United Nations

Specialised Training Materials for UN Police 2021

Trainer's Guide

United Nations Department of Peace Operations

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The United Nations Specialised Training Materials (STM) for United Nations Police Officers in UN Peace Operations have been developed by the Integrated Training Service and the Police Division of the UN Department of Peace Operations in close cooperation with the Office of the High Commissioner for Human Rights (OHCHR), the United Nations Institute for Training and Research (UNITAR) and with support from Member States and other UN entities.

This version has been released for use by Member States in their pre-deployment training for United Nations Peace Operations and replaces the version from 2009. The training supports the Core Pre-Deployment Training Materials (CPTM 2017) for all peacekeepers and is to be delivered in connection with the CPTM.

It was approved by the Under-Secretary General of the Department of Peace Operations (DPO) on 12.01.2022.

The latest STM version can be found online at the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community. A link to receive your comments and suggestions for improvement can be found in the resource hub at the same location.

All photographs have been sourced from the UN and the public domain, unless otherwise indicated.

STM UNPOL 2021 V1.0

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Acknowledgements

Preface

Background

All United Nations Peacekeeping training should be oriented toward and contribute to successful performance in mandate implementation. Since the development of the first edition of the Specialised Training Material for UN Police (STM) in 2009, significant changes have occurred in UN Peace Operations and UN Policing. Mandates have become more complex, and the role of UN Police has expanded dramatically in scope and scale.

The provision of pre-deployment training is a national responsibility according to UN General Assembly Resolution 49/37 approved in 1994 (A/RES/49/37). Pre-deployment training plays a particularly vital role in achieving greater coherence. As underlined in the Policy on United Nations Police (2014.01), the multinational nature of United Nations Policing indicates that it represents the world community of states rather than the interests of any one nation. However, while this wealth of experience enriches United Nations Police Components, it has also been a persistent challenge for the cohesion and continuity of effort, especially in relation to translating standards, rules, and good practice into coherent action through standardised and systematic pre-deployment training.

To enhance the effectiveness of the more than 7,000 UNPOL from 81 police-contributing countries through a harmonised approach to UN Policing, the Strategic Guidance Framework for International Policing (SGF) came into effect in 2014. The SGF lays out a common foundation for UN Policing and aims to enhance the effectiveness of UN Police through more consistent, harmonised approaches to the provision of public safety, Police reform and host-State police services.

Aim

The Specialised Training Materials for UN Police 2021 (UNPOL STM 2021) provide police-contributing countries with a standardised training package that prepares their officers for duties in UN Peace Operations, SGF-related aspects, UN-policing concepts, Protection of Civilians and Human Rights prior to their deployment.

The training aims at turning capable Police Officers into competent Peacekeepers who can

- Fulfil Police aspects of UN Peace Operations mandates in accordance with DPO/DOS principles and guidelines and their underlying international legal standards;

- Perform their Police functions in an effective, professional, and integrated manner; and

- Demonstrate the core values and competencies of the United Nations.

Target audience

The UN Specialised Pre-deployment Training Standards apply to all Individual Police Officers (IPO) selected by the Member States who meet the selection criteria set by DPO Police Division (PD).

Training Standards for Formed Police Units (FPU) are provided separately.

ITS has been committed to ensuring that the training materials are "client-oriented" and user-friendly for Member States trainers, and with a learning focus for Individual Police Officers deployed to UN Peace Operations.

Contents

1) Overview of Training Materials

Course Materials

- **Trainer's Guide** – Overview of the course, learning methodologies and learning evaluation (in Annex A)
- **Lessons** – Facilitator guides, lesson logistics, slide images and activity directions (one for each lesson)
- **Presentation Slides** – Key concepts and graphics to enhance learning, some slides have animations upon click (one set for each lesson)
- **Carana Activity Workbook** – Scenarios and directions for Carana activities, the capstone exercise, space for reflection, and the pre- and post-course self-confidence surveys
  - Facilitator version with expected responses and notes to guide discussions and activities
  - Participant version
- **Pre- and post-course knowledge assessment** – Knowledge test consisting of 17 questions covering all 11 STM lessons
  - Facilitator version with the correct answers
  - Participant version

Recommendation: Print a Carana Activity Workbook for each participant.

Lessons

The training contains eleven lessons:
1. Overview of United Nations Police (UNPOL)
2. Police Command in a UN Context
3. Introduction to UNPOL Administration
4. Human Rights Due Diligence Policy (HRDDP)
5. Community-oriented Policing (CoP)
6. Intelligence-led Policing
7. Capacity-building and Development
8. Monitoring, Mentoring and Advising
9. Protection of Civilians (POC)
10. Use of Force and Firearms
11. Apprehension, Arrest and Detention in UN Peace Operations

Each lesson follows a standard structure:
- Lesson at a Glance
  - Aim
  - Relevance
  - Learning Objectives
  - Lesson Overview
- Lesson Map
- Lesson slides, activities, and facilitator notes
- Summary/Wrap-Up
- References

Each lesson includes Learning Support Notes to guide instructors in lesson delivery.

Learning Activities

Effectively facilitated learning activities are essential to the success of this training. Lectures have been reduced to allow participants to learn through realistic, relevant activities that promote critical thinking. These activities require facilitators to thoroughly prepare so that they can help participants reach desired learning outcomes. Learning activities include detailed directions and expected outcomes. The expected outcomes are not all-inclusive and are provided to support the facilitator in a meaningful debriefing of each activity.

To enhance realism and provide opportunities for practice applying concepts in relevant situations, this course uses the fictitious United Nations Mission in Carana (UNAC) as the basis for activities. Exploring Carana, its geography, people, policing, and security situation also parallels the types of information participants need to learn regarding their actual mission. As such, Carana is more than a setting for activities, it provides key concepts learners can apply on the job.

The following Carana-based activities are included throughout the training and are provided in addition to activities embedded in the lessons. The activities reinforce and link concepts, providing context from an IPO's perspective.

- Carana Activity 1: Introduction to Carana
- Carana Activity 2: The Community-oriented Policing Perspective
- Carana Activity 3: Intelligence-led Policing and Reporting
- Carana Activity 4: Capacity-building and Development and Human Rights Due Diligence
- Carana Activity 5: Intelligence-led Policing and Protection of Civilians

In addition to the five Carana Activities included in the training, the training culminates in the so-called Capstone Exercise which helps trainers to assess the participants' readiness for their jobs as IPOs. The Capstone Exercise is simple, yet it encompasses elements from all the UNPOL STM 2021 modules and provides an opportunity for participants to demonstrate their knowledge, skills, and abilities and to reflect on what they have learned. It consists of four different scenarios and is also set in Carana.

Activities are generally designed for small groups. Based on their own experience and capability facilitators are urged to alternate group sizes and work settings where appropriate.

Recommendation: Carefully read all activity directions and expected outcomes. Add your own thoughts and experiences to the notes.

2) Suggested Lesson Sequence

The suggested lesson sequence can be found in the graph below. The 11 STM lessons can be grouped into four blocks: Introduction (Strategic Guidance Framework for International Policing, UN Human Rights Due Diligence Policy), Overarching Policing Concepts, UNPOL Core Business and Legal Framework.

The lessons follow a logical flow and are interspersed with Carana exercises to deepen application. The training culminates in the Capstone exercise which is designed to allow trainees to apply their newly acquired knowledge and skills in a culminating and integrative exercise.

Course Directors are required to familiarise themselves with the training materials and to design the training agenda accordingly. The UNPOL STM 2021 can be delivered in one week (five days) of instruction. Course directors may have other time frames available. If instruction can be spread over several weeks, participants may absorb and retain more. Course directors or instructors may adjust the schedule to suit learner needs, resources, and logistics.

SPECIALISED TRAINING MATERIALS FOR UN POLICE 2021

Introduction (SGF-HRDDP)	Overarching Policing Concepts	UNPOL Core Business	Legal Framework
L1 Overview of UN Police	**L5** Community-oriented Policing (CoP)	**L7** Capacity-building and Development (CBD)	**L10** Use of Force and Firearms
L2 Police Command in a UN Context	**Carana 2:** The CoP Perspective	**Carana 4:** CBD and HRDDP	**L11** Apprehension, Arrest and Detention
L3 Introduction to UNPOL Administration	**L6** Intelligence-led Policing (ILP)	**L8** Monitoring, Mentoring and Advising (MMA)	**Capstone Exercise**
Carana 1: Introduction to Carana	**Carana 3:** ILP and Reporting	**L9** Protection of Civilians (POC)	
L4 Human Rights Due Diligence Policy (HRDDP)		**Carana 5:** ILP/POC	

3) Learning Evaluation

Course Evaluation Tools

Evaluation of learning is integral to effective training. It indicates how well the intended learning outcomes were met and can provide valuable information on ways to strengthen the training for future deliveries. The course includes the following opportunities for evaluating learning:

- Pre-Course Assessment
- Pre-Course Self-Confidence Survey
- Learning Activities (within the lessons and Carana Activities)
- Discussions
- Capstone Exercise
- Post-Course Assessment
- Post-Course Self-Confidence Survey

Recommendation: Use the learning evaluation template in the Carana Activity Booklet (Annex A) to help document participants' performance in the training.

Tips on Evaluating Learning

1. Plan to assess learning informally and more formally.
   Informal means are:
   - observation
   - conversation
   - analysis of participation in learning activities
   - reflection on responses in brainstorming and group discussions.
   Formal means are written tests, verbal tests, and demonstrations.

2. Use the *learning activities* to assess learning. If participants can answer questions, engage in discussion, quickly complete exercises, respond to questions accurately, they are absorbing content.

3. Get feedback from participants. Invite frequent feedback from participants.

4. Build regular testing and "mini-quizzes" into lesson coverage. At logical points in training, test the participants. Use testing as a learning support tool, as well as an evaluation tool.

5. Try to ensure the course structure is flexible enough that if testing shows participants are not learning enough, you can review and revisit to fill gaps.

4) Preparation for Participants

Participants should complete the following pre-course work:

- The **Core Pre-Deployment Training Materials** (CPTM 2017) represent the essential knowledge required by all Peacekeeping personnel – Military, Police and Civilians – to function effectively in a UN Peace Operation. The CPTM are intended to provide all Peacekeeping personnel with a shared understanding of the basic principles, guidelines, and policies of UN Peacekeeping to ensure that UN Peace Operations can function effectively in a coherent manner. It is therefore recommended that all participants have received the Core Pre-Deployment Training Materials (CPTM 2017) as a pre-requisite before this training or that the UNPOL STM 2021 are delivered in combination with the CPTM.

  The CPTM can be downloaded at http://research.un.org/revisedcptm2017

- The **Strategic Guidance Framework for International Policing (SGF)** aims to enhance the effectiveness of UN policing through more consistent, harmonised approaches to the provision of public safety, police reform and support to host-State police services, and to enable the more sophisticated recruitment of staff with the necessary specialised skills and competencies to meet contemporary peacekeeping demands and challenges. This training package operationalises the SGF.

  The SGF documents can be downloaded at
  https://police.un.org/en/strategic-guidance-framework-international-policing

- **Carana Activity Workbook and supporting documents** – The Carana Activity Workbook and supporting documents provide a comprehensive background on Carana and should be shared with participants before training. The learning activities will be more impactful if participants have a solid understanding of the Carana environment.

5) Learner Analysis

Different learner groups have varying bases of experience and knowledge. Those with peacekeeping experience will still need to learn about new developments. Those with no peacekeeping experience will need to cover all STM content. People with limited exposure to international peacekeeping may need to do independent work outside a programme to learn essential content.

Encourage self-assessment and self-directed learning. Prompt participants to:
- Self-assess their current knowledge and skills in each subject area;
- Monitor their own learning, and keep working at absorbing new content until they are satisfied they know it;
- Be active learners, disciplined in taking up their part of the responsibility for being ready, fit for purpose.

Recommendation: Use the course Self-Confidence Survey and the Pre-Course Assessment (Annex A) to help gauge participant experience and knowledge in the topics of the course.

6) Instructor Profile

This training package is best presented by instructors who master the CPTM 2017 and have previous experience working in a UN Peace Operation preferably with a Protection of Civilians mandate. Lessons 4, 10 and 11 are best presented by an instructor with a legal background. Additionally, trainers should be well-versed in adult training methodologies and the conduct of scenario-based exercises.

All facilitators are encouraged to adopt a methodological approach that highlights experiential and collaborative learning, allowing participants to share knowledge and experiences and contribute dynamically to the learning process. This approach focuses on the learning needs, interests, and styles of participants to ensure the relevance and retention of content and puts emphasis on the active participation of learners through practice-oriented learning.

PowerPoint presentations should be used as support rather than being at the centre of a training session. If possible (and comfortable) facilitators should use other creative methods to generate knowledge from the participants and to facilitate the interaction between all the actors involved, leading to joint reflection and solutions.

7) Training Methodology

Adult Learning Principles

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

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

The BOPPPS Model

The BOPPPS model is an effective framework to help you plan and facilitate lessons that support learning. It has six main steps in a standard lesson cycle.

1. Bridge-in
2. Objective/Outcome
3. Pre-assessment
4. Participatory learning
5. Post-assessment
6. Summary

Refer to the BOPPS graphic on the following pages to see how to apply the model to facilitating the UNPOL STM 2021 lessons.

BOPPPS at a glance 2021

Bridge-in

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

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

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

Outcome

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

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

I. Use action verbs when phrasing your Outcome. Check Bloom's Taxonomy for details.

II. Tell them what you want them to focus on, i.e. skills, knowledge, behaviour, attitudes or values.

III. Create a shared focus with the participants.

Pre-Assessment

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

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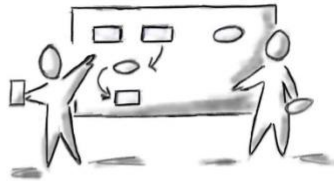II. Will they adjust to my strengths and personal learning needs?

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

Trainer

Participants

BOPPPS at a glance 2021

Trainer

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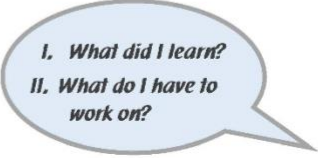V. Use different methods for a change of pace.

Participatory

Participants

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

! Assess achievements based on the predefined learning Outcome.

I. What did I learn?
II. What do I have to work on?

Trainer

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

Post-Assessment

Participants

! Enforce correct answers. | Rectify incorrect answers. | Fill in the blanks.

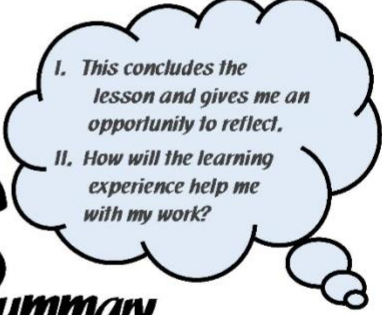**Trainer**

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

I. This concludes the lesson and gives me an opportunity to reflect.
II. How will the learning experience help me with my work?

Summary

Participants

Adapted by Philipp Bovensiepen

8) Curriculum Outline

	Lesson/Activity	Aim	Learning Objectives	Topics
1	Overview of United Nations Police	To provide participants with a clear understanding of the mission and mandate of United Nations Police (UNPOL).	• Reflect how the work of UNPOL differs from domestic policing • Illustrate the mission and mandate of United Nations Police • Identify the core functions of UNPOL • Explain how UNPOL performance should reflect the principles identified in the Strategic Guidance Framework for International Policing (SGF)	• Bridge-in Learning Activity • UNPOL mission and mandate • UNPOL at a glance • Strategic Guidance Framework (SGF) for International Policing • Coordination of UNPOL activities from UN Headquarters
2	United Nations Police Command	To familiarie the participants with the UN Police command structure in peacekeeping operations and to raise awareness of the accountability system in a UN context.	• Illustrate the importance of effective leadership in the UN mission environment • Describe the three levels of leadership and authority • List to whom the UN Police Officers are accountable	• Leadership, Management, Command in a UN Context • Levels of Authority and Chain of Command • UN Police and Military Cooperation • Accountability and Oversight
3	Introduction to UNPOL Administration	To provide IPOs with an overview of the general structure of a UN Police Component Administration	• Explain the three pillars approach of the UNPOL Structure	• Internal structure of the Police Administration Pillar

Lesson/Activity		Aim	Learning Objectives	Topics
		Pillar and the key tasks of its internal units, and the relevant regulatory framework with which IPOs should be familiar.	▪ Identify key Human Resources Management matters relevant to police personnel (IPOs) ▪ Illustrate the rationale of having a knowledge and records management mechanism in place ▪ Explain the role of the Learning and Development Unit ▪ List the six units of the Police Administration Pillar	▪ Human Resources Management ▪ Knowledge and Records Management ▪ Learning and Development ▪ Police Logistics ▪ Professional Standards ▪ Planning and Budget ▪ Safety and Security
Carana Activity 1: Introduction		To introduce the mission of Carana and highlight the complexity of the UN mission environment	Compare and contrast the situation in Carana with police service in the participants' countries	
4	Human Rights Due Diligence	To familiarise UNPOL with the responsibilities and opportunities emerging from the United Nations Human Rights Due Diligence Policy (UN HRDDP) on UN support to non-UN security forces	▪ Illustrate the due diligence responsibilities for UNPOL when providing support ▪ List the main elements of HRDDP risk assessments ▪ Describe possible mitigation measures to prevent human rights violations associated with joint operations or operational support	▪ Basic Principles of the HRDDP ▪ Scope of Application ▪ Risk Assessment ▪ Mitigation Measures ▪ Monitoring Compliance and Intervention ▪ Mission Modalities to Implement the HRDDP

Lesson/Activity		Aim	Learning Objectives	Topics
			▪ Explain the leverage the HRDDP can provide in advancing the UN Police agenda	
5	Community-oriented Policing	To provide United Nations Police with an understanding of the scope and basic concepts of the Community-oriented Policing (CoP) philosophy within the peacekeeping and peacebuilding context.	▪ Explain the concept of CoP ▪ Describe the benefits of CoP ▪ Explain the four essential elements of CoP ▪ Illustrate the problem-solving process ▪ Identify the challenges in CoP implementation	▪ What is Community-oriented Policing? ▪ Main Guiding Documents ▪ The Benefits of CoP ▪ Four Essential Elements of CoP ▪ Problem Solving ▪ Implementing CoP ▪ Constraints, Risks and Challenges
Carana Activity 2: The Community-oriented Policing Perspective		To illustrate the potential opportunities and challenges regarding CoP	▪ Analyse the situation in Carana and strategize potential opportunities and challenges from a CoP perspective	
6	Intelligence-led Policing	To provide participants with a general understanding of the scope and basic concepts of Intelligence-led Policing in Peace Operations and the implications for their daily work as IPOs.	▪ Explain the concept and benefits of ILP in the context of CoP ▪ Illustrate the link between information/intelligence/intelligence cycle ▪ Describe daily ILP activities in Peace Operations	▪ The role of information ▪ Background and definitions ▪ The UNPOL Crime Intelligence Cycle ▪ The relationship between ILP and CoP ▪ Benefits of ILP

Lesson/Activity		Aim	Learning Objectives	Topics
			▪ Illustrate the implications of ILP on Capacity-building and Development ▪ Identify basic guidelines for writing UN reports	▪ Reporting ▪ Activity: ILP-related daily IPO activities
	Carana Activity 3: Intelligence-led Policing and Reporting	To illustrate the importance of Intelligence-led Policing and proper reporting in protecting civilians, children, persons who have experienced sexual gender-based violence (SGBV), or conflict-related sexual violence (CRSV), and other vulnerable groups	Assess a situation in Carana and generate a brief report identifying needs, threats, and potential solutions regarding the protection of civilians, children, persons who have experienced SGBV, or CRSV, and other vulnerable groups	
7	Capacity-building and Development	To introduce the UNPOL Capacity-building and Development (CBD) approach	▪ Explain the long-term impact of CBD vs. the short-term impact of UNPOL Operations ▪ Discuss the connection between CBD and the intended end-state/exit strategy of UNPOL ▪ State different phases of the CBD process ▪ Illustrate the five areas and five dimensions of UNPOL CBD ▪ Identify UNPOL CBD activities	▪ The purpose of UNPOL CBD ▪ The impact of UNPOL CBD ▪ The CBD Process ▪ CBD Analysis ▪ CBD Tools

Lesson/Activity		Aim	Learning Objectives	Topics
Carana Activity 4: Capacity-building and Development/ Human Rights Due Diligence		To illustrate the importance of a structured approach to a CBD analysis	▪ Analyse a situation in Carana from a CBD perspective ▪ Based on the analysis, connect CBD areas and dimensions using a matrix	
8	Monitoring, Mentoring and Advising	To provide participants with a clear understanding of the basic concepts and strategies of UN Police Monitoring, Mentoring and Advising (MMA) to better support law enforcement personnel and agencies in a post-conflict environment	▪ Define Monitoring, Mentoring, and Advising (MMA) ▪ Identify the UN guidance and policy framework of MMA in UN Peace Operations ▪ Explain the role of MMA in developing the capacities of national law enforcement agencies ▪ Explain the role of a mentor/adviser in Peace Operations ▪ Discuss the basic principles of MMA ▪ Outline the MMA process ▪ Identify challenges related to MMA ▪ Illustrate approaches to effectively apply MMA towards mandate implementation ▪ Identify the elements of MMA reporting and documentation	▪ Introduction to Monitoring, Mentoring and Advising ▪ MMA in UN Peace Operations ▪ Challenges Related to MMA ▪ MMA Reporting and Documentation

	Lesson/Activity	Aim	Learning Objectives	Topics
9	Protection of Civilians	To present the role of the United Nations Police in Protection of Civilians (POC) as highlighted in the POC Guidelines	▪ Explain the protection role of United Nations Police in POC ▪ Identify UNPOL activities in the three tiers and each of the four response phases ▪ Illustrate the integrated approach in POC ▪ Explain the mechanism of cooperation in POC operations that include civilian and military components	▪ Mission and role of UNPOL in POC ▪ The three tiers approach and role of UNPOL ▪ Four operational phases and UNPOL ▪ Cooperation with other mission components
	Carana Activity 5: Crime Intelligence-led Policing and Protection of Civilians	To illustrate the importance of identifying and properly reporting POC incidents	▪ Analyse the events of a patrol to identify POC incidents ▪ Recommend which mission units and partners should receive the information and the types of reports required	
10	Use of Force and Firearms	To provide an understanding of human rights implications related to the use of force by law enforcement officials	▪ Apply the principles on use of force based on the relevant international human rights standards ▪ Explain the permissible circumstances and procedures for the use of force and/or firearms ▪ Determine the appropriate means of force and/or firearms	▪ Definitions ▪ Legal Basis for UN Police Use of Force ▪ Principles of use of force, including firearms ▪ Use of firearms ▪ UNPOL responsibilities ▪ Use of Force implications

Lesson/Activity		Aim	Learning Objectives	Topics
			in different situations typical for peace operations	
11	Arrest and Detention Procedures	To familiarise participants with international standards on apprehension, arrest, and detention that the host-State police as well as UNPOL must follow	▪ Describe international standards on due process and humane treatment regarding apprehension, arrest, and detention ▪ Explain procedures on apprehension, arrest, and detention in Peace Operations, as well as roles and responsibilities of UN personnel ▪ Describe special procedures in cases of child detention ▪ Comply with procedures on the release or handover of detainees to the host-State	▪ Key definitions ▪ Due process during arrest and detention ▪ Humane treatment in detention ▪ Monitoring places of police detention ▪ DPO SOP on Detention in Peace Operations
Capstone Activity		To illustrate the complexity of an IPO's job and the importance of critical thinking and reliance on UN guidance in solving problems	▪ demonstrate knowledge, skills and abilities acquired throughout the training covering all 11 STM Lessons	

9) Reference Materials

Strategic Guidance Framework
- DPKO/DFS Guidelines on Police Administration in United Nations Peacekeeping Operations and Special Political Missions (2016.26)
- DPKO/DFS Guidelines on Police Operations in United Nations Peacekeeping Operations and Special Political Missions (2015.15)
- DPKO/DFS Guidelines on Police Command in United Nations Peacekeeping Operations and Special Political Missions (2015.14)
- DPKO/DFS Guidelines on Police Capacity Building and Development (2015.08)

UNPOL Manuals
- 2017 DPKO/DFS Manual Police Monitoring, Mentoring and Advising in Peace Operations
- DPKO/DFS Manual "Community-oriented Policing in Peace Operations" (Ref. 2018.04).
- DPKO DFS Manual on Mission-based Police planning (2017.13)

Department of Peace Operations Policy and Guidance
- DPKO/DFS Policy on United Nations Police in Peacekeeping Operations and Special Political Missions (2014.01)
- DPKO/PD Guidelines for United Nations Police Officers on Assignment with Peacekeeping Operations (DPKO/PD/2006/00135) (revised forthcoming)
- DPKO/PD Guidelines for Formed Police Units on Assignment with Peace Operations (DPKO/PD/2006/00015) (revised forthcoming)
- DPO/DOS Guidelines for Specialized Police Teams on Assignment with United Nations Peace Operations (2019.34)
- DPO/DOS Policy on Authority, Command and Control in United Nations Peacekeeping Operations (2019.23)
- DPKO/DFS Policy (Revised) on Formed Police Units in United Nations Peacekeeping Operations (2016.10) (revised forthcoming)
- DPA/DPKO/DFS Policy on Accountability for Conduct and Discipline in Field Missions (2015.10)
- DPKO/DFS Policy on United Nations Human Rights Due Diligence (2011.xx)
- DPKO/DFS Guidelines on Integrating Gender Perspectives into the work of United Nations Police in Peacekeeping Missions (2008)
- DPO Policy on the Protection of Civilians in United Nations Peacekeeping (2019.17) DPO-DPPA-SRSG-SVC-OHCHR Policy on Field Missions on Preventing and Responding to CRSV (2019.35)
- DPKO Policy on Peacekeeping Intelligence (2019.08)
- DPO Guidelines on Combined Military and Police Coordination Mechanisms in Peace Operations (2019.16)
- DPO/DPPA Policy on Knowledge Management and Organizational Learning (DPO 2020.11 / DPPA 2020.2)

- DPO, DPPA and DSS Standard Operating Procedure on the Handling of Detention in United Nations Peacekeeping Operations and Special Political Missions, Ref. 2020.13
- United Nations Department of Peacekeeping Operations (UN DPKO), Handbook on United Nations Multidimensional Peacekeeping Operations, (2003, 92.)
- DPKO/PD Directive for Heads of Police Components of PKO (2006.25) (revised forthcoming)
- DPKO-DFS-OHCHR Policy on Human Rights in POs and PMs
- DPKO/DFS/DPPA Policy on Child Protection in United Nations Peace Operations (2017.11) Basic Principles on the Use of Force and Firearms by Law Enforcement Officials (1990)

Security Council Resolutions
- Security Council Resolutions: on policing 2185 (2014) and 2382 (2017), and 2447 (2018) on United Nations Support of Police, Justice and Correctional Sectors
- Security Council resolution 1325 (2000) and all subsequent resolutions on women, peace, and security
- Security Council resolutions 1612 (2005) and all subsequent resolutions on children and armed conflict
- Security Council resolutions 2378 (2017), 2436 (2018) and subsequent resolutions on performance; and 2518 (2020) and all other resolutions on safety and security of peacekeepers.

Other Resources
- United Nations Human Rights Due Diligence Policy, UN Doc A/67/775-S/2013/110, 5 March 2013
- HRDDP Guidance Note, http://hrbaportal.org/wp-content/files/Inter-Agency-HRDDP-Guidance-Note-2015.pdf
- Secretary-General's bulletin on Information sensitivity, classification, and handling (ST/SGB/2007/6)
- UN OHRM Competency Development Guide
- UNODC Manual on Accountability, Oversight, and Integrity
- Charter of the United Nations, 1945
- UN Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine, 2008
- United Nations Human Rights Due Diligence Policy on United Nations Support to Non-United Nations Security Forces – HRDDP (S/2013/110)
- UN Police Standardized Best Practices Toolkit on Gender and International Peacekeeping
- United Nations Policy on integrated assessment and planning (2013)
- Code of Conduct for Law Enforcement Officials (1979) [https://www.un.org/ruleoflaw/blog/document/code-of-conduct-for-law-enforcement-officials/]

- OHCHR Training Series N.5, Human Rights and Law Enforcement: A Manual on Human Rights Training for the Police, pages 84-90 [http://www.ohchr.org/Documents/Publications/training5en.pdf]
- Convention on the Rights of the Child (1989) [https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf]
- Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (1988)[https://www.un.org/ruleoflaw/blog/document/body-of-principles-for-the-protection-of-all-persons-under-any-form-of-detention-or-imprisonment/]
- SOP on Prevention, Investigation and Prosecution of Serious Crimes Committed against United Nations Personnel in Peacekeeping Operations and Special Political Missions (2020.18)
- Nelson Mandela Rules

10) Annex A: Learning Evaluation

Participant Name	
Dates of Course	
Training Location	
Instructors	

Knowledge Evaluation

Pre-Course Assessment Score	%	Post-Course Assessment Score	%

Course Participation

Please check the box that best describes the participant's level of participation in **course discussions and activities**. The rubric below is only a guide and you may use other criteria more relevant to the circumstances.

No participation	Minimal participation	Average participation	Above average participation	Exemplary participation
▪ Did not participate in activities and discussions ▪ Demonstrated no preparation for the course	▪ Participated in a few activities and discussions ▪ Did not ask questions ▪ Demonstrated no preparation for the course	▪ Participated in some activities and discussions ▪ Asked some questions ▪ Demonstrated some preparation for the course	▪ Enthusiastically participated in almost all activities ▪ Contributed to several discussions ▪ Asked several questions ▪ Demonstrated adequate preparation for the course	▪ Took the lead in activities ▪ Elicited input from team members ▪ Demonstrated thorough preparation for the course ▪ Contributed to discussions ▪ Asked questions that demonstrated critical thinking
☐	☐	☐	☐	☐

Notes on participation:

Capstone Evaluation

Please check the box that best describes the participant's level of knowledge related to the course content as demonstrated in the **capstone exercise**. The rubric below is only a guide and you may use other criteria more relevant to the circumstances.

Name:

Capstone	Objective	1	2	3	4	5
1 **CoP**	Prepare a presentation that relates the topic of election security to regular partners in the context of Community-oriented Policing and how it affects them.	☐ ▪ Did not complete activity ▪ Did not relate the topic to CoP	☐ ▪ Mostly completed activity ▪ Partially related the topic to CoP	☐ ▪ Completed the activity, ▪ Related the topic to CoP	☐ In addition to 3: Supported work with relevant UN guidance and policies	☐ In addition to 4: Demonstrated "thinking outside the box" to come up with more than expected responses
2 **ILP**	Write four reports that include relevant information from the briefing.	☐ Completed 0-2 reports	☐ ▪ Did not include most of the important information in reports completed ▪ Unable to distinguish between important and less important information	☐ ▪ Included most of the important information correctly in three reports ▪ Adhered to some of the report writing principles from L6	☐ ▪ Included all important information in all reports ▪ Adhered to some of the report writing principles from L6	☐ Included all relevant information and adhered to all report writing principles from L6

Capstone	Objective	1	2	3	4	5
3 **POC**	Analyse the situations and make recommendations.	☐ Did not complete most of the activity	☐ Did not recognize that the two situations called for different approaches	☐ Recognized that the situations in the two villages vary significantly, calling for different approaches	☐ In addition to 3: Supported work with relevant UN guidance and policies	☐ In addition to 4: Demonstrated "thinking outside the box" to come up with more than expected responses
4 **CBD &** **HRDDP**	Identify the considerations at the individual level, the organisational level, and the environment (the CNP works in) to decrease the number of HR violations in the future.	☐ Did not complete activity	☐ - Did not demonstrate knowledge of the individual level, organisational level, and the environment - Suggestions not likely to reduce HRDDP violations in the future	☐ Demonstrated accurate knowledge of relevant CBD and HRDDP aspects in this situation	☐ In addition to 3: Supported work with relevant UN guidance and policies	☐ In addition to 4: Demonstrated "thinking outside the box" to come up with more than expected responses

Average the four scores: _____

Confidence Survey

Add the total numerical value of the circled response then divide by 10 to calculate an average. Compare the pre- and post-course averages.

Pre-Course Self-Confidence **Total**	/50	Post-Course Self-Confidence **Total**	/50
Pre-Course Average		**Post-Course Average**	

Note: The pre- and post-course Self-Confidence Surveys are in the participant workbooks.

Confidence Survey

Check one (✔): ☐ Pre-Course ☐ Post-Course

Circle the number that indicates your current confidence level in performing each of the following actions in a peacekeeping environment:

		Lowest				*Highest*
1	Applying principles of Community-oriented Policing	1	2	3	4	5
2	Applying principles of Intelligence-led Policing	1	2	3	4	5
3	Applying principles of Protection of Civilians	1	2	3	4	5
4	Applying principles of the Use of force and firearms	1	2	3	4	5
5	Applying principles of Arrest and Detention	1	2	3	4	5
6	Applying principles of Monitoring, Mentoring and Advising	1	2	3	4	5
7	Applying principles of Capacity-Building and Development	1	2	3	4	5
8	Applying principles of the United Nation's Human Rights Due Diligence Policy	1	2	3	4	5
9	Identifying the command structure of UNPOL	1	2	3	4	5
10	Identifying the regulatory framework guiding UNPOL and IPOs	1	2	3	4	5

Pre- and Post-Course Knowledge Assessment (Answer Key)

Specialised Training Material
Knowledge Assessment – Facilitator Version

There is only one correct answer for each question. Correct answers appear in **bold**. The knowledge assessment is provided as a handout for participants (without the correct answers in bold) in a separate document.

1. **Lesson 1: Overview of United Nations Police**
   UNPOL operates in accordance with the SGF - Strategic Guidance Framework for International Policing (SGF). The SGF provides standardised approaches to the
   a. **Provision of public safety, police reform and support to national police and other law enforcement agencies**
   b. Training of all peacekeeping personnel
   c. Reimbursement of military and police (FPU) personnel
   d. Procurement of police equipment

2. **Lesson 2: Community-oriented Policing (CoP)**
   The four elements of Community-oriented Policing (CoP) are: 1) consultation with communities, 2) responding to communities, 3) mobilizing communities and:
   a. Developing community resilience
   b. Gaining support for policing
   c. Prevention of conflict
   d. **Solving recurring problems**

3. **Lesson 3: Intelligence-led Policing (ILP)**
   Which of the following statements is true?
   a. **Intelligence-led Policing is an overarching policing strategy that works in tandem with Community-oriented Policing (CoP).**
   b. Intelligence-led Policing refers to the clandestine collection of information.
   c. Intelligence-led Policing always comes before CoP.
   d. The two concepts of Community-oriented Policing and Intelligence-led Policing don't have much in common.

4. **Lesson 4: Protection of Civilians by United Nations Police**
   Which of the following is true regarding the role of UNPOL in the Protection of Civilians?
   a. FPUs are most likely to be the main interlocutors with host-State police.
   b. IPOs are most likely to be armed and on the front line of protection.
   c. Specialised teams of experts are limited to conducting investigations.
   d. **IPOs use capacity-building and development to establish a protective environment.**

5. **Lesson 4: Protection of Civilians by United Nations Police**
   "Sensitising host-State police to human rights standards" is an example of IPO activities in which of the four operational phases of response for Protection of Civilians?
   - **a) Prevention**
   - b) Reporting
   - c) Response
   - d) Consolidation

6. **Lesson 5: Use of Force and Firearms**
   Which of the following is true regarding UNPOL use of firearms? Firearms can be used to:
   - a. Protect property
   - b. Prevent escape of any detained person
   - **c. Defend yourself against imminent serious threats**
   - d. Disperse a crowd

7. **Lesson 7: Monitoring, Mentoring and Advising**
   The monitoring, mentoring, and advising (MMA) process consists of four stages. Indicate the correct order of the stages by writing the number that corresponds to the sequence of stages in the left-hand column.

Order of Stages	MMA Stage
4	Evaluation and adjustment
2	Agreement on objectives
1	Identification of needs
3	Plan of action and implementation

8. **Lesson 7: Monitoring, Mentoring and Advising**
   The MMA manual contains a monitoring and reporting checklist that UNPOL must complete for:
   - a. Reporting on the Status of Mission Agreement (SOMA)
   - **b. Reporting on Capacity-building and Development activities**
   - c. Reporting to non-governmental organisations and other stakeholders
   - d. Reporting crime intelligence activities

9. **Lesson 8: Capacity-building and Development**
   A successful UNPOL Capacity-building and Development process addresses three focused sectors, these are:
   - a. The police, corrections, and the court system
   - **b. The enabling environment, the organisational level, and the individual level**
   - c. Education, human resources, and administration
   - d. Operations, intelligence, and Protection of Civilians

10. **Lesson 8: Capacity-building and Development**
    Capacity-building and development…

    a. Must be addressed separately from security sector reform
    b. Offers short-term solutions for communities
    c. Relies on crime intelligence
    d. Focuses on sustainability through local ownership

11. **Lesson 9: Human Rights Due Diligence Policy**
The United Nations Human Rights Due Diligence Policy on United Nations Support to non-UN Security Forces (HRDDP) applies to:
    a. UN Peace Operations
    b. UN Special Political Missions
    c. UN Agencies, Funds and Programmes
    d. All of the above

12. **Lesson 9: Human Rights Due Diligence Policy**
The Human Rights Due Diligence Policy on United Nations Support to non-UN Security Forces requires the United Nations Police to:
    a. Provide all necessary support to host-State police efforts to protect civilians from imminent threats of physical violence
    b. Assess risks that police services receiving support from the United Nations police may commit grave human rights violations and identify mitigating measures
    c. Intervene in case of Human Rights Violations by the host-State Police
    d. Train host-State police on international human rights law

13. **Lesson 9: Human Rights Due Diligence Policy**
Which type of UN-support is excluded from the HRDDP?
    a. Operational and logistical support
    b. Financial support
    c. Medical evacuations
    d. Joint operations

14. **Lesson 10: Police Command in a UN context**
United Nations Police Commanders…
    a. Closely cooperate with a variety of components
    b. Closely cooperate with host-State and international actors
    c. Must adjust to complex unknown criminal justice systems
    d. all of the above

15. **Lesson 10: Police Command in a UN context**
The three levels of UN authority are…
    a. Tactical, operational, and strategic
    b. Station-level, regional, mission-wide
    c. Office, division, department
    d. Regional HQ, Mission HQ, UN HQ New York

16. **Lesson 11: Introduction to UNPOL Administration**

The Police Component in a UN Peace Operation is typically organised in which three pillars?

_____

_____

_____

Answer: Operations, Administration and Capacity‑Building and Development.

17. **Lesson 11: Introduction to UNPOL Administration**
    Who oversees the UNPOL Administration Pillar?

    a. The Head of Police Component (HOPC)
    b. **The Police Chief of Staff (COS)**
    c. The Director of Mission Support (DMS)
    d. None of the above.

11) Annex B: Acknowledgements

ITS would like to thank the following individuals who participated in the Curriculum Development Process: