

SPECIALISED TRAINING MATERIALS

ON CHILD PROTECTION FOR UN POLICE

TRAINER'S GUIDE

Background

Deploying personnel trained in child protection has become an increasingly crucial element for UN peacekeeping missions. Mandated by the Security Council resolutions, they aim to protect children from the effects of conflict. Security Council resolutions 1261 (1999), 1379 (2001), 1460 (2003), 1612 (2005), 2143 (2014) and 2225 (2015) specifically call for the training of UN peacekeeping personnel on child protection. The mandates of UN peacekeeping missions have evolved to include the protection of children and all missions currently have a child protection mandate.

Accordingly, the training of UN peacekeeping personnel on child protection is recognized as a key priority for the UN Department of Peacekeeping Operations (DPKO) in its child protection policy and DPKO and the Department of Field Support (DFS) have been mandated by the UN Security Council and the Special Committee on Peacekeeping Operations (C34) to develop specialized training materials on child protection for peacekeeping personnel, including UN Military and UN Police.

In addition, two Security Council resolutions passed in 2014 call for Member States to deliver child protection training to UN Military and UN Police. Resolution 2143 on Children and Armed Conflict recommends that:

“UN peacekeeping troop and police-contributing countries undertake targeted and operational trainings for the preparation of UN mission personnel including troop and police contingents on their contribution in preventing violations against children so as to give all mission personnel the ability to effectively recognize, report and respond to violations and abuses committed against children and to successfully support child protection activities for better implementation of their respective mandates.”¹

Resolution 2185 on policing in peacekeeping reiterates “the importance of providing United Nations Police Components with specialized pre-deployment and in-mission training on mission-specific child protection and on appropriate comprehensive child-sensitive prevention and protection responses, as well as monitoring and reporting on violations and abuses committed against children.” It encourages “police-contributing countries to provide all police personnel with adequate training to carry out their responsibilities in relation to sexual and gender-based violence and child protection, and further encourages relevant United Nations entities to make available appropriate guidance and training modules, including in particular the United Nations pre-deployment scenario-based training on prevention of sexual and gender-based violence and on children and armed conflict.”²

Training Development and Acknowledgments

DPKO conducted a series of consultation meetings in October 2014 and March 2015 that brought together DPKO’s Police Division, Integrated Training Service (ITS), DDR Section and UN Police Child Protection Focal Points from Brindisi, MINUSCA, MINUSMA, MINUSTAH and UNOCI. Participants in these meetings also included DPKO’s partners on this project: the International Bureau for Children’s Rights, the Office of the High Commissioner for Human Rights, the Office of the Special Representative of the Secretary General for Children in Armed Conflict, the Office of the Special Representative of the Secretary General for Violence Against Children, the Child Soldier Initiative, UNICEF and UNDP. DPKO conducted a training needs

¹ UN Security Council Resolution 2143, S/RES/2143 (2014), <http://unscr.com/en/resolutions/2143>

² UN Security Council Resolution 2185, S/RES/2185 (2014), <http://www.un.org/press/en/2014/sc11661.doc.htm>

assessment survey in 2014 with 138 UN Police Officers from 10 peacekeeping missions (MINUSCA, MINUSMA, MINUSTAH, MONUSCO, UNAMA, UNAMID, UNMIK, UNMIL, UNMISS and UNOCI). DPKO finally convened an expert consultation in Brindisi, Italy, in March 2015, of UN Police Officers and Child Protection Advisers (CPAs) from eight peacekeeping missions (MINUSCA, MINUSMA, MINUSTAH, MONUSCO, UNAMID, UNMIL, UNMISS and UNOCI), as well as representatives from DPKO's Police Division/Standing Police Capacity and Integrated Training Service, and from UNICEF.

Following these consultations, the present *Specialized Training Materials on Child Protection for UN Police* were developed in late-2015 and early 2016.

Currently more than 90 % of uniformed personnel are deployed in peace operations with protection mandates. Accordingly DPKO-ITS provides a range of related training programs, such as Protection of Civilians (operational and tactical level), Conflict Related Sexual Violence and Sexual and Gender Based Violence. These subjects are closely linked to this training program (e.g. legal framework, peacekeeping context, coordination with other actors), and it is advised to use the above mentioned training programs in conjunction with the one on Child Protection. This will allow users to be well prepared for delivery, and to compose an enhanced and tailored training program for the given target group.

Please note that law enforcement officials who are selected for this training should have completed the SPTM training as a prerequisite for taking this course.

Purpose

These training modules aim at introducing child protection concepts and providing basic knowledge on mission-specific situations that UN Police Officers will encounter. The modules intend to promote a better understanding of missions' child protection mandates and the role of other child protection actors in the mission and in the host country's national child protection system. The training is based on exercises that encourage learners to consider their own behaviour towards children and their roles and responsibilities as UN Police Officers to successfully implement the child protection mandate.

Structure of the Materials

The Standard Training Materials on Child Protection for UN Police are divided into four categories of documents:

1. **Trainer's Guide:**
This Guide offers a complete step by step method to deliver the training. Notes to the trainer, speaking points, learning activities, discussion questions and handouts to provide to learners are all clearly identified in the text by easy to recognize icons.
2. **PowerPoint Presentations:**
A series of PowerPoint presentations to accompany each training module is provided to trainers. The presentations include content related to each module. They are designed to complement the trainer's explanations.
3. **Handouts:**
A series of handouts is provided to support learning activities and provide additional reference material. The handouts accompany each module. It is clearly indicated in the Trainer's Guide when to distribute each handout to learners.

4. Assessment Guide:

The evaluation aspect of this training is divided into three parts:

- A pre-training multiple choice quiz to enable learners and trainers to assess learners' level of knowledge of child protection issues prior to the start of the training.
- Short, multiple choice quizzes at the end of each training module to enable learners to self-assess their level of learning.
- An end of training multiple choice quiz to assess learners' level of learning after this training.

The materials are divided into a modular approach to ensure flexibility in training delivery:

- Introduction to Child Protection for UN Police
- Module 1: Children in Peacekeeping Contexts
- Module 2: Normative framework for Child Protection
- Module 3: Safeguarding Children
- Module 4: Coordination with Child Protection Actors
- Module 5: Monitoring and Reporting
- Module 6: Prevention and Diversion
- Module 7: Apprehension, Arrest and Detention
- Module 8: Interviewing a Child from the UN Police Perspective
- Module 9: Dos and Don'ts

Each module aims at discussing one topic and providing learners with new knowledge and skills in child protection. A short quiz accompanies each module and a final quiz is provided at the end of the training to assess learners' immediate acquisition of new knowledge and skills.

How to use this Guide

The training materials are primarily designed for a three-day, pre-deployment training for Individual Police Officers (IPOs)³ but can also be used as in-mission training for already deployed IPOs or for Formed Police Units (FPU), once adapted to their specific needs. The total training time for all modules is around 18 hours. The approximate training time is indicated for each module. It is suggested to conduct the training over a three day period.

The modules are designed to guide trainers through the content. Speaking points are written in full but the trainer can choose to deliver the content in his or her own words. For ease of use, each section of the modules is preceded by a symbol to indicate to the trainer if this is a *note to the trainer*, a *speaking point*,

³ For the purpose of the entire training package, the designation "law enforcement agencies / officials" will be used to refer to "all officers of the law, whether appointed or elected, who exercise police powers, especially the powers of arrest or detention. In countries where police powers are exercised by military authorities, whether uniformed or not, or by State security forces, the definition of law enforcement officials shall be regarded as including officers of such services." (see

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/LawEnforcementOfficials.aspx> for more details).

Also, host state police and Law enforcement agencies are synonyms in this training package.

a *learning activity*, a *discussion question* or a *handout*. The following table explains the use of the different symbols:

Symbol Legend:

	Note to the trainer Background information or instruction for the trainer.
	Speaking Points The main points to cover on the topic; ideally the speaking points will be presented in the trainer's own words.
	Learning Activity/Discussion Activity or discussion strongly recommended for inclusion in the training.
	Questions Proposed discussion or group work questions.
	Handout Indicates a handout to be provided to learners.
	Film A film suggested as a learning activity.

Each module is accompanied by a PowerPoint presentation that can be used during the training to put the emphasis on key aspects of the content. If the presentations cannot be used for logistical reasons, the trainer can still refer to the key points using the content in the Trainer's Guide.

Important Considerations for Trainers

Teaching adults is different from teaching children. This is because adults have completed their development and already have life experiences on social relations, world views, conflict resolution, work, moral judgment, etc. Therefore, training techniques should allow adult learners to use their experience and participate actively in the learning process.

Participatory learning methods are based on creativity and interaction between learners. The focus is on participants' experiences. As learning is through practice, learning activities must be participative and involve learners. The objective is to provide learners with practical knowledge and tools that they will be able to use in their work.

It is also suggested that the trainers introduce every new day by asking learners to summarize the content of the previous day. This can be done by asking one or two volunteers to summarize orally or by asking all learners to write something they learned the previous day on a flipchart.

Each trainer has developed his or her own instructional style. The following suggestions on managing lesson's coverage and using questions systematically may be useful additions; the BOPPPS model is an established methodology in an adult learning environment/setting.

It is also important to note that the PowerPoint slides are often relatively dense, with sufficient information to guide a trainer who is not familiar with the content on what are the key elements to mention along each session. That said, it is recommended for the trainers to review each slide and determine where it is possible and desirable to reduce the quantity of text on the slide where the trainers feel more at ease with the content. It is important to remember that the slides should not be used to read the text aloud, but should rather be used as a support to the discussion and presentation taking place in the classroom.

The BOPPPS model

The BOPPPS model helps instructors plan lessons that support learning. It has six main steps in a standard lesson cycle.

1. Bridge in
2. Outcome or objective
3. Pre-assessment
4. Participatory learning
5. Post-assessment
6. Summary or closing

1. Bridge in

The bridge in to a lesson is usually short. It “hooks” learners, focuses them. The *Aim, Learning Outcomes and Relevance* at the beginning of each lesson are useful reference. You may also want to consider the following strategies to bridge in:

- Link learning in this lesson to previous learning or future learning;
- Link lessons to others in a module, in a learning journey;
- Refer to something familiar to learners, and link to lesson subject;
- Tell a story, share an unusual fact, or make a surprising statement.
- Describe how lessons will build peacekeeping skill and ability.

2. Outcome

The Specialized Training Materials on Child Protection for UN Police uses *Aim* to explain the purpose of a lesson and *Learning Outcomes* to define results of successful learning. Learning Activities include *purpose*.

3. Pre-assessment

Pre-assessment is of existing knowledge – what do people already know about the subject?

- At the course design level, pre-assessment of existing knowledge is the responsibility of the Course Director. Learning needs assessment sets the baseline for a training course. Combining methods works well, e.g.: pre-test, interviews, consultation with supervisors, participant self-assessment.
- For lessons, some pre-assessment is instructor responsibility. It flows logically after bridge in and outcomes in a BOPPPS model. Pre-assessment can be useful at the beginning of a lesson or when a lesson shifts to new content. Use the lesson map, after the Lesson at a Glance, as a guide.
- Instructors pre-assess existing knowledge for reasons important to learning:
 1. Focus attention on the lesson;
 2. Get learners to share their knowledge and interests;
 3. Take stock of lesson plans in relation to people’s starting point, adjust as needed;
 4. Identify experienced learners who can serve as resources to others;
 5. Surface strengths and weaknesses which the instructor can then address;
 6. Encourage learners to track their own learning and say when they need help.

4. Participatory learning

Effective lessons are more than presentations. Participatory learning is a way to keep learners engaged in a learning process. A lesson plan following this model lists a sequence of methods and activities that contribute to the learning outcomes. Learning activities in the Specialized Training Materials on Child Protection for UN Police use a cross-section of different methods and techniques that positively influence participation. Tips include:

- Pause in presentations for learner reflection, discussion or short tasks;
- Invite feedback, general (Are we together?) and specific (Do you agree?);
- Give feedback, on outputs from tasks and on interactions, participation;
- Use “reflection questions” to trigger thinking, answered later in a lesson;
- Task individuals, pairs and small groups, providing clear guidance;
- Use visual media – film, video, still photos, visuals, graphics;
- Facilitate large group discussions, with guiding or probing questions;

Keep time for questions and answers after panel discussions and presentations.

5. Post-assessment

Post-assessment answers two questions:

- What did a learner learn?
- Were the learning outcomes achieved?

See information on Evaluation for types of post-assessment. Post-assessment of individual lessons will often be informal. Some systematic use of post-tests and quizzes on lesson content helps reinforce learning.

The Specialized Training Materials on Child Protection for UN Police support the use of pre- and post-tests. These combine assessment with learning reinforcement. Design learning evaluation as part of session planning.

Learning activities are important methods of lesson-specific learning assessment. Give learners feedback, make the most of the “teachable moment”.

Give pre- and post-tests as homework. Let people use them as self-assessments. Repetition reinforces learning.

6. Summary or closing

Usually the instructor summarizes and closes a lesson. Learners can also summarize, a way for instructors to assess learning and concentrate on gaps or inaccuracies. A summary in a BOPPPS model may be:

- A review of content, with instructor or participants noting key points;
- Time for reflection and discussion of group process;
- An opportunity to give and get feedback;
- A chance to reinforce importance of learning, use and transfer;
- A means of getting learners to think about application in real missions;
- A quick round-table, each person having a chance to speak;

A reflection point in the course, time to look at the course map and take stock of what has been covered, what remains.

Proposed exercise to help close or summarise

The key messages slides summarise the important take away that connect with the objectives of the different modules as described at the beginning of each sessions. The instructor can go through the exercise with the participants by asking them what the key messages are before showing the slide with the possible answers. It will help them synthesise and integrate the key concepts taught throughout the modules and it will help the instructor in assessing the learning and concentrate on gaps or inaccuracies.



Key messages for the introduction module:

- There are nine modules in this course. The course objectives are:
 - To introduce UN police officers to child protection concepts.
 - To promote a better understanding of missions’ child protection mandates.
 - To understand the role of child protection actors in the mission area.
 - To understand the contribution of UN Police.
- The UN system addresses child protection issues in peace operations, and the mission and the UN Police are part of this response.
- This training addresses your actions as a police officer in relation to children and informs your advisory role towards the host state police on child protection issues.

Trainer Profile

This training is best presented and applied by trainers who master the Core Pre-Deployment Training Materials (CPTM) and have undertaken a training of trainers on these materials. Specific knowledge on the particular mission(s) where the IPOs will be deployed is advisable, so the trainers are able to bring a practical understanding of the mission into discussions during training. Finally, it is advisable that trainers be familiar with adult learning methodologies and scenario-based exercises.

ANNEX 1: LIST OF ADDITIONAL RESOURCES

International Legal Instruments:

- Convention on the Rights of the Child and Optional Protocols, 1989, http://www.unicef.org/crc/index_30160.html
- Geneva Conventions of 1949 and their Additional Protocols of 1977, <https://www.icrc.org/eng/assets/files/publications/icrc-002-0173.pdf>
- International Labour Organization (ILO) Convention 182 of 1999, http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwj-v9HCk9zJAhULqB4KHdWtDbQQFggbMAA&url=http%3A%2F%2Fwww.ilo.org%2Fwcm5%2Fgro-ups%2Fpublic%2F---ed_norm%2F---declaration%2Fdocuments%2Fpublication%2Fwcms_decl_fs_46_en.pdf&usg=AFQjCNEAoGLkoDzJrZKZOUZQUuMVmUIjKg&bvm=bv.109910813,d.dmo
- Optional Protocol on Children in Armed Conflict to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography, 2000, <http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRRC.aspx>
- The Rome Statute of the International Criminal Court (ICC), 1998, https://www.icc-cpi.int/en_menus/icc/about%20the%20court/frequently%20asked%20questions/Pages/3.aspx
- Security Council Resolutions on Children and Armed Conflict: Resolutions 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1882 (2009) and 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), <http://www.un.org/en/sc/documents/resolutions/>
- Security Council Resolutions 2143, 2185...

UN Policies and Guidelines:

- Code of Conduct and UN Policy on Sexual Exploitation and Abuse, <http://cdu.unlb.org/UNStandardsOfConduct/CodeofConduct.aspx>, <http://cdu.unlb.org/Policy/SexualExploitationandAbusePolicy.aspx>
- DPKO, Integrated Training Service, Core Pre-Deployment Training Materials, November 2009
- DPKO/DFS Policy on United Nations Police in Peacekeeping Operations and Special Political Missions, February 2014
- DPKO/DFS, Policy on Mainstreaming the Protection, Rights and Well-Being of Children Affected by Armed Conflict within UN Peacekeeping Operations, June 2009, http://www.un.org/en/peacekeeping/documents/dpkodfs_child_protection_policy.pdf
- DPKO/DFS, Policy on the Prohibition of Child Labor in UN Peacekeeping Operations, 2011, http://www.un.org/en/peacekeeping/documents/DPKO-DFS_Policy_prohibition_child_labour_FINAL%20SIGNED.pdf
- DPKO/UNICEF/OSRSG CAAC, Field Manual: Monitoring and Reporting Mechanism (MRM) on Grave Violations against Children in Situations of Armed Conflict, 2012, <http://unicefinemergencies.com/downloads/eresource/docs/2.6%20Child%20Protection/Monitoring%20and%20Reporting%20Mechanism%20Guidelines.pdf>
- Office of the Special Representative of the Secretary General for Children in Armed Conflict, The Six Grave Violations against Children During Armed Conflict: The Legal Foundations, 2009

(updated 2013), http://childrenandarmedconflict.un.org/publications/WorkingPaper-1_SixGraveViolationsLegalFoundation.pdf

- Peacekeeping Capstone Doctrine, 2008, <http://effectivepeacekeeping.org/content/united-nations-peacekeeping-operations-principles-and-guidelines>
- United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules"), adopted by General Assembly resolution 40/33 of 29 November 1985, <http://www.ohchr.org/Documents/ProfessionalInterest/beijingrules.pdf>
- Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups, <http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjT-rvM8MDLAhXiwYMKHQExBK4QFgggMAA&url=http%3A%2F%2Fwww.unicef.org%2Femerg%2Ffiles%2FParisPrinciples310107English.pdf&usq=AFQjCNFxeio4fHDwMKcLFcBgFRoYTs211A&bvm=bv.116636494,d.amc>
- Model Strategies and Practical Measures on the Elimination of Violence against Children in the Field of Crime Prevention and Criminal Justice, UN Economic and Social Council, 2013, http://srsg.violenceagainstchildren.org/document/_873
- United Nations Model Strategies and Practical Measures on the Elimination of Violence against Children in the Field of Crime Prevention and Criminal Justice, Strategy XII, <http://cc.bingj.com/cache.aspx?q=UN+model+strategies+for+children&d=4811799413195559&mkt=en-CA&setlang=en-US&w=9UNsqAPPdl6MJ0DT1uZr8kzdPaFP7g5n>
- UN Standard Minimum Rules for Non-custodial Measures, UN General Assembly, RES/45/110, 14 December 1990, www.un.org/documents/ga/res/45/a45r110.htm
- UN Rules for the Protection of Juveniles Deprived of their Liberty, General Assembly, RES/45/113, 14 December 1990, <http://www.un.org/documents/ga/res/45/a45r113.htm>