United Nations

Core
Pre-deployment
Training
Materials

for United Nations Peacekeeping Operations

CPTM 2017

United Nations Department of Peacekeeping Operations and Department of Field Support
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The UN DPKO-DFS Core Pre-deployment Training Materials for United Nations Peacekeeping Operations (CPTM) has been developed by the Integrated Training Service (ITS) of the UN Department of Peacekeeping Operations and Department of Field Support. It was approved by the Under-Secretary Generals of DPKO and DFS as official guidance on 02 May 2017.

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The UN DPKO/DFS CPTM has been edited by Seun Abiola, Patricia Keays and Jenna Russo. Design and layout by Jenna Russo. All photographs have been sourced from the UN and the public domain, unless otherwise indicated.

The CPTM will be regularly updated so that it is fully responsive to developments in UN peacekeeping operations. All comments and suggestions about content for future versions are welcome and can be forwarded to peacekeeping-training@un.org. The CPTM can be found online at the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community
Acknowledgements

The CPTM has been developed as a collaborative effort between the Integrated Training Service (ITS), other offices of the UN Department of Peacekeeping Operations (DPKO) and Department of Field Support (DFS), and the wider UN system, to reflect the view of the United Nations as a whole.

ITS was guided by the substantive expertise within DPKO, DFS, Department of Political Affairs (DPA), Department for Safety and Security (DSS), Office of the High Commissioner for Human Rights (OHCHR), Office for the Coordination of Humanitarian Affairs (OCHA), Office of Human Resources Management (OHRM), Office of Legal Affairs (OLA), and UN field missions. Content focal points and subject matter experts across the UN have made important contributions to ensure the content of the training materials was updated with significant developments in UN peacekeeping which have occurred since the last version of the CPTM in 2009. Members of the Content Source Group included Hadi Ahankoob, Baha Al-Attia, Brenda Ammeraal, Erin Baud, Marianne Bauer, Alice Chow, Katja Flueckiger, Guillermo Forteau, Abigail Hartley, Venetia Holland, Clare Hutchinson, Sungmin Patricia Kim, David de Koning, Georgia Koutrafouri, Siva Methil, Sharon O’Brien, Sara Rendtorff, Thomas Ritzer, Jonathan Robinson, Alessandro Susini, and Yasna Uberoi, among others.

ITS has been committed to ensuring that the training materials are “client-oriented” for Member State trainers, and with a “learning focus” for peacekeeping personnel. As a result, improved instructional support has been incorporated in the redesign. The CPTM has benefitted from the lessons learned and good practices of ITS’ own Civilian Pre-deployment Training Team (CPTT), who train civilian personnel for UN peacekeeping. Juliana Ribeiro, Mohamed Fofana, Milena Stepanovic, Annamaria Pinto, and Anna Somarelli of CPTT have added enormous value to the CPTM with their input on design, content, and delivery methods. ITS staff provided feedback and support during various stages of the project.

ITS has also been informed by the recommendations of training delivery partners, particularly Peacekeeping Training Institutes (PKTIs) of Member States. Numerous training personnel from national PKTIs contributed useful guidance, feedback, case studies, photographs and other materials, which have been incorporated into the CPTM.
The project was conceived by Rafael Barbieri of ITS, and Patricia Keays as an independent consultant. The project was managed by Seun Abiola of ITS. The core project team included Seun Abiola and Patricia Keays, who developed the learning elements, design, structure and user-friendly format of the CPTM, with the invaluable assistance of Jenna Russo. Paula Beltgens also provided input at the beginning of the project.

ITS would like to thank all who have contributed to the CPTM. The CPTM would not have been possible without the commitment, active participation, and willingness of individuals to share their knowledge and time.

A comprehensive list of individuals who actively participated in consultations is contained as an annex.
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**List of Persons Participating in Consultations**
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<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACABQ</td>
<td>Advisory Committee on Administrative and Budgetary Questions</td>
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<tr>
<td>BINUB</td>
<td>United Nations Integrated Office in Burundi (renamed BNUB January 2011)</td>
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<tr>
<td>BNUB</td>
<td>United Nations Office in Burundi</td>
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<tr>
<td>CAO</td>
<td>chief administrative officer</td>
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<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination against Women</td>
</tr>
<tr>
<td>CRC</td>
<td>Convention on the Rights of the Child</td>
</tr>
<tr>
<td>CSO</td>
<td>civil society organization</td>
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<tr>
<td>DDR</td>
<td>disarmament, demobilization and reintegration</td>
</tr>
<tr>
<td>DDRRRR</td>
<td>disarmament, demobilization, repatriation, reintegration and resettlement</td>
</tr>
<tr>
<td>DFS</td>
<td>Department of Field Support</td>
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<tr>
<td>DPA</td>
<td>Department of Political Affairs</td>
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<td>DPI</td>
<td>Department of Public Information</td>
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<td>DPKO</td>
<td>Department of Peacekeeping Operations</td>
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<tr>
<td>DRC</td>
<td>Democratic Republic of the Congo</td>
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<tr>
<td>DSRSG</td>
<td>Deputy Special Representative of the Secretary-General</td>
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<tr>
<td>EAD</td>
<td>Electoral Assistance Division</td>
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<tr>
<td>ECOSOC</td>
<td>Economic and Social Council United Nations</td>
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<tr>
<td>EOD</td>
<td>explosive ordnance disposal</td>
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<tr>
<td>EU</td>
<td>European Union</td>
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<tr>
<td>FAO</td>
<td>Food and Agricultural Organization</td>
</tr>
<tr>
<td>FRY</td>
<td>Federal Republic of Yugoslavia</td>
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<tr>
<td>HC</td>
<td>humanitarian coordinator</td>
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<tr>
<td>HCT</td>
<td>humanitarian country team</td>
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<tr>
<td>HIV/AIDS</td>
<td>human immunodeficiency virus/acquired immunodeficiency syndrome</td>
</tr>
<tr>
<td>IAP</td>
<td>Integrated Assessment and Planning</td>
</tr>
<tr>
<td>IASC</td>
<td>Inter-Agency Standing Committee</td>
</tr>
</tbody>
</table>
ICCPR International Covenant on Civil and Political Rights
ICESCR International Covenant on Economic, Social and Cultural Rights
ICRC International Committee of the Red Cross
IDP internally displaced person
IFRC International Federation of Red Cross and Red Crescent Societies
IMF International Monetary Fund
IMPP Integrated Mission Planning Process
ISF Integrated Strategic Framework
JMAC joint mission analysis cell
JLOC joint logistics operations centre
JOC joint operations centre
KFOR Kosovo Force
MILOB military observer
MINURSO United Nations Mission for the Referendum in Western Sahara
MINUSTAH United Nations Stabilization Mission in Haiti
MLT Mission Leadership Team
MONUC United Nations Organization Mission in the Democratic Republic of the Congo (renamed MONUSCO in July 2010)
MONUSCO United Nations Organization Stabilization Mission in the Democratic Republic of the Congo
MoU memorandum of understanding
MSF Médecins Sans Frontières
NATO North Atlantic Treaty Organization
NGO non-governmental organization
OAS Organization of American States
OCHA Office for the Coordination of Humanitarian Affairs
OHCHR Office of the High Commissioner for Human Rights
OILOS Office of Internal Oversight Services
OLA Office of Legal Affairs
ONUC United Nations Operations in the Congo
PBC Peacebuilding Commission
PBF Peacebuilding Fund
PBSO Peacebuilding Support Office
PEP post-exposure prophylaxis
RBB results-based budgeting
RC resident coordinator
ROE rules of engagement
SA Strategic Assessment
SGBV sexual and gender-based violence
SMT security management team
SOFA status-of-forces agreement
SOMA status-of-mission agreement
SOP Standard Operating Procedure
SPM Special Political Mission
SRSG Special Representative of the Secretary-General
SSR security sector reform
STI sexually transmitted infection
TAM technical assessment mission
TB tuberculosis
TCC troop-contributing country
UNAMA United Nations Assistance Mission in Afghanistan
UNAMID African Union–United Nations Hybrid Operation in Darfur
UNAMSIL United Nations Mission in Sierra Leone
UNCT UN country team
UNDP United Nations Development Programme
UNEF United Nations Emergency Force
UNFICYP United Nations Peacekeeping Force in Cyprus
UNHCR United Nations High Commissioner for Refugees
UNICEF United Nations Children’s Fund
UNIFIL United Nations Interim Force in Lebanon
UNMAS United Nations Mine Action Service
UNMEE United Nations Mission in Ethiopia and Eritrea
UNMOGIP United Nations Military Observer Group in India and Pakistan
UNOPS United Nations Office for Projects Services
UNTAC United Nations Transitional Authority in Cambodia
UNTAG United Nations Transition Assistance Group
UNTAET United Nations Transitional Administration in East Timor
UNTSO United Nations Truce Supervision Organization
VCT voluntary counselling and testing
Introduction

UN peacekeeping personnel make an important contribution in assisting countries dealing with conflict. They lend their skills, knowledge, and experiences to support peace in the communities to which they are deployed. They face new contexts, new challenges, new experiences, and also high expectations from the host country and international community on how they will help. One of the best ways to support peacekeeping personnel in the complex tasks they will undertake is to prepare them with appropriate and relevant pre-deployment training. Such training is important for the successful transfer of the relevant skills, knowledge and experience needed for efficient UN peacekeeping operations.

Purpose of CPTM

The Core Pre-deployment Training Materials (CPTM) represents the essential knowledge required by all peacekeeping personnel – military, police and civilians – to function effectively in a UN peacekeeping operation. The materials should be used as the core resource for any UN pre-deployment training course. The CPTM is intended to provide all military, police and civilian peacekeeping personnel with a shared understanding of the basic principles, guidelines and policies of UN peacekeeping to ensure that UN peacekeeping operations can function effectively in a coherent manner. The principles, guidelines and policies of UN peacekeeping set standards for UN peacekeeping personnel. These standards guide peacekeeping personnel as they carry out critical tasks which assist countries in the transition from conflict to peace.

As the first entry point in pre-deployment training for UN peacekeeping, the CPTM gives a snapshot of the:

- Context in a conflict or post-conflict situation
- Expectations and responsibilities for peacekeeping personnel in assisting the host country
- Range of tasks to be carried out
- Collaboration required with a number of actors in the mission itself, as well as within the wider country and region.

Specialised Training Materials (STM) for the different categories of personnel (military, police and civilian) and specialised subject areas complement the core pre-deployment training of UN peacekeeping personnel with more in-depth coverage.
Together, the CPTM and STMs constitute the mandatory minimum requirements for UN pre-deployment training.

**What is New in CPTM 2017**

Peacekeeping is continually changing. Peacekeeping needs to be responsive and effective to address new threats and complex tasks. These changes mean the need for strong pre-deployment training has never been greater.

The UN Department of Peacekeeping Operations (DPKO) released the previous CPTM in 2009, replacing Standard Generic Training Materials (SGTM) produced in 2005. As the needs evolve in UN peacekeeping, the Integrated Training Service (ITS) of DPKO’s Division of Policy, Evaluation and Training continues to ensure that the content of its training materials are up to date and reflect:

- Current operational priorities and demands
- Policy and legislative developments in DPKO, DFS, and the UN system
- Training requirements set out in Security Council resolutions

Periodically, ITS undertakes a comprehensive review of UN pre-deployment Training Standards, and the associated CPTM and STMs to ensure they meet the needs identified in the Strategic Peacekeeping Training Needs Assessments. The 2012-2013 Global Training Needs Assessment (TNA) findings inform this present updating of the CPTM. The 2012-2013 TNA report confirmed the essential importance and continuing validity of much of the content from CPTM 2009, and recommended updating it. The focus has been on mandate implementation.

New features in CPTM 2017 include:

- Updated content
- Emphasis on learning
- Improved instructional support
- Improved design
The CPTM goes beyond just describing policy and guidance, to actually building capacity to implement such policy and guidance. This means a focus on practical application, drawing from real experience for the challenges and good practices.

What we wish to achieve with the CPTM is for peacekeeping personnel to have an increased capacity to perform effectively in a UN peacekeeping operation in order to successfully fulfil the mandate.

Overview of CPTM 2017

The CPTM 2017 includes Guidance on core pre-deployment training to three main target groups:

- Guidance for Member States
- Guidance for Peacekeeping Training Institutes
- Guidance for Instructors

Guidance for Member States covers aspects of the peacekeeping training cycle.

Guidance for Peacekeeping Training Institutes covers information on course development, instructor profiles and evaluation strategy.

Guidance for Instructors is comprehensive, with updated and learning support strengthened from CPTM 2009.
The CPTM is divided into three modules:

**Module 1: Introduction to United Nations Peacekeeping**

**Module 2: Mandated UN Peacekeeping Tasks**

**Module 3: The Individual Peacekeeper**

Module 1 focuses on ‘An Overview of United Nations Peacekeeping Operations’ to answer the questions: What is the UN? What is UN peacekeeping? Who are we as peacekeeping personnel? Why are we deployed to a country? Who else do we work with? It gives a snapshot of UN peacekeeping as a tool to address violent conflict.

Module 2 focuses on ‘Mandated Tasks of United Nations Peacekeeping Operations’ to answer the questions: What are the important tasks that peacekeeping personnel work together on? How do we work with other partners? How do we coordinate actions within and outside the mission? What is expected in our day-to-day work? Cross-cutting themes and priorities are covered, including human rights, the protection of civilians, gender mainstreaming, conflict-related sexual violence and child protection.

Module 3 focuses on ‘Individual Peacekeeping Personnel’ to answer the questions: What does it mean to represent the UN? What individual actions and behaviours contribute to a positive UN image? How does conduct in my private and public life affect the image of the UN? How do I protect my health and safety? Individual responsibilities are covered, such as obligations to UN standards of conduct, zero tolerance of sexual exploitation and abuse, environmental protection, health, safety and security.

Module content is organized into lessons. There are 25 lessons.

There are two lesson outlines in Module 3 for Lesson 3.11 on Road Safety and Lesson 3.12 on Basic First Aid in the Field. These lessons must be delivered by a certified professional as a practical exercise, and with an extended amount of time. The lesson outline guides instructors on the UN key messages which should be taken into account when developing sessions.
Each lesson follows a standard structure:

Lesson at a Glance
   Aim
   Relevance
   Learning Outcomes
Lesson Map
Lesson
Summary
Learning Evaluation
Commonly Asked Questions and Key Words
References

The lesson contains key messages, and presents these as a lesson summary.

Presentation slides appear through the text, and are available as separate presentation files.

Learning activities are suggested at various points in the lesson. Detailed instructions and resources for the learning activities are compiled separately from the lessons.

Detailed instructions for learning activities follow a standard format:

   Method
   Purpose
   Time
   Preparation
   Instructions
Variations

Learning evaluation examples appear as part of the lesson. Learning evaluation options are compiled separately from the lessons.

Learning evaluation options include at least three types of learning evaluation questions:

- Narrative responses
- Fill in the Blanks
- True-False

Some lessons in Module 1 have multiple-choice questions as part of the learning evaluations. Lesson 3.1 on UN Core Values and Competencies has a self-assessment. Various lessons suggest other ways to evaluate learning.

Learning support also appears as part of the lesson to guide instructors in lesson delivery.