UNITED NATIONS PEACEKEEPING
MISSION-SPECIFIC INDUCTION TRAINING:
MINIMUM STANDARDS FOR PEACEKEEPING PERSONNEL

Introduction and Rationale

1. In December 2012, the Integrated Training Service of the Division of Policy Evaluation and Training (ITS/DPET) issued the “United Nations Mission-Specific Induction Training: Minimum Standards for Peacekeeping Personnel” (MSIT Standards) which was given wide circulation among Integrated Mission Training Centres (IMTCs) and other Mission Training Focal Points and is to be adhered to in the delivery of the MSIT.

2. ITS seeks to ensure that the content of induction sessions meet the need to prepare inductees for quick integration into the mission. To this end, the MSIT Standards have in this version been updated, taking into consideration the revision of the Core Pre-deployment Training Materials (CPTM), the introduction of new mandatory and recommended courses for the Secretariat and Peacekeeping as well as other priorities of DPKO/DFS of importance to newcomers.

3. This updated guidance also reflects topics identified as common to all missions, to be complemented with topics specialised for different components and those specific to some missions, based on their mandates and needs. This guidance supersedes previous guidance on mission-specific induction training issued via ITS Facsimile Ref. No. 2012-UNHQ-024786 of 21 December 2012.

Target Audience

4. The Mission-Specific Induction Training Minimum Standards are mandatory for all peacekeeping personnel (including Military, Police, International and National Civilian Staff and United Nations Volunteers) upon arrival to the mission.

Aim

5. The aim of the Mission-Specific Induction Training Standards for Peacekeeping personnel is to equip peacekeepers with knowledge of issues that are considered to be of importance to the UN and the mission and will enhance their early integration into the system as well as facilitate commencement of early support to mission operations. The induction training will continue to serve as an introductory programme for providing new entrants into missions with an overview of missions’ goals and mandates; enabling them break into the system faster & more effectively, by sensitizing on issues of importance to the UN and the mission; and ensuring that they are aware of matters essential to their health, safety & security.
Content

6. The content of this standard is divided into three main clusters:

   a) **Integrated Training Topics**: These are the topics that are considered to be necessary for the three components; Civilian, Military and Police. See Annex B.

   b) **Specialized Topics**: These are the topics that are needed for certain components to fulfill their tasks. See Annex C-1,2,3.

   c) **Mission-Specific Topics**: These are topics that are considered to be peculiar to a particular mission and are to be delivered, based on its needs and mandate. Annex A-4.

Methodology

7. Methods for the delivery of the sessions at the mission-specific induction are to be determined by the training staff depending on the authorised period allocated and the relevance of the topics. It is recommended that the induction be blended, with a combination of methods included, ranging from knowledge-based areas to skills-oriented activities.

8. The curriculum shall be designed to be delivered in two phases, as below. While the overall number of days to be used is based on the needs and size of the mission and its rate of deployment of staff, an average of 2-3 days shall be utilised for delivery of the integrated induction. The delivery of phase two shall be done in an integrated manner for all mission components.

   - Phase 1: “Strongly Recommended/Recommended Online courses” – During this phase, some strongly recommended/recommended online courses are to be undertaken prior to arrival in the mission. See list in Annex A.
   - Phase 2: “Integrated Topics” - This phase is to be undertaken within mission. There are four categories of topics to be considered for delivery, as indicated below.

     - “Mandatory Integrated Topics”: These topics are mandatory for delivery in all mission-specific induction. They also represent the standard topics to be delivered in missions where based on the phase of the mission or deployment pattern, only one day is used for the induction. See Annex B and Sample Templates for Integrated Induction Schedules for 1 day, 2 days and 3 days distributed to IMTCs.
     - “Other Mandatory Integrated Topics”: These topics are also mandatory for delivery where more than a day of induction is delivered and particularly in missions with relevant defined mandates.
     - “Strongly Recommended Integrated Topics”: These are topics strongly recommended for delivery in induction of two or more days.
- "Recommended Topics": These are additional topics recommended for delivery based on the specific needs of the mission.

**Implementation**

9. The Mission-Specific Induction Training Minimum Standards provide the learning outcomes that should be covered for each session. Each mission is responsible for developing the lesson plan for each session. Guidance on designs that could be used has been provided through the roll-out of the Core Pre-deployment Training Materials (CPTM).

10. IMTCs and training focal points shall adopt the standardised session titles in the Induction Training schedule, as described in the annexes of this guidance.

11. IMTCs and training focal points are responsible for the implementation and adherence to the recommended standards of this guidance.
ANNEX A
INTEGRATED TRAINING SERVICE
Mission-Specific Induction Training (MSIT): Integrated Topics

1a - Strongly Recommended Online courses, prior to attending Mission-Specific Induction Training:
- United Nations Peacekeeping Operations: An Introduction
- UN Mission Structure
- UN Core Values and Competencies
- Prevention of Workplace Harassment, Sexual Harassment, and Abuse of Authority in the Workplace
- Ethics and Integrity at the United Nations
- HIV and AIDS in Peacekeeping Operations

1b - Recommended Online Courses:
- Land Mines and Explosive Remnants of War
- Information Security Awareness - Foundational
- Aviation Safety
- Integrating Gender into Peacekeeping Operations

2a - Mandatory Integrated Topics: For delivery in All Mission-Specific Induction Training or those running for only One-Day *
1- Background Information on the Country
2- Mission Mandate
3- Mission Structure
4- Human Rights
5- Integrating Gender into Peacekeeping Operations
6- Conduct and Discipline, including Sexual Exploitation and Abuse
7- HIV/AIDS
8- Cultural Awareness & Diversity
9- Safety and Security
* Review of On-line courses – Quick review of key elements to be undertaken

2b - Other Mandatory Integrated Topics: For inclusion in Mission-Specific Induction Training running for more than a day or where mission has the mandate
1- Protection of Civilians (For POC-mandated missions)
2- Child Protection (To be taught as part of Protection cluster)
3- Conflict Related Sexual Violence (For CRSV-mandated missions)
4- The Environment and Natural Resources Management
5- Medical Briefing
3 - **Strongly Recommended Integrated Topics**

1- Stress Management
2- Safe Driving
3- Public Information
4- Aviation Safety
5- Radio Communications
6- Human Resources

4 - **Recommended Topics, based on mission's specific needs**

1- Land Mines and Explosive Remnants of War
2- Elections
3- Protection of Cultural Property
ANNEX B
INTEGRATED TRAINING SERVICE
Mission-Specific Induction Training (MSIT): Integrated Training Topics
(For all components)

MSIT Mandatory Integrated Topics – Cross-cutting topics that must be featured in ALL MSIT (including cases where it is only possible to run a one-day induction in missions operating for a limited period of time or old established missions receiving limited number of staff per year)

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<tr>
<th>Module</th>
<th>Topic</th>
<th>Learning Outcomes</th>
<th>Comments</th>
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<td><strong>At the end of the lesson, participants should be able to:</strong></td>
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<td>1. Discuss the history of the conflict and peace process.</td>
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<td>2. Discuss the geographical divisions and conditions of the country.</td>
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<td>3. State the political and operational problems of the country.</td>
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<td>4. Identify the current political, social and economic situation of the country.</td>
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<td>1</td>
<td>Background Information on the Country</td>
<td>1. Explain why peacekeeping personnel must know the mandate.</td>
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<td>2. Discuss the mission mandate and its current status of achievement.</td>
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<td>3. Explain the mandate implementation plan and the Integrated Strategic Framework.</td>
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<td>4. Mention the ROE and DUF of the mission and why uniformed personnel must know them.</td>
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<td>5. Identify the main challenges to operationalising the mandate of the mission.</td>
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<td>6. Discuss the SOFA or SOMA of the mission.</td>
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<td>7. Identify the relations between their immunity as UN Staff and the local law in the mission area.</td>
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<td>Mission Mandate</td>
<td>1. Explain “operational authority” in UN peacekeeping.</td>
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<td>2. List four main positions of authority in a mission.</td>
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<td>3. Describe support and substantive components, and relation to mandate beneficiaries.</td>
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<td>4. Explain the importance of working together to achieve the mandate.</td>
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<td>5. Explain differences in “institutional culture” between military, police and civilians.</td>
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<td>6. Explain main role of military, police and civilians.</td>
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<td>3</td>
<td>Mission Structure</td>
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| 4      | Human Rights | 7. List types of mission partners and examples.  
8. Explain why national partners are key partners.  
9. Explain why the UNCT is important. | |
| 5      | Integrating Gender into Peacekeeping Operations | 1. Identify human rights violations/abuses.  
2. Explain UN policies on human rights.  
3. Identify human rights-related roles in mission.  
5. List actions to take when human rights violations/abuses are observed. | Examples or statistics must include civilian, police and military |
| 6      | Conduct and Discipline, including Sexual Exploitation and Abuse | 1. Describe what the key gender issues are in the current conflict/post-conflict situation of the host country.  
2. Explain different impact of conflict on women and girls, men and boys.  
3. Explain how women are victims of conflict and key partners for peace.  
4. Explain “gender equality”, “gender mainstreaming” and importance.  
5. List actions to take to protect women and support gender equality. | Examples or statistics must include civilian, police and military |
| 7      | HIV/AIDS | 1. Describe HIV and AIDS prevalence and situation in the host country and mission deployment area.  
2. Explain HIV/AIDS and how it is transmitted.  
3. Explain how to prevent transmission of HIV.  
4. Explain what to do when exposed to HIV.  
5. Explain what to do if you have HIV. | Examples or statistic must include civilian, police and military |
| 8      | Cultural Awareness & Diversity | 1. List the different local actors (ethnicities, factions, etc.) present in the mission area.  
2. Describe cultural differences and different kinds of diversity. | Examples or statistic must include civilian, police and military |
### Mandatory Integrated Training Topics

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| 9      | Safety and Security | 1. Identify the current security levels in the mission and the related alert status.  
2. List the categories of threats to the UN.  
3. Describe the Security Levels System (SLS).  
4. Explain security clearance procedures for travel.  
5. Explain procedures and identify assembly points in case of security threats.  
6. Describe the Movement procedures in case of evacuation.  
7. Explain MORSS compliance for staff members’ residences and how the mission supports personnel to strengthen security of their homes.  
8. Explain the Malicious Acts Insurance coverage and Security Clearance for in/out mission travel. | Examples or statistic must include civilian, police and military |
| 10     | Review of On-line Courses | This brief session is dedicated to a quick review of key elements of the strongly recommended online courses undertaken before arrival in mission, e.g.:  
1. Introduction to UN and Peacekeeping  
2. UN Core Values and Competencies | | |

**MSIT Other Mandatory Integrated Topics** – Other topics to be featured in MSIT where more than a day of induction is conducted or the mission has a mandate.

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| 1      | Protection of Civilians | 1. Define Protection of Civilians (POC).  
2. Explain the POC mandate.  
3. List examples of threats civilians face in armed conflict.  
4. List the protection actors in the mission.  
5. Discuss the roles and responsibilities of protection actors in your mission. | | |
<p>| 2      | Child Protection  | 1. Explain the impact of the conflict on children in the mission area. | | |</p>
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| 3      | Conflict Related Sexual Violence | 1. Explain the importance of giving special attention to Sexual Violence in Conflict.  
2. Describe the definition of CRSV.  
3. List the UN Actors Leading in Addressing CRSV.  
5. Explain the UN Policies on CRSV.  
6. Describe how to address CRSV in UN Peacekeeping.  
7. Explain the Roles and Responsibilities in Peacekeeping Operations.  
8. Discuss the importance of Coordination with Other Partners. |          |
| 4      | The Environment and Natural Resources Management | 1. Explain the importance of Environment and Natural Resources Management in the mission.  
2. Define “environment” and “do no harm” principle.  
3. Explain why it is important to consider, manage and protect environment and natural resources.  
4. List the 4Rs as actions to protect the environment. |          |
| 5      | Medical Briefing             | 1. List general health threats.  
2. List key factors determining level of risk to health.  
3. Describe precautions to take before travel to and in mission.  
4. Describe environmental health threats and precautions. |          |
### Strongly Recommended Integrated Training Topics

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| 1      | Stress Management      | 1. Explain the importance of stress management.  
2. Describe the definition of stress.  
3. Identify symptoms of negative stress.  
5. Explain different types of stress.  
6. Describe stress management techniques and coping methods. |          |
| 2      | Safe Driving           | 1. Explain what is required to drive UN vehicles.  
2. List four basic UN rules of road safety.  
3. Describe defensive driving.  
4. Explain UN's expectations for use and control of vehicles, including handling and reporting of accidents and incidents. |          |
| 3      | Public Information     | 1. Explain the importance of public information.  
2. Recognize how media outreach affects the success of peace operations.  
3. Describe how UN Public Information interacts with the media.  
4. Highlight what information can be released to the press and how to handle a simple interview. |          |
| 4      | Aviation Safety        | 1. List the main hazards when travelling by air in field operations.  
2. Recognize safety issues easily and be ready to report incidents to the safety experts.  
3. Describe how to cooperate with ramp controllers and aviation safety staff in day-to-day work. |          |
| 5      | Radio Communications   | 1. Explain basic radio procedures and their use.  
2. List the phonetic alphabet.  
3. Describe how to assemble and maintain the hand held VHF radio.  
4. Describe how to send and receive simple messages. |          |
| 6      | Human Resources        | 1. Highlight working periods and leave/CTO.  
2. Describe their entitlements (Pay and allowance).  
3. Explain administrative procedures regarding health and UN insurance.  
4. List the main responsibilities of your personnel office in the mission. |          |
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| 1      | Land Mines and Explosive Remnants of War | 1. Identify Land Mines and the most common Explosive Remnants of War (ERW) in the mission AOR.  
2. Highlight the basic safety and emergency procedures. | |
| 2      | Elections | 1. Describe the current situation related to election.  
2. Explain the roles and responsibilities of various components (Military, Police and Civilian) during election.  
3. Describe the coordination with other partners. | |
| 3      | Protection of Cultural Property | 1. Describe the importance of protection of culture and the promotion of cultural pluralism in the event of armed conflict.  
2. Explain the strategy of protection of culture and the promotion of cultural pluralism in the event of armed conflict. | |