



Integrated Training Service
Policy, Evaluation and Training Division
Department of Peace Operations
United Nations

REPORT ON FORMED POLICE UNIT COMMAND STAFF TRAINING NEEDS ASSESSMENT



DECEMBER 2018

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WE MUST TRAIN AS IF LIVES DEPEND ON IT.

AND THEY DO!

I. EXECUTIVE SUMMARY

Introduction

Modern peacekeeping is inherently risky for many reasons, including the targeting of local civilian populations and, increasingly, of peacekeepers. In a high-risk and high-pressure environment where peacekeepers are mandated to perform an array of varied tasks, while also safeguarding their own safety, it is important that they are properly equipped and trained and have the right skill sets.

UNPOL's Formed Police Units (FPUs) play a prominent role in UN peacekeeping by performing specific policing tasks independently or in support of existing host state law enforcement agencies. They are described as *specialised, cohesive, armed mobile police units* and their three core functions are: (i) protecting United Nations personnel and property; (ii) contributing to the protection of civilians; and (iii) supporting police operations that require a formed response or specialised capacity above the capabilities of Individual Police Officers.¹

While it is the responsibility of police contributing countries (PCCs) to provide the required pre-deployment and pre-selection training and exercises aimed at preparing FPUs for Assessment of Operational Capability (AOC), the responsibility for developing and updating pre-deployment training materials and standards rests upon the UN Peacekeeping Operations Policy, Evaluation and Training Division (DPET). Preparing FPU commanders and command staff for mission deployment through pre-deployment training is instrumental for the overall operational readiness of FPUs for various tasks once the units are on the ground.

In accordance with the 2010 Policy on Training for all United Nations Peacekeeping Personnel set by the Departments of Peacekeeping Operations and Field Support (DPKO and DFS, currently DPO and DOS), DPET's Integrated Training Service (ITS) has the responsibility to conduct periodic training needs assessments (TNA) to determine training priorities. The 2018 TNA focus has been to identify any gaps in pre-deployment training of FPU command staff, recommend steps to strengthen capacities and provide training needs data for the development of FPU Command Staff training content.

The Training Needs Assessment utilised a competency-based approach focusing on: (1) knowledge to enhance; (2) skills to develop; and (3) behaviour/mindset to adjust. The research used for the TNA included a desk review of relevant documents; surveys, interviews and focus groups with FPU command staff and coordinators, UN police, military staff, civilian staff, and mission leadership; and a field visit to South Sudan (UNMISS). During the course of the TNA, 203 surveys were completed, and a total of 90 interviews and 15 focus groups were conducted. The level of participation from each mission was: UNAMID provided 45% of responses, MINUSMA 32%, UNMISS 12%, MONUSCO 7% and MINUSCA 4% of responses.

Summary of Conclusions and Recommendations

There was a high level of agreement across respondents on the usefulness of FPUs and the significant contribution they make to peacekeeping efforts and the protection of UN personnel. The FPUs role and capabilities are evolving and this TNA is intended to help inform capacity building support, delivery methods and curricula.

Key findings are outlined in Section II of this document and an expanded discussion of findings is available in Annex 5. The TNA findings discuss pre-deployment training generally as well as specific

¹ DPKO-DFS, Policy on Formed Police Units in United Nations Peacekeeping Operations, 2016.10

topic areas that can be enhanced in pre-deployment. Additionally, the TNA discusses areas of “green” national police training that could provide a stronger foundation for the “blue” UN peacekeeping training and success in the field.

Opportunities to strengthen pre-deployment training focused on ensuring trainers have a background of recent and relevant experience in peacekeeping and the requisite content expertise. Feedback also indicated the importance of trainers having the ability to incorporate mission specific content across the curricula. It was noted that almost all the topics in pre-deployment training will benefit by being focused contextually on the realities in the field where the FPU will be deployed.

The TNA identified the following topics as needing more attention or an enhanced curriculum in pre-deployment training:

- Chain of Command, Roles, Responsibilities and Coordination
- Mission Specific Knowledge
- Leadership, Management, and Administration
- UN Core Values, Competencies, Rules and Regulations
- Planning and Decision-Making
- Intelligence Gathering and Sharing
- Communications and Language
- FPU Policing Responsibilities in UN Peacekeeping Operation
- Health, Welfare and Safety
- Logistics
- Thematic and Cross-Cutting Issues
- Training Provision

The TNA findings informed the content development of the new FPU Command Staff training. Therefore, the remaining focus of the TNA recommendations is on the learning foundations, systems and methodologies needed to ensure all pre-deployment training requirements are supported and met. The main recommendations are as follows:

- 1) Strengthen FPU leadership, planning and reporting skills through national and UN policing curricula.
- 2) Strengthen national police generation – including female unit generation training and lessons learned capacities of the current and potential PCCs, through bilateral cooperation and light coordination mechanisms.
- 3) Strengthen relevant core policing skills through national and UN policing curricula.
- 4) Support capacity building of national trainers, including female trainers and knowledge exchange networks.
- 5) Develop pre-deployment training outline and standards for PCCs (similar to the OMA Guidelines on Operational Readiness Preparation for TCCs in PKO).
- 6) Support the Police Division’s work on improving the training component of pre-deployment visits in Member States.
- 7) Standardize sharing and transfer of mission-specific information and lessons learned between out-going and incoming FPUs, and their commanders and officers.
- 8) Promote mission operating language capacities of FPU command staff.
- 9) Designate a point of contact in Police Division for mission-specific guidelines.

Specific actions for each recommendation can be found in Section III of this report, along with information on who will lead the actions.

II. KEY FINDINGS SUMMARY

The following section summarizes the key findings of the Training Needs Assessment on pre-deployment training for Command Staff of FPU. Each of the topics below is discussed in significantly more detail in Annex 5 – Expanded Presentation of Findings.

Pre-Deployment Training

Training Received: UN pre-deployment training, also known as “blue training”, builds on “green” national police training provided by PCCs. In order for it to be successful, it must be built on a strong foundation of policing and leadership capacities. The training received in the pre-deployment phase is seen as crucial given the limited amount of time for training once FPU arrive in mission. While there are field training activities taking place through the IMTCs and FPU Coordination Offices, it is evident that there is great demand on FPU, and that pre-deployment is the best opportunity for training.

Through surveys, interviews and focus groups, FPU command staff and other mission personnel in the police, military and civilian components provided perspectives on FPU command staff preparedness and gaps that could be addressed via pre-deployment training. At times these perspectives differed somewhat regarding FPU command staff level of preparedness for their role in mission, however, there was agreement on the need for additional training on UN mission context and working with mission partners, chain of command and associated roles and responsibilities and legal systems and frameworks. One of the most notable and consistent areas of feedback from FPU command staff was the need for mission-specific information and training. This area was relevant across all the topics of pre-deployment training, including policing skills (e.g. crowd control), logistics, navigation and driving, and health and safety. Specific gaps are discussed in more detail later in this section.

Trainers: The common theme voiced by FPU command staff was on the importance of having pre-deployment trainers who are well-versed in the content, have relevant experience in mission, and have themselves completed UN pre-deployment training. In relation to mission-specific information, it was repeatedly recommended that those providing the information should either be *still-serving* or *outgoing officers* who could provide up-to-date, accurate information from the perspective of being in the field and dealing with current issues.

Participatory Training Methodologies: Another theme related to pre-deployment training was the importance of integrating participatory learning methodologies, such as real scenarios, case studies, role plays and table-top activities. Scenarios were seen as an effective means to building skills in crowd control and other policing tactics; improving interactions with the host country population and collaboration with mission partners; and improving reaction times and capacities to respond both rapidly and decisively.

Graph 1: FPU Commanding Officers' Evaluation on Current Police Training Materials

Topics Insufficiently Covered				Sufficiently Covered
Chain of Command, Roles, Responsibilities and Coordination	Leadership, Management, and Administration	Planning and Decision-Making	Intelligence Gathering and Sharing	Core Business of UN Police
		Communications, Reporting and Language	Health, Welfare and Safety	
Mission Specific Knowledge	Knowledge of core documents, UN core values, competencies, rules and regulations	FPU Policing Responsibilities in UN Peacekeeping Operation	Logistics	Human Rights Standards
				Road Safety

Topics Identified as Gaps and for Enhanced Pre-Deployment Training

This section addresses the topics that respondents identified during the TNA as gaps and needing further attention or an enhanced curriculum in pre-deployment training. The topics fall into the following broad categories:

Chain of Command, Roles, Responsibilities and Coordination

The most significant theme that emerged across the interviews and focus groups was the need for more clarity and an increased familiarity in the chain of command, in-mission and with related coordination, decision-making and communication processes. This was supported by the surveys with FPU command staff, where 45% noted pre-deployment training related to working with mission partners that they received was “insufficient”.

Chain of command confusion arose in relation to FPU joint operations and in situations of escalation and de-escalation of violence where it is critical for the command responsibilities to be clear between FPUs, UNPOL and military, as well as other parts of the mission. Issues related to function, tasking, and direction also arose in the interviews with members of civilian components.

The need for understanding roles and the command structure within the Formed Police Units themselves was also noted. Respondents suggested more guidance materials outlining the various functions within the FPUs would be useful, as well as pre-deployment training to emphasize lines of command and control. There was also feedback that all FPU command staff needed training specific to their roles (e.g., logistics, operations, liaison, etc.) as well as a thorough foundation in the relevant operating procedures, coordination, and communications.

Another theme that emerged from the interviews and focus groups was the need to instil an attitude of flexibility regarding FPU roles and responsibilities based on mission need and operational environments.

Mission Specific Knowledge

Mission specific information prior to deploying was a common request from FPU command staff in interviews and focus groups and the need for it was also supported in the responses from civilian, military and police colleagues. Some FPU respondents highlighted that mission specific information was not integrated into generic training and viewed this as a missed opportunity for contextual learning. The areas for mission specific training fell into three broad categories: host country population and culture; nature of conflict and mission mandate, and related FPU tasks; and the environment, terrain and natural risks.

Leadership, Management and Administration

Given that the FPU structure does not commonly exist outside of the peacekeeping context, leadership, management and administration of units were areas repeated in feedback. Specific areas mentioned included the ability to inspire and motivate, foster a respectful environment, lead units effectively, manage human resources, plan, tasks, support teamwork, conduct activities, and manage logistics. Several of these points are discussed further and elaborated on in Annex 5.

Knowledge of core documents, UN core values, competencies, rules and regulations

A critical aspect of being able to lead in a peacekeeping context is the familiarity with and ability to integrate different levels of guidance. This applies to the ability to lead strategically as well as ensuring appropriate and respectful behaviour of the unit. Prior to deployment, concepts related to the mandate of the mission should be well understood (i.e. directives, instructions and other documents containing general information on operationality, logistics and the administration of an FPU). Command staff also need to have thorough knowledge of the relevant rules and regulations and have practical training in how to inspire proper attitudes and behaviours and how to enforce, monitor, report, and take appropriate disciplinary action as required.

Planning and Decision-Making

Planning is a fundamental skill for all leaders and the FPU command staff have many specific planning responsibilities, including strategic, tactical and operational planning, contingencies, security, risk and crisis management, and administration and logistics. Intelligence gathering, and community-led policing also require knowledge and skills in planning and decision-making.

The range of planning responsibilities for FPU command staff likely exceeds anything they will be familiar with domestically and requires extensive briefing and practice in pre-deployment to be able to quickly reach effectiveness in the field. The spectrum of planning responsibilities spans from rapid planning and decision-making (e.g., during escalations and crisis) to long range planning (e.g., ensuring resources are well managed for the term of deployment). Building the capacity during pre-deployment to plan effectively includes instilling content knowledge as well as building skills in using analysis and planning tools.

Peacekeeping Intelligence Gathering and Sharing

Peacekeeping intelligence gathering, and sharing were seen as integral parts of good planning and decision-making, both for the FPU command staff as well as for other parts of the mission. The importance of a two-way flow of timely intelligence was emphasized. Intelligence to the FPU command provides vital information for the FPU to be able to safely perform their duties and respond to danger while ensuring the safety of others. Intelligence from the FPUs to the other parts of the mission informs all levels of analysis, planning and decision-making, including deployment of resources in mission and for reporting to HQ.

The point was made by respondents that different peacekeepers have access to different sources of information and a commitment to systematic gathering and dissemination is critical for being

able to understand a situation as fully as possible. The gaps that can be addressed through pre-deployment training include developing the knowledge, skills and mindset to (1) gather peacekeeping intelligence; (2) know-how and who to pass the intelligence on to; and (3) incorporate intelligence into planning and decision-making processes.

Communications, Reporting and Language

Communications were raised several times during the consultations, primarily falling into three categories: communications for coordination; reporting abilities; and language skills. Communications were viewed as being key to facilitating coordination between different levels and components and to ensure clarity in tasking.

For reporting, it was suggested that briefings be provided prior to pre-deployment on the reporting lines, the kinds of reports (including regular requirements and ad hoc/incident types), and the frequency of mandatory reports. Training was also recommended on basic report writing skills, including the kind of analysis and writing required to provide useful meaningful reports.

The most common comments in relation to communications were regarding language skills, specifically the language of the mission, basic local language skills and working with interpreters. A lack of skills in the mission language was seen to cause delay and create confusion that hampered both operations and coordination efforts. Further, the lack of skill in local language hampered interactions and trust building with the local population. Language training was recommended along with booklets or cards that contain common local phrases.

Health, Welfare and Safety

The health, welfare and safety of FPU members was another area of respondent feedback and fell broadly into three main categories: physical health, psychological well-being, and the ability to manage natural and conflict related-risks in the host country.

Some respondents spoke to the need for FPU members to be better prepared physically for the realities of what they would face during their deployment. In addition to being in good physical shape, several participants noted the importance of stress management and support in dealing with psychological trauma, low morale and anger management. These are areas that leadership can support in pre-deployment through physical training and raising awareness of strategies for managing stress, conflict and morale. In terms of surviving in a dangerous environment, whether it was from nature or conflict related risks, it was noted that FPU members require a high degree of situational and personal awareness as well as a solid foundation in field survival skills, that includes self-defence. Training in road safety was also raised, specifically in relation to the kinds of terrain and driving requirements in mission. Command staff were seen to be responsible to provide leadership and support for the health, welfare and safety of the FPU members.

Logistics

Feedback was also received on the need for enhancing logistics training. Comments included the management and maintenance of contingent owned equipment and the management of the food supply. Storage of ammunition was seen to be a significant safety issue as deterioration of improperly stored stock poses a real challenge. Inventory maintenance was also stressed as being critical to the safety of personnel. Respondents also flagged the importance of training in mobile operations for detachment at long distances and knowing how to use and maintain them is vital in those contexts.

Leadership needs to be well briefed on the specifics of the mission in order to ensure their capabilities and logistics meet the requirements when deployed.

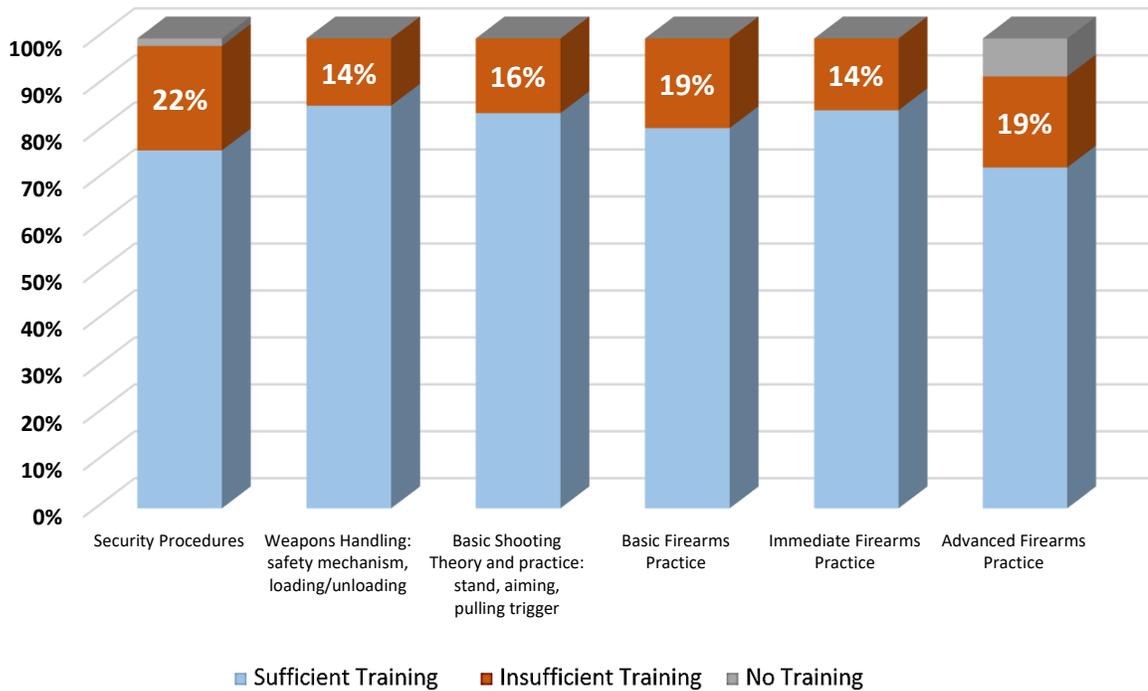
FPU Policing Tasks in UN Peacekeeping Operation

Much of the feedback on enhancing pre-deployment training focused on a variety of policing skills related to specific tasks. The most frequently raised topics, in order of frequency, included:

- **Protection of personnel and property and dealing with attacks:** particularly focusing on convoys and escorts, close protection, and protection of UN camps and facilities
- **Use of force and tactical progression:** focusing on the practical knowledge, skills and confidence, as well as an integrated understanding of the legal and human rights dimensions on the use of force
- **Crowd and riot control and public order management:** particularly on the ability to respond quickly and effectively, maintaining clear lines of communication, and observing human rights
- **Community policing:** focusing on engagement and interaction with the local population to build trust and confidence; engagement with the local population for useful intelligence, and the ability to adjust policing tactics as required in different situations
- **Fire arms and weapons handling:** training on safe and effective use of firearms, as well as the proper storage of weapons and ammunition
- **Patrols:** providing leadership to ensure clear communications and coordination of patrols, incorporation of a community policing mindset, and the skills and abilities to enable rapid decision-making and appropriate responses as required
- **Arrest and detention:** integrated understanding of the mission context, specific training on challenges of arrests and detention in sensitive areas, and observance of human rights at all times

The topics above are discussed in more detail in Annex 5. The specific knowledge, skills and mindset for each topic, and others, are outlined in Annex 10.

Graph 2: Gaps in national pre-deployment training on basic policing skills



Gap: 17% of FPU Commanding Officers surveyed reported insufficient pre-deployment training on policing skills.

Thematic and Cross-Cutting Issues

Human Rights: Human rights was another common theme woven through several other areas (e.g., in understanding the overall mission and mandate with regard to human rights, in the context of arrest and detention, and in relation to the use of force). A strong introduction on human rights was recommended to ensure a common understanding and compliance. It was also recommended that mission specific information on human rights and violations augment the more generic CPTM and STM trainings so that FPU members and leadership come into the mission with a good understanding of the context.

Protection of Civilians: POC is one of the three main functions of the FPU. Specific training was recommended on understanding the POC concept, the related mission mandate, the POC Tiers and the opportunity to contribute to all of them with a particular focus on Tier 2 (i.e., prevention through physical protection). The theme of enhanced communication and coordination also emerged in the context of the FPU’s involvement in POC.

Child Protection: Child Protection Advisors (CPAs) noted that FPU need to understand who a child is, the impacts of armed conflict on girls and boys and their particular risks, the Six Grave Violations², and the scope of the mission work regarding child protection. FPU can assist by providing information on any violations they encounter. Command staff are in a position to foster awareness of child rights and impacts of conflict, encourage engagement where appropriate, enforce UN codes of conduct, ensure proper treatment of children associated with armed groups and/or criminality, and strengthen the FPU's capacity and interest in contributing to the Monitoring and Reporting Mechanism (MRM).

Conduct and Discipline: Adhering to and ensuring the highest standards of conduct is a key responsibility of command personnel. Recalling the lessons specific to managers and commanders in the Prevention of Sexual Exploitation and Abuse (SEA) e-learning programme which is mandatory for all military, police and civilian personnel, as well as for pre-deployment training, some key responsibilities and measures include: completing induction and refresher training sessions on UN standards of conduct and SEA as well as including mandatory training in workplans/performance reports as appropriate while noting that conduct and discipline issues are not due to lack of training but rather discipline, command and control; and instilling a pride of purpose: reminders of the UN's mission in the location and of specific mandates to protect civilians. In particular, commanders should set the tone, making it clear that they will not turn a blind eye and ignore suspicions, concerns, rumours or complaints and that swift and decisive action will be taken; manage risks and clarify mission-specific restrictions and have subordinates sign/read relevant codes of conduct; and verify that reporting mechanisms are in place.

Sexual and Gender-Based Violence and Conflict-Related Sexual Violence (SGBV and CRSV): FPU are seen as able to contribute in a variety of ways, in addition to their role of protecting civilians. Their awareness in the field of early warning signals can assist in prevention and response to CRSV by rapidly alerting appropriate actors and networks. They also may be the first ones on the scene of attacks and, in addition to reporting immediately to the appropriate actors, it was noted that they can ensure preservation of evidence, take early notes on the scene and provide protection and initial support to victims. FPU also have a role in contributing to the Monitoring, Analysis, and Reporting Arrangements on Conflict-Related Sexual Violence (MARA-CRSV). FPU command staff have a clear role in promoting awareness, respectful attitudes, and appropriate actions for the SGBV and CRSV.

Gender in Peacekeeping: One of the issues that was mentioned frequently was the need for gender awareness and for FPU to know how to interact with women from the host country in a variety of situations, including in general interactions and in public order management. Command staff are responsible for ensuring strict adherence to the UN Code of Conduct, zero tolerance for SEA, and modelling behaviours that demonstrate respect for men and women, boys and girls. They also have a role in instituting a gender-sensitive approach to planning and execution of operations, including tactics, techniques and procedures.

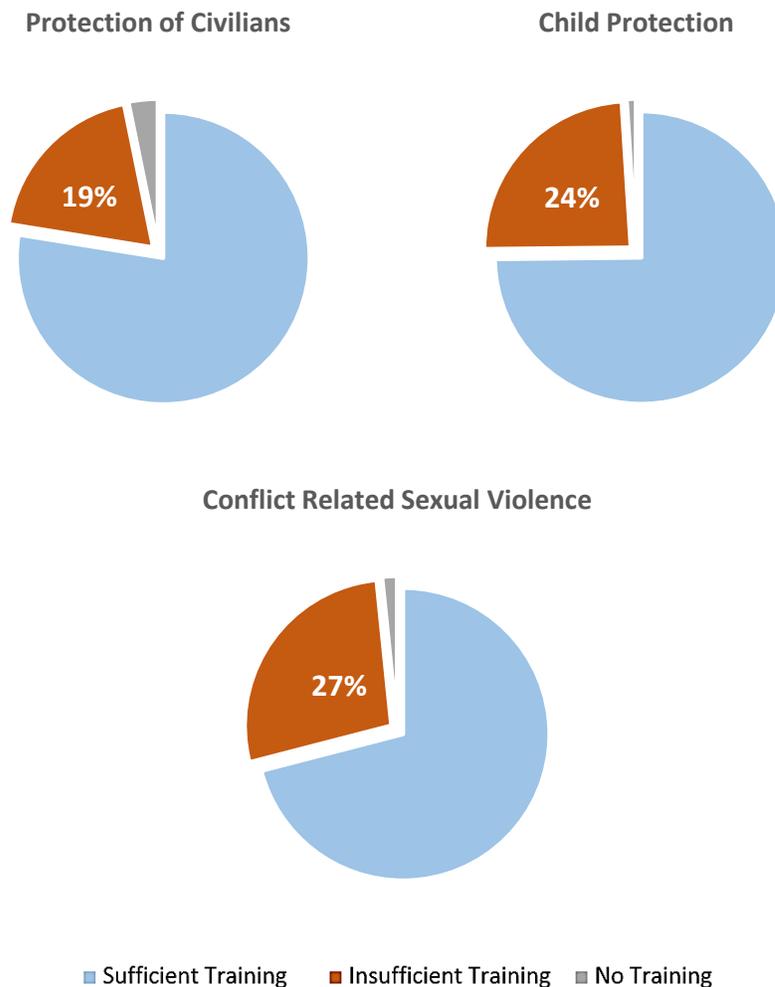
² The **six grave violations** serve as the basis to gather information and report on violations affecting children, and are: Killing and maiming of children; Recruitment or use of children as soldiers; Sexual violence against children; Abduction of children; Attacks against schools or hospitals; and Denial of humanitarian access for children.

Other gender-related issues raised were on the importance of increasing the participation of female police officers in peacekeeping missions, supporting women in FPU, and in knowing how to best make use of female police officers. There are good examples from several countries, such as Rwanda where the unit was led by a female commanding officer and several others in command staff position. Case studies and scenarios like this can be used to help integrate theory into practice and planning.

Training Provision

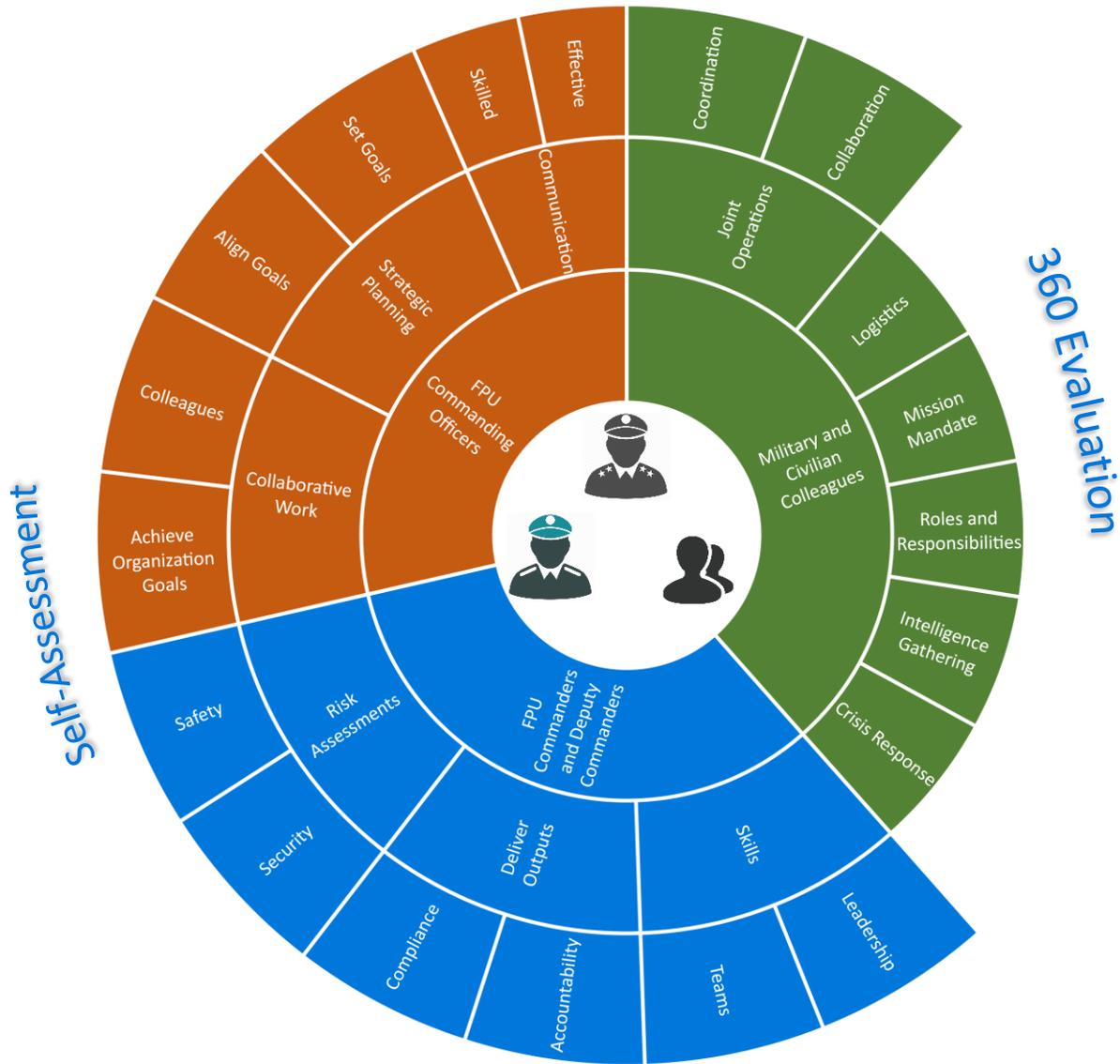
FPU command staff are responsible for ensuring the FPU is trained prior to deployment and that skills are maintained and built upon during deployment. The 2015 Command Staff Training Module on FPU Training and Maintenance provides clear guidance in this area as does the Peacekeeping Pre-deployment Training Standards for FPU. Feedback during the TNA indicated the need for command staff training on both the principles of adult learning as well as the specific topics they will be training on.

Graph 3: Pre-deployment training received on protection issues



Gap: 23% of FPU Commanding Officers surveyed reported insufficient pre-deployment training on Protection of Civilians, Child Protection, and Conflict Related Sexual Violence.

Graph 4: What are the largest competency gaps?



Self-Assessment



FPU Commanders and Deputy Commanders highlighted gaps in: overseeing or conducting safety and security risk assessments; ensuring accountability, compliance and delivery of outputs; and enhancing team and leadership skills.



FPU Commanding Officers highlighted gaps in: making strategic plans and setting aligned goals; effective communication skills; and working collaboratively with colleagues to achieve organisation goals.

360 Evaluation



Military and civilian personnel highlighted gaps in: the ability to respond during crisis; intelligence gathering; coordination and collaboration in joint operations; clear understanding of mission mandates, roles and responsibilities; and logistics.

III. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

There was overwhelming consensus on the usefulness of FPUs and their significant contribution toward peacekeeping efforts and the protection of UN personnel. The FPUs role and capabilities continue to evolve and this TNA is intended to help inform on capacity building support, delivery methods and curricula.

The table in Annex 10 outlines the key competencies required of FPU command staff and is categorized into three: knowledge, skills and mindset and includes learning approaches and resources.

Many of the topics raised during the TNA as areas for enhanced pre-deployment training are being addressed in the updated Command Staff Training being developed by DPET's Integrated Training Service, in collaboration with PCCs and training institutions. The revised training is delivered as a separate module to take place prior to the 8-week pre-deployment training with the rest of the unit. The material that will be covered over the 10 days covers many of the key concerns that emerged in the course of the TNA, including:

- Joint operations, cooperation and interoperability
- Leadership in a UN context
- Core documents, including MOUs and COE
- Guiding Principles, Conduct and Discipline/SEA
- Operational planning, tasking and decision-making
- Use of force
- Community Policing
- Intelligence-led policing
- Security of convoys, camps and protection of personnel
- Human rights and protection issues, including of civilians, children and women
- Logistics, self-sustainment and maintenance
- Medical requirements
- FPU training structure

The focus of these conclusions and recommendations, therefore, is on the learning foundations, systems and methodologies needed to ensure all pre-deployment training requirements are supported and met.

National Pre-Requisite Training

Feedback in the TNA, as well as the review of relevant policies and SOPs, highlighted the importance of green training - the national training on core policing skills. The Member States have a responsibility to ensure a solid foundation of knowledge, skills and attitudes/mindset have been established on which the UN blue peacekeeping training can build. The pre-requisite capacity for command staff includes both technical policing skills as well as leadership development, including communications, coordination and basic analytical, planning and reporting abilities. While it is clear that the FPU structure and peacekeeping in general are very different contexts for exercising these skills, strong abilities in these areas are critical for adaptation to the mission requirements.

Experience, Sustainability, and Capacity Building of Pre-Deployment Trainers

A clear theme emerged in the feedback on the necessity for pre-deployment trainers to have a background of relevant experience in peacekeeping. This is critical to being able to ensure the

training is relevant and current and to be able to build on the materials from personal experience. The use of past or outgoing FPU command staff was suggested.

The DPET Evaluation noted a challenge in using the same trainers for all FPU modules. It suggested that specialized trainers might better address the complexity and the diversity of the FPU program by delivering individual modules. While Train the Trainer (TOT) models are often seen as an effective way to build training capacity, a potential shortcoming is if trainers are not experienced with the content and familiar enough with the material to be able to do the curriculum justice and make it engaging.

The ability to teach was another area of concern. This speaks to the need to nominate TOT candidates who are actual trainers and/or to provide supplemental training to command staff who have the right experience and attitude to be trainers but might not have a teaching background.

Systems for Knowledge Exchange and capacity building between ITS, PCCs and training institutions will assist in keeping training current, relevant and up to standards.

Integrate Mission-Specific Information in Briefings and in Pre-Deployment Training Modules

Mission-specific information should not be reserved only for briefings but should also be included throughout all the modules of FPU and command staff training. Almost all the areas of training will benefit by being focused contextually on the realities in the field where the FPU will be deployed. This will help build motivation for ensuring members are well trained, logistics are appropriate to the host country environment, and policing skills are well matched to the conflict dynamics and tasks laid out in the FPU mandate.

Templates and checklists will assist leaders and trainers in ensuring appropriate information is incorporated into planning and training activities.

Language Skills

While language skills are clearly laid out in the SOP on Assessment of Operational Capability (AOC) of FPUs 2017 and are a responsibility of the PCC that needs to be adhered to, there is an opportunity for collaboration between ITS, the Police Division and PCCs to provide assistance in meeting any language requirements. Online trainings and other learning supports could facilitate command staff in becoming more proficient in the language of the mission. Integrated Training Centres (IMTCs) could also assist through collaboration with others in mission to provide advice on use of interpreters and compile a list of common phrases that can be translated into the various languages of deploying FPUs and made into pocket cards for ease of reference.

Recommendations

1. Strengthen FPU leadership, planning and reporting skills through national and UN policing curricula.
2. Strengthen national police generation – including female unit generation training and lessons learned capacities of the current and potential PCCs, through bilateral cooperation and light coordination mechanisms.
3. Strengthen relevant core policing skills through national and UN policing curricula.
4. Support capacity building of national trainers, including female trainers and knowledge exchange networks.
5. Develop pre-deployment training outline and standards for PCCs (similar to the Guidelines on Operational Readiness Preparation for TCCs in Peacekeeping Missions, OMA, Ref.2018.29).
6. Support the Police Division’s work on improving the training component of the pre-deployment visits in Member States.
7. Standardize sharing and transfer of mission-specific information and lessons learned between out-going and incoming FPUs, and their commanders and officers.
8. Promote mission operating language capacities of FPU command staff.
9. In collaboration with mission civilian and police trainers, provide refresher training sessions on UN standards of conduct and SEA. Ensure reporting mechanisms on conduct and discipline issues are in place and inform all FPU officers and members.
10. Designate a point of contact in Police Division for mission-specific information, advice and guidance for PCCs.



For more information, please contact peacekeeping-training@un.org

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