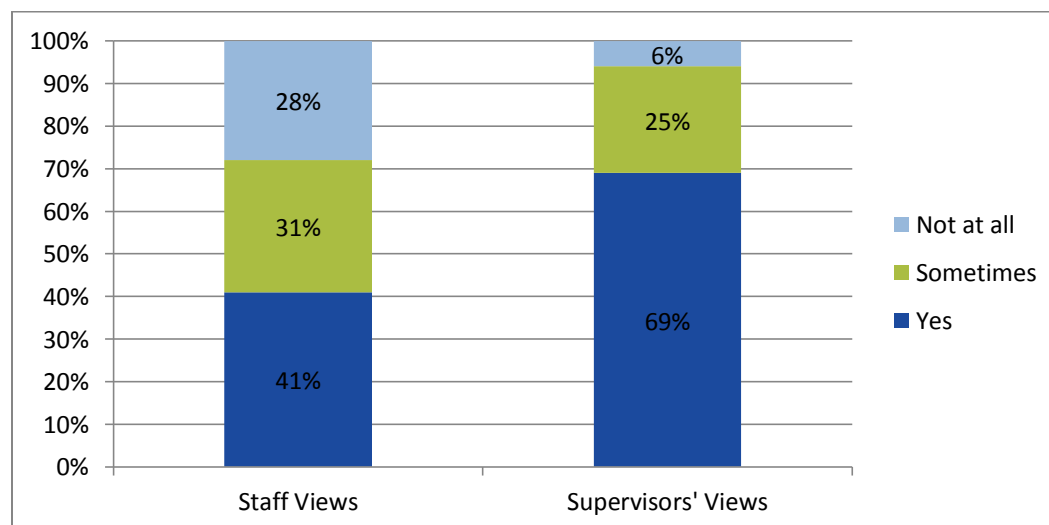

CHART: SUPERVISORS ARE FULLY AWARE OF THEIR STAFF TRAINING PLANS AND ENCOURAGE THEM TO PRACTICE THEIR NEW KNOWLEDGE AND SKILLS

ANNEX 10. REASONS FOR NON-PARTICIPATION IN TRAINING

CHART: REASONS FOR NON-PARTICIPATION – ALL COMPONENTS
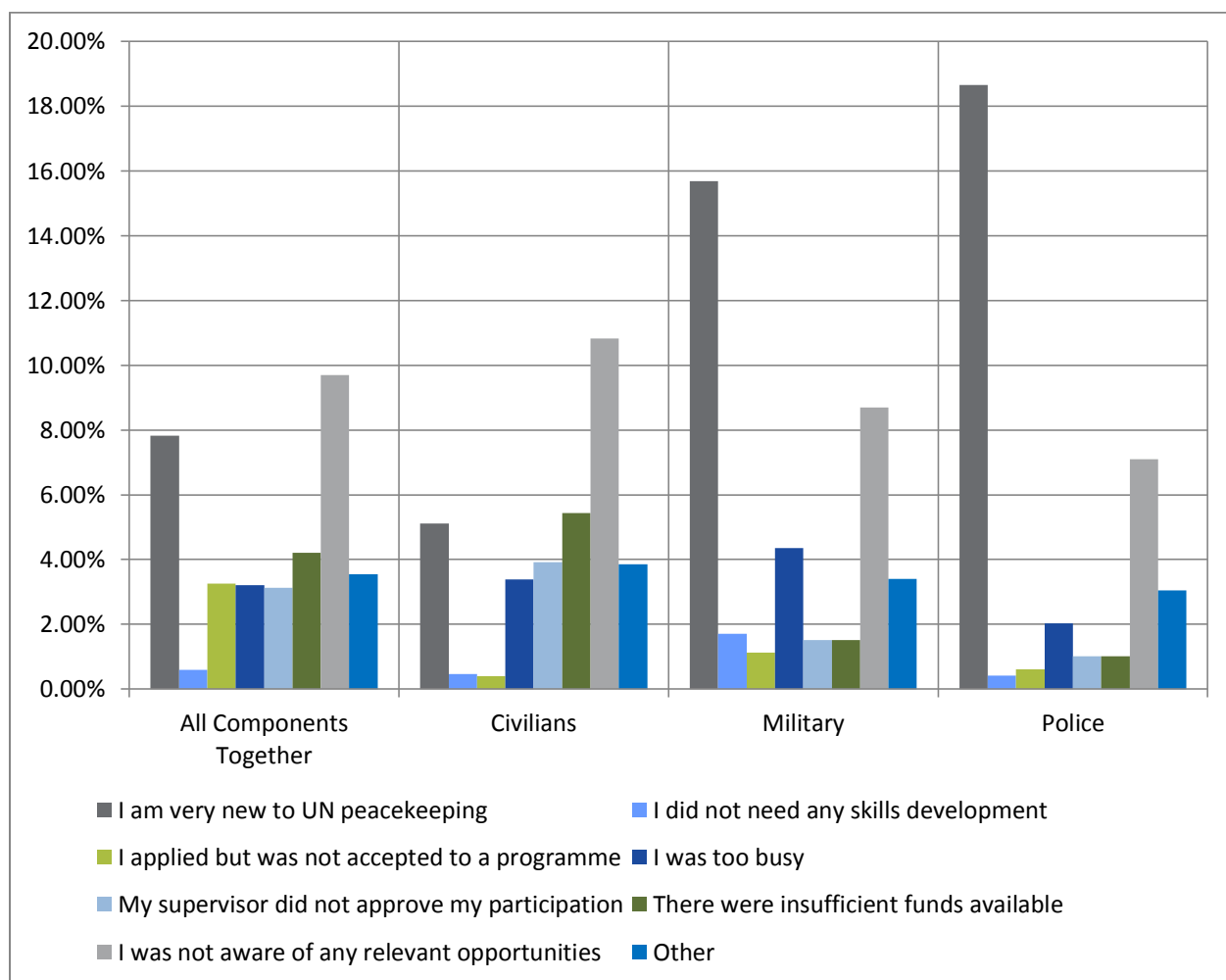
- For civilians in particular, non-awareness of relevant opportunities is the main reason for not participating in training, followed by recent recruitment (there has not yet been time) and unavailability of funds.

- For military and police, due to a short deployment cycle, recent recruitment (lack of time) is by far the main reason, followed by the lack of information (non-awareness of relevant opportunities).

CHART: REASONS FOR NON-PARTICIPATION OF CIVILIANS IN TRAINING (BREAKDOWN PER STAFF CATEGORY)
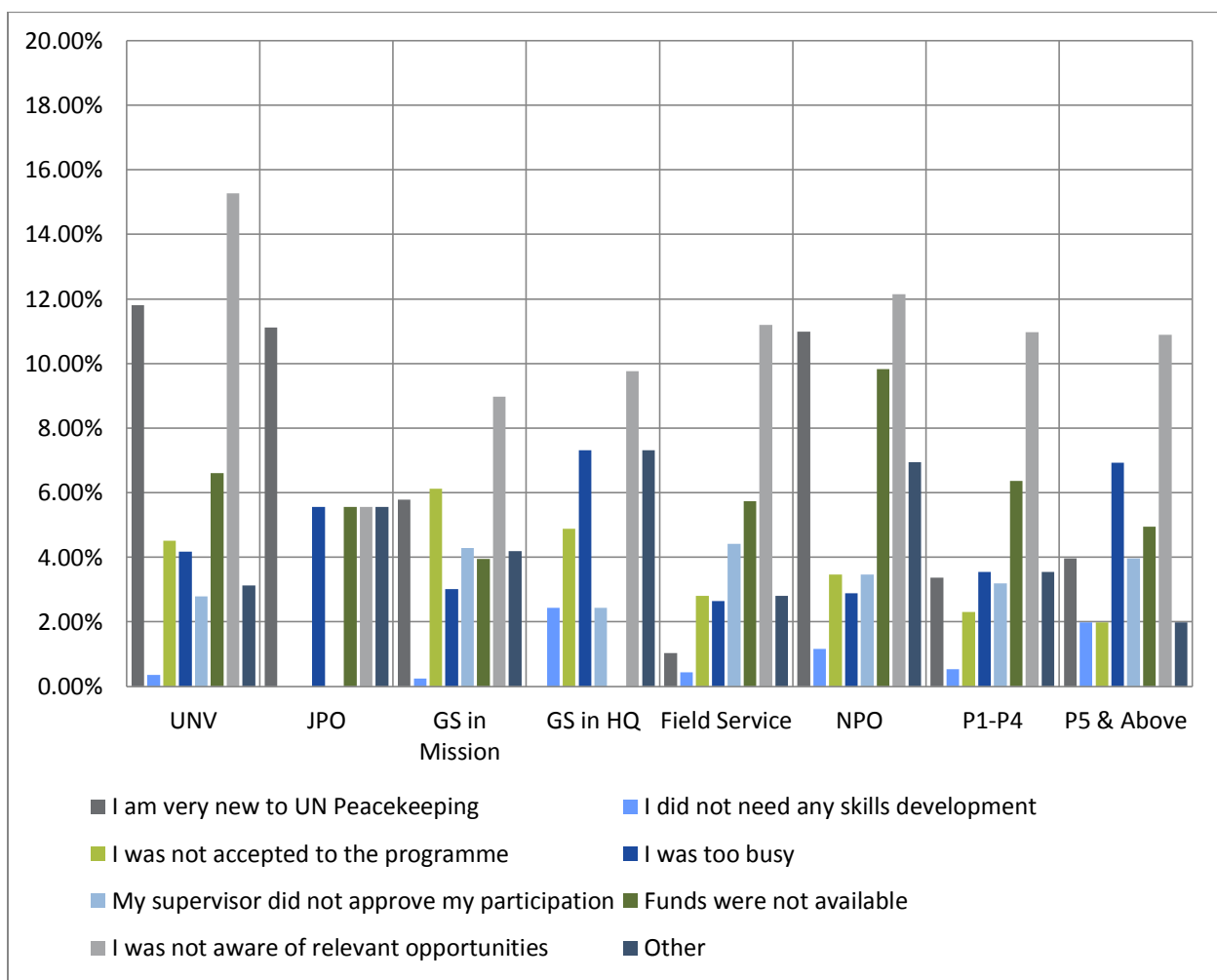
ANNEX 11. WHICH CONTENT FOR WHICH AUDIENCE: WHEN AND HOW?

CONTENT	TRAINING PHASE		
	PRE-DEPLOYMENT TRAINING	INDUCTION TRAINING	ONGOING TRAINING
1. CROSS-CUTTING CONTENTS FOR ALL PEACEKEEPING PERSONNEL			
UN basics, including organs & structure	X		
Peacekeeping principles, mandates & decision-making processes	X		
DPKO/DFS objectives, mission mandate	X		
DPKO/DFS/mission structure, incl. other components and units' roles		X	
Orientation on one's function			X (through individual check-in process, briefings, on-the-job training by supervisor & internal communications)
Protection of civilians, child protection & human rights	X	X	X
Code of Conduct/SEA prevention, Safety/Security, Ethics, Gender & HIV/AIDS	X	X	X
Cultural awareness	X	X	X
Capacity-building			X
Mentoring, coaching and imparting knowledge			X
UN rules and regulations on human resources, budget and finance			X
Conflict management			X
Change management, accountability, results-based management and performance management			X
Planning and project management			X
Communication skills orally and in writing			X
Language skills			X
Technical skills/job-specific training			X

2. ADDITIONAL CONTENTS FOR MILITARY			
Peacekeeping and political affairs/how the military supports the mandate	X	X	
Operationalization of protection of civilians and child protection	X	X	X
Rules of engagement	X		X (joint exercise)
Coordination with police	X	X	
Coordination with civilian components	X	X	
Presentation skills			X
Computer skills	X (tests)		X
Weapons firing and driving in difficult conditions, e.g. in sand	X		X
3. ADDITIONAL CONTENTS FOR POLICE			
UNPOL role, ethos and values	X	X	
Use of force for armed police	X	X	
Mentoring, coaching and imparting knowledge			X
4. FOR SENIOR LEADERS AND MANAGERS			
Code of conduct/preventing abuse of power and authority	X	X	X
HR/budget/finance (RBB) rules and resource management	X		X (briefings)
UN agencies/funds/programmes: roles and operation modes in the field	X	X	X (self-study/ reading)
Management and leadership			X (upon promotion or career aspiration)
Strategic thinking			
Strategic planning and risk management			
Managing performance and under-performance			X (coaching)
Development, sustainability and capacity-building			X
Accountability and results-based management			X
5. ADDITIONAL CONTENTS FOR CIVILIANS			
For National Staff			
The UN, Peacekeeping and mission-specifics		X	

UN rules and regulations, incl. duties and entitlements		X	
Management skills for National Professional Officers			X (coaching)
Administrative and computer skills			X
Vocational skills in line with country technical needs			X
Marketing oneself, CV drafting/opening a business			X
For Substantive Areas			
In-depth understanding of peacekeeping, peacebuilding, human rights, protection of civilians and child protection	X	X	X
UN Agencies, Funds and Programmes: roles and approaches		X	X
Political and conflict analysis			X
Conflict management, mediation and negotiation			X
Data collection/analysis for decision-making in a peacekeeping context			X
Presentation and writing skills: communication for development			X
For Staff in Support Areas			
Administrative programme incl. HR, budget, finance and procurement			X
Change management, client-orientation and problem-solving			X
Roles and responsibilities in administration: HQ, Service Centres and missions			X
Holistic view of Umoja, IPSAS and GFSS			X
IT systems and tools used in human resources, finance, etc.			X

ANNEX 12. DURATION, QUALITY AND RELEVANCE OF PRE-DEPLOYMENT TRAINING

Duration: The pre-deployment training is six days long for civilians in Brindisi. It lasts between 2 weeks and 2 months for most military and is shorter for police, according to both uniformed staff and Member States surveyed.

The staff survey shows that the duration of the pre-deployment training is considered to be:

- About right by 84% of the military respondents, 75% of the civilians and 68% of the police
- Too short by 12% of the military, 18% of the civilians and 28% of the police
- Too long by 4% of the military, 7% of the civilians and 4% of the police

The appreciation of the duration, similar to the appreciation of the overall relevance of the civilian pre-deployment training, is partly correlated with respondents' peacekeeping experience: 57% of staff members with more than 5 years of experience with the UN find the pre-deployment training too long versus only 29% of staff with 3 years of experience or less.

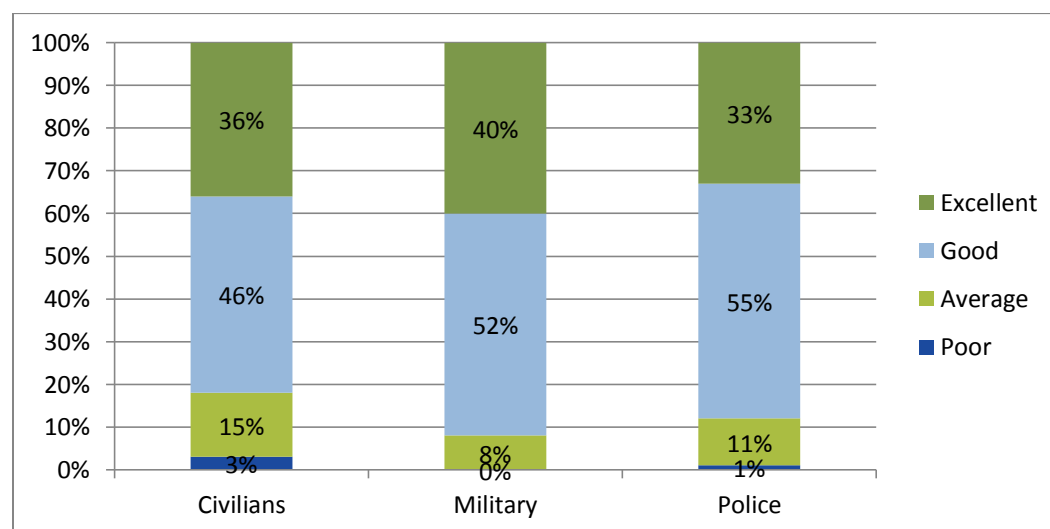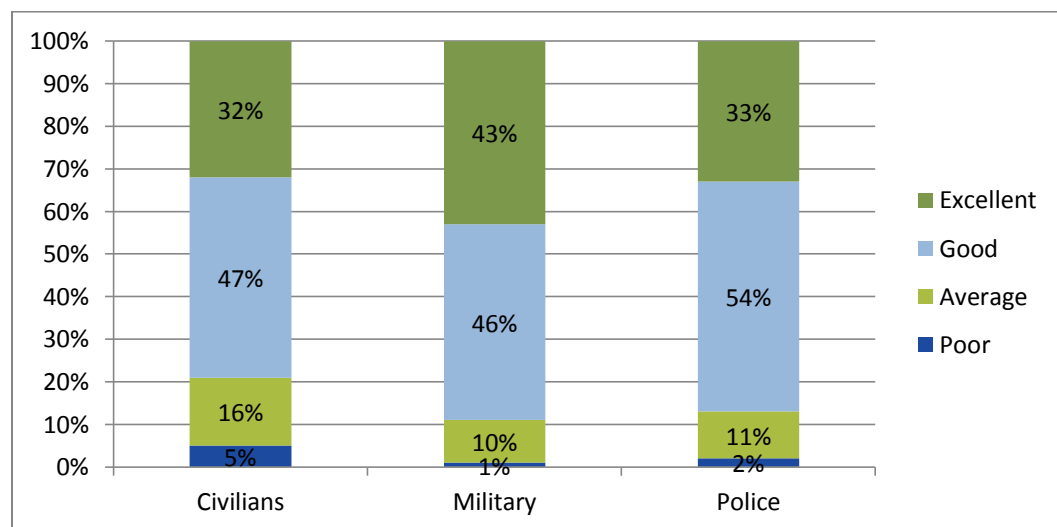### CHART: OVERALL QUALITY OF THE PRE-DEPLOYMENT TRAINING

CHART: HOW EFFECTIVE WAS THE PRE-DEPLOYMENT TRAINING IN GIVING YOU AN OVERALL UNDERSTANDING OF PEACEKEEPING?

ANNEX 13. USAGE OF UN TRAINING MATERIALS

- In the Member States survey, 84% of respondents indicate that their institution(s) use UN Core Pre-deployment Training Materials, while 79% state that they use UN Specialized Training Material.

- UN Specialized Training Materials are mostly used for Staff Officers with a frequency of 74%, followed by Experts on Mission (65%), individual Police Officers (64%) and Protection of Civilians training materials (63%).

- Courses/materials are mainly (in 78% of the cases) developed with additional input from other sources, which are, most often, intergovernmental organizations.

- Approximately 75% of the pre-deployment training is conducted in face-to-face for both military and police, while 15% to 17% is delivered in a blended mode (combining face-to-face and e-learning) and 8% to 10% is provided in other forms. No Member State training institution uses online training exclusively.

- 73% of the Member States surveyed interact with the UN – and in particular with ITS – on the provision of training materials and, to a lesser extent, on technical guidance and training course recognition. While 95% of them are satisfied with the interaction, over half of the partners call for additional interaction in these three areas.

ANNEX 14. RECOMMENDATIONS TO FURTHER IMPROVE PRE-DEPLOYMENT TRAINING DELIVERY AND MATERIAL

The following recommendations were those that were the most frequently made by interviewees and survey respondents through the staff and Member States surveys.

RECOMMENDATIONS TO IMPROVE THE CIVILIAN PRE-DEPLOYMENT TRAINING

- Tailor to participants' needs with a modular approach. New staff need a comprehensive training, while experienced staff moving from one duty station to another would benefit from a short refresher course
- Revise to focus on a few strategic areas to avoid information overload and overlapping with the mission-specific induction training
- Open not only to internationally recruited staff, but also to a wider audience, including UNVs
- Complement with updated Pre-deployment Information Packages (PIP) issued by missions, delivered for individual reading during their pre-deployment training in Brindisi
- Complement with extra reading and reference materials
- Deliver also in French, if possible.

RECOMMENDATIONS TO IMPROVE THE PRE-DEPLOYMENT TRAINING FOR UNIFORMED PERSONNEL

- Implement the common UN training standards and content in all Member States
- Ensure quality control and monitoring mechanisms, so that all uniformed staff systematically participate and are equally prepared, to bridge the gap that currently exists between troop contributing countries
- Cover not only the UN and Peacekeeping, but also a briefing/orientation on the job itself
- Include pre- and post-training tests to monitor acquisition of knowledge and strengthen impact
- Provide materials beforehand
- Develop a more practical and dynamic approach, including real simulations and exercises[3]
- Monitor impact of training by using pre- and post-training tests in variety of forms

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[3] This is already done in the civilian pre-deployment training

RECOMMENDATIONS TO IMPROVE PRE-DEPLOYMENT TRAINING MATERIAL

- Include capacity-building, mentoring and skill/knowledge transfer (recommended by 81.8% of the respondents), protection of civilians (74.5%), interoperability amongst military units and between military units and police (69.1%)

- Include more material on the following seven subject areas in pre-deployment training for uniformed personnel: teamwork and working with colleagues in different components; cultural diversity and working in multi-cultural teams; communicating effectively orally and in writing with colleagues and external stakeholders; analytical skills and problem solving in a peacekeeping context; protection of civilians; mentoring and advising; negotiation and decision-making. Member State respondents rated these subjects as high priority and not sufficiently covered in UN provided Core and Specialized Training Materials.

ANNEX 15. PARTICIPATION IN INDUCTION TRAINING

The participation rate of civilian staff correlates to staff category. Participation is:

- Higher for UNVs (85%) possibly because they do not attend any pre-deployment programme and are only offered a specialized orientation by the main UNV representative in the mission
- Average for Field Services (73%) and Professionals P1-P4 (72%)
- Low for NPOs (64%) and GS staff in mission (56%), as their participation is not mandatory in most duty stations
- Low for P5s and above (64%) perhaps due to perceived time constraints

CHART: PARTICIPATION IN MISSION INDUCTION TRAINING BY CATEGORY OF CIVILIAN PERSONNEL
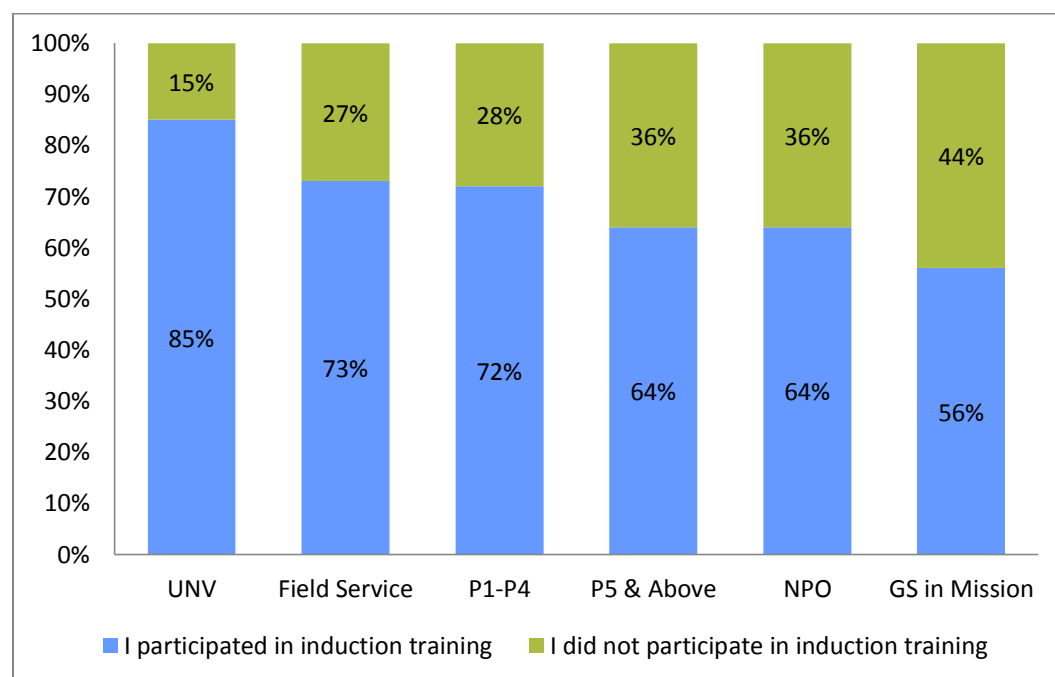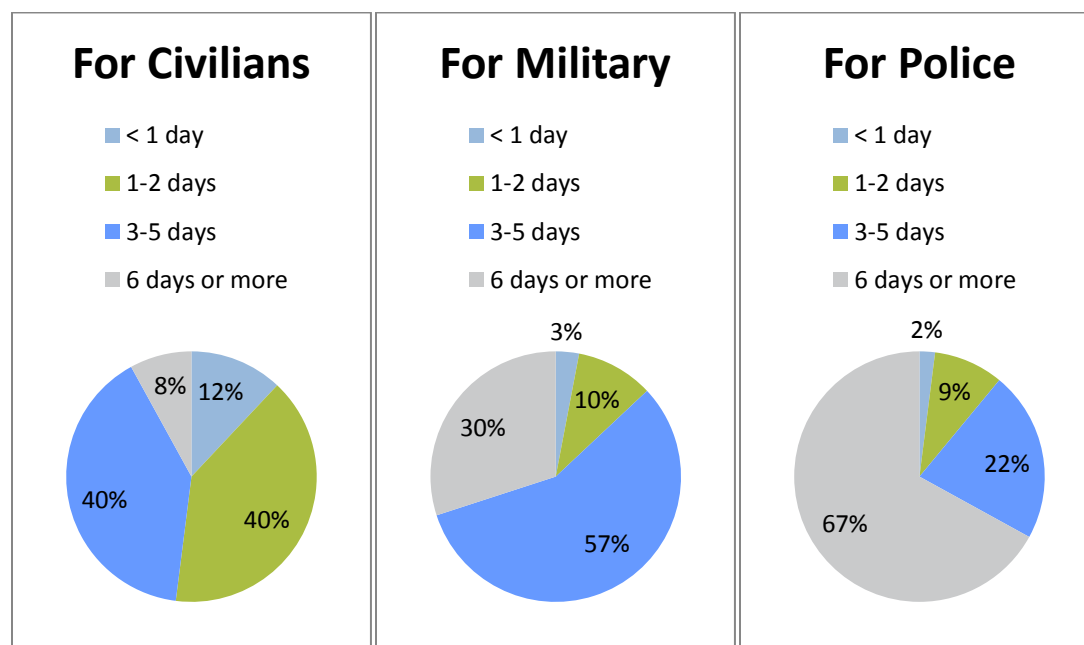
CHART: DURATION OF THE INDUCTION TRAINING

For Civilians

- < 1 day
- 1-2 days
- 3-5 days
- 6 days or more

12%
40%
40%
8%

For Military

- < 1 day
- 1-2 days
- 3-5 days
- 6 days or more

3%
10%
57%
30%

For Police

- < 1 day
- 1-2 days
- 3-5 days
- 6 days or more

2%
9%
22%
67%

CHART: OVERALL QUALITY OF THE INDUCTION TRAINING

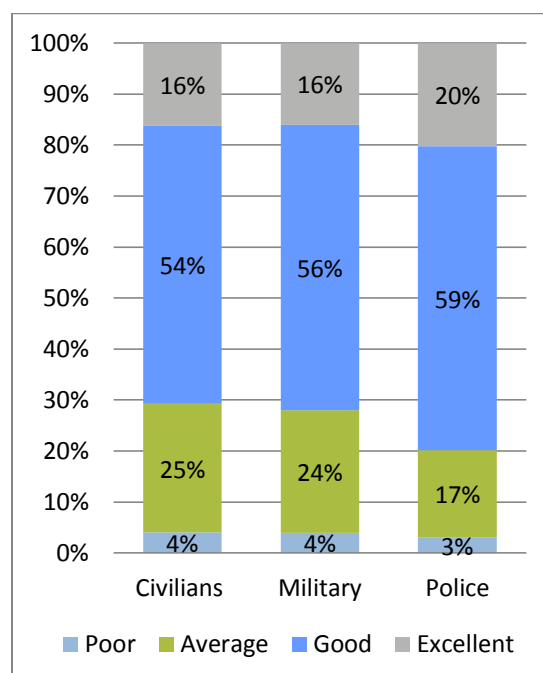|	Civilians	Military	Police
Excellent	16%	16%	20%
Good	54%	56%	59%
Average	25%	24%	17%
Poor	4%	4%	3%

Poor ■ Average ■ Good ■ Excellent

CHART: HOW EFFECTIVE WAS THE INDUCTION IN GIVING YOU AN OVERALL UNDERSTANDING OF PEACEKEEPING?

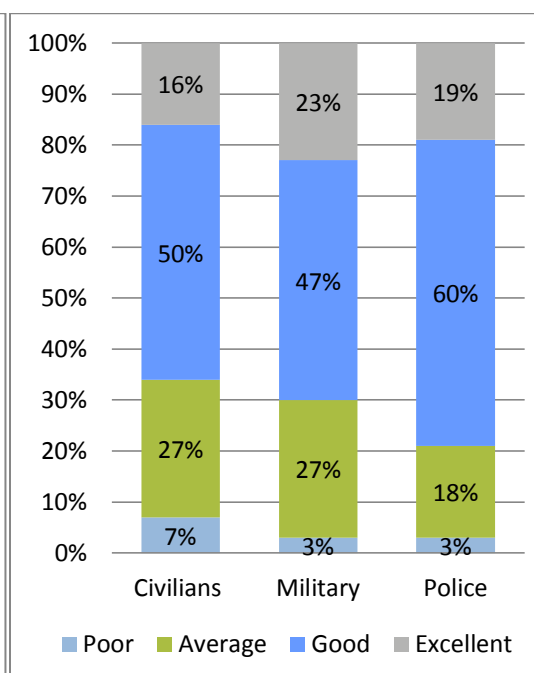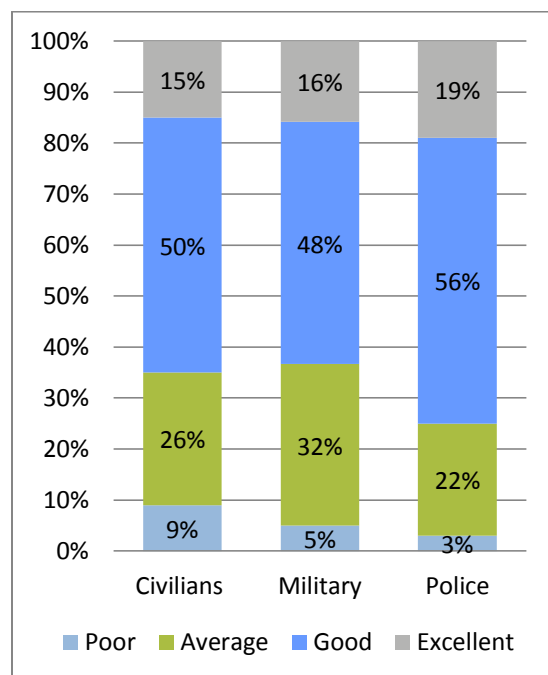|	Civilians	Military	Police
Excellent	16%	23%	19%
Good	50%	47%	60%
Average	27%	27%	18%
Poor	7%	3%	3%

Poor ■ Average ■ Good ■ Excellent

CHART: HOW EFFECTIVE WAS THE INDUCTION IN PREPARING YOU FOR YOUR SPECIFIC FUNCTION?

In comparing peacekeeping missions, UNAMID, UNMISS and UNMIL were rated as having the most relevant induction programmes according to civilian respondents.

CHART: HOW EFFECTIVE WAS THE INDUCTION TRAINING IN PREPARING YOU FOR YOUR SPECIFIC FUNCTION IN THE MISSION?
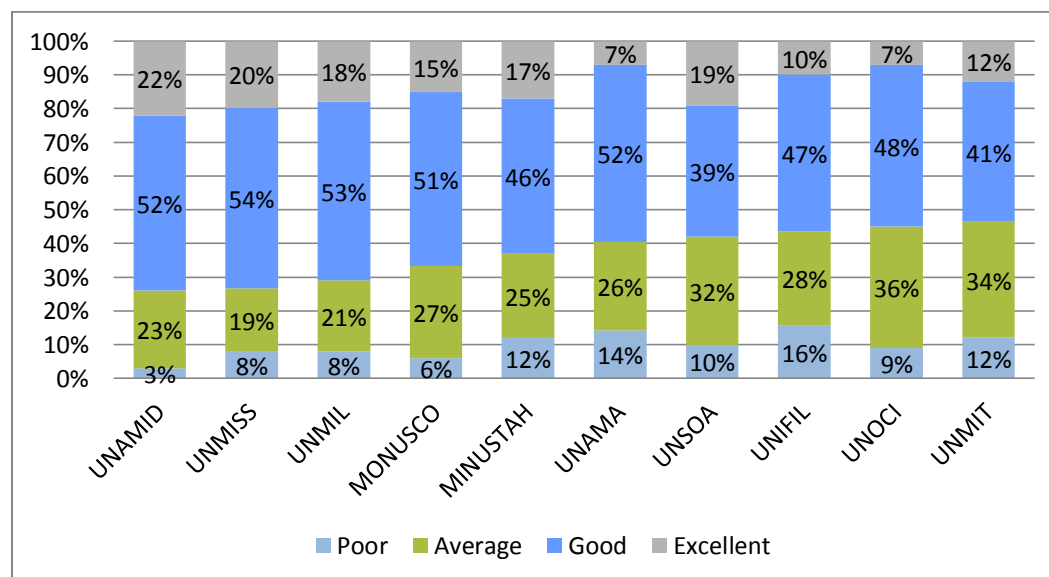
ANNEX 16: RECOMMENDATIONS TO IMPROVE INDUCTION TRAINING AND DELIVERY

The following recommendations were those that were the most frequently made by interviewees and staff survey respondents:

- Systematically deliver induction training to all staff (including national staff) within one month of arrival
- Systematically apply the UN Induction Minimum Standards in terms of content and methodology
- Ensure quality control of the organization of the induction programme and of the delivery of each session
- Introduce only what is essential for the immediate integration of new staff in order to strengthen impact. Refrain from information overload, as the quantity of topics currently addressed may be unrealistic in terms of learning retention. Additional documents can be distributed and regular awareness sessions organized in other key areas
- Tailor the induction training, including its length, to participants' needs:
    - o For civilians, consider new staff versus experienced peacekeepers as well as staff members who participated in pre-deployment versus those did not
    - o For uniformed staff, consider the uneven level of pre-deployment training received, as some Member States deliver a comprehensive pre-deployment training and others do not
    - o Assess needs and levels of uniformed personnel upon arrival to tailor in-mission induction training accordingly, in order to strengthen impact and avoid duplication
- Review the induction concept in terms of number and relevance of topics covered, quality of presentations, methodology employed by presenters, course evaluations, etc.
- Make mission-related reference documents, organizational charts, internal rules, operating procedures and training materials readily accessible to all staff on mission intranet to complement the induction training and for future reference
- IMTCs should assist induction presenters (subject matter experts) in:
    - o Improving their presentation and communication skills, preparing their presentations, handouts and talking points
    - o Understanding learning objectives of the induction training and its limitations related to time constraints, etc.
    - o Understanding the benefits of using teaching/briefing methodologies to deliver their message effectively, incl. handling Q&A sessions
    - o Being punctual and disciplined in terms of respecting the allocated time slot
- Consider having Senior Managers, e.g. SRSG, DSRSG or COS open the induction training in person or through a recorded video message if they are not in mission area

- Brief staff members on their duties, responsibilities and entitlements during the individual check-in process and arrival in work unit
- Monitor impact of training by using pre- and post-training tests in variety of forms

ANNEX 17. TOP TWENTY TRAININGS ATTENDED

The table below presents the main programmes attended by civilians during the past three years, based on the staff survey.

TABLE: TOP 20 TRAINING PROGRAMMES IN TERMS OF CIVILIANS' PARTICIPATION

	% OF CIVILIAN RESPONDENTS WHO ATTENDED
1. Safety and Security in the Field	96%
2. Ethics and Integrity	66%
3. Conduct and Discipline	64%
4. IPSAS	57%
5. HIV/AIDS Orientation	42%
6. Performance Management	34%
7. Gender	30%
8. Competency-Based Interviews	30%
9. Client Orientation	28%
10. Teamwork	26%
11. Microsoft Courses	25%
12. Conflict Management	24%
13. Supervisory Skills	21%
14. Management and Leadership	19%
15. Cultural Diversity	18%
16. English Skills	15%
17. Presentation and Communication Skills	15%
18. Logistics: Transport, Engineering and Property Management	14%
19. Child Protection	13%
20. Protection of Civilians	9%

ANNEX 18. RECOMMENDATIONS REGARDING ONGOING TRAINING

Existing training on Safety and Security, Conduct and Discipline, Ethics, Gender and HIV/AIDS Orientation, some of which are mandatory, should be continued and compliance monitored, as they remain top Organizational priorities.

Cultural awareness is a complex topic and tensions have been observed between international and national staff in several missions surveyed. Therefore, managers and staff interviewed consider that the existing briefing delivered in the context of the induction programme is not enough, and should be followed by an in-depth training on cultural awareness and working in a multi-cultural team. This would help international staff understand how to work in the local context and with national staff. National staff, in turn, would learn how to work in the UN and with international staff. Existing training programmes on cultural awareness could be reformulated by and for national and international staff together, to contribute to mandate implementation and mutual understanding in missions.

Member States surveyed consider that current UN materials do not sufficiently cover all important areas, and they recommend the development of new training programmes in the following areas: capacity-building; mentoring; transfer of skills and knowledge; analytical skills and problem solving in a peacekeeping context; roles and responsibilities of civilian components in peacekeeping and how to optimize cooperation; teamwork and working with colleagues from different components and cultural backgrounds; negotiation and decision-making and; communication skills.
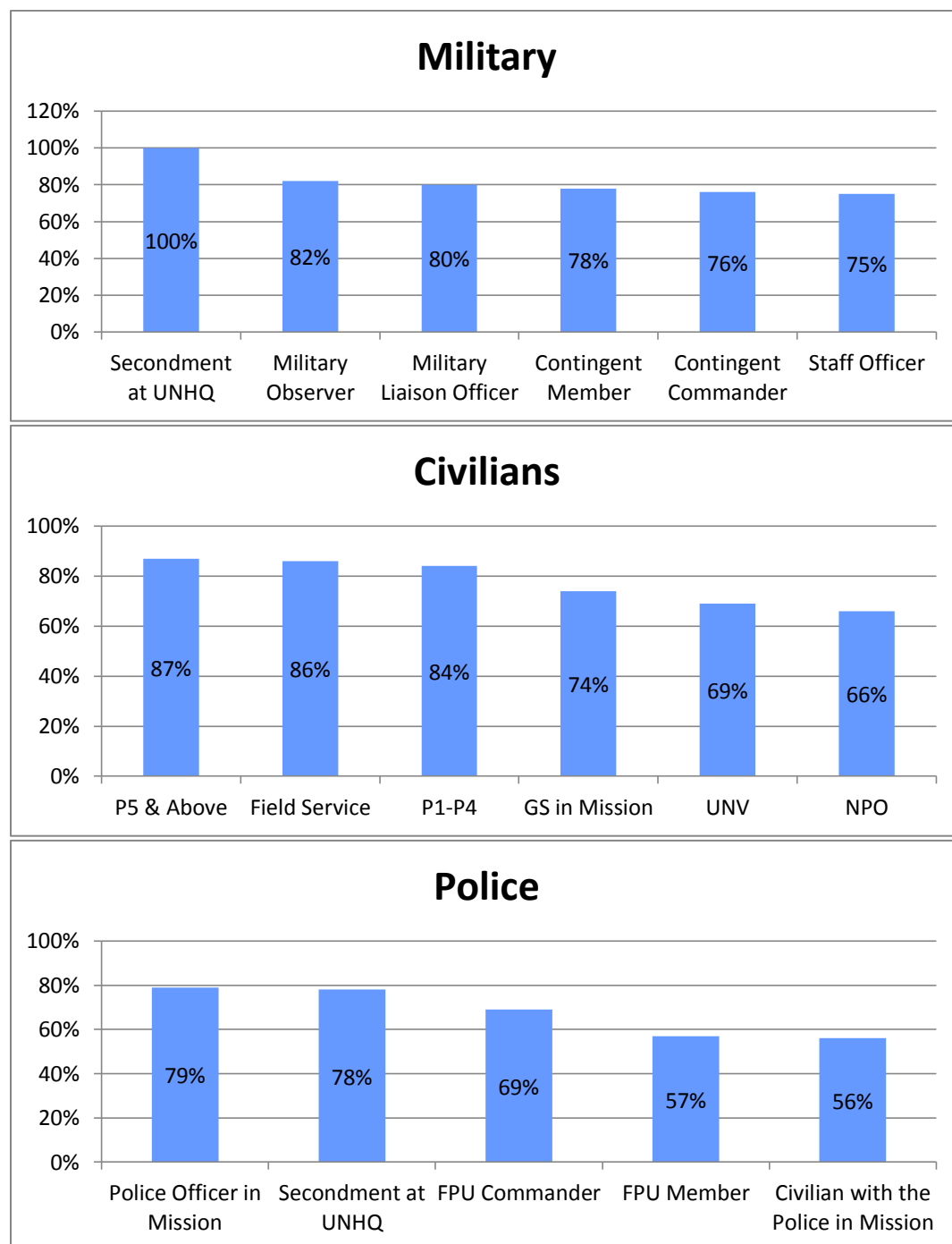
For Military, in-mission experience shows the need to:

- Develop separate training for Military Liaison Officers
- Review the training for Military Observers to prepare them to face new operational challenges connected to command and control, leadership, staff work, negotiation and orientation
- Reorganize the standard training materials for Military Experts on Mission, to address the three different categories of Military Observers, Liaison Officers and Military Advisers
- Develop more training and training guidance for military units, following the Infantry Battalion Manual example
- Develop training guidelines for troop contributing countries on logistics and organization of quality pre-deployment training (defining learning goals, phases and methodologies)

For Police, mentoring, coaching and imparting knowledge are the most critical skills to strengthen through training. In this regard, the related training programme currently developed by the Office of Rule of Law and Security Institutions (OROLSI) in collaboration with ITS, will be of paramount importance. Female police officers would benefit from training in driving with female instructors. This would contribute to their learning and confidence level, and possibly lead to an increased recruitment pool of female police officers.

ANNEX 19. STAFF PARTICIPATION IN UN-PROVIDED TRAINING

TABLES: BREAKDOWN PER COMPONENT AND STAFF CATEGORY

Military

Category	Percentage
Secondment at UNHQ	100%
Military Observer	82%
Military Liaison Officer	80%
Contingent Member	78%
Contingent Commander	76%
Staff Officer	75%

Civilians

Category	Percentage
P5 & Above	87%
Field Service	86%
P1-P4	84%
GS in Mission	74%
UNV	69%
NPO	66%

Police

Category	Percentage
Police Officer in Mission	79%
Secondment at UNHQ	78%
FPU Commander	69%
FPU Member	57%
Civilian with the Police in Mission	56%

Regarding civilian personnel:

- P5s and above, Field Service staff and P1-P4 staff have attended more training than other categories
- National Professional Officers (NPOs) had less participation in training than any other category of staff
- Uniformed personnel (military and police) had less learning opportunities in the field than in HQ