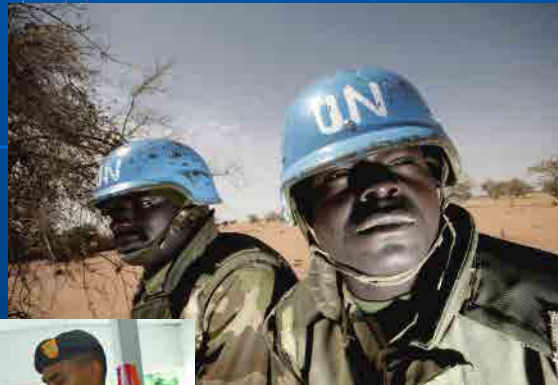




Integrated Training Service  
Policy, Evaluation and Training Division  
Department of Peacekeeping Operations  
United Nations

# REPORT ON THE STRATEGIC PEACEKEEPING TRAINING NEEDS ASSESSMENT

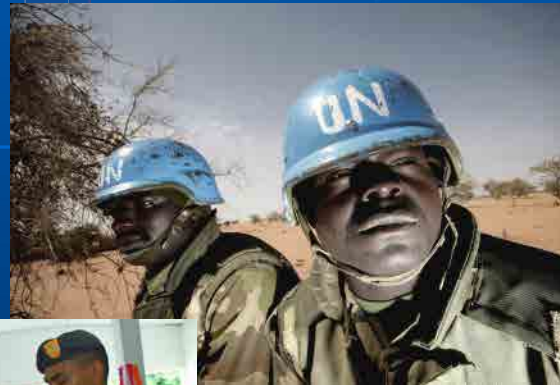


October 2008



Integrated Training Service  
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# REPORT ON THE STRATEGIC PEACEKEEPING TRAINING NEEDS ASSESSMENT

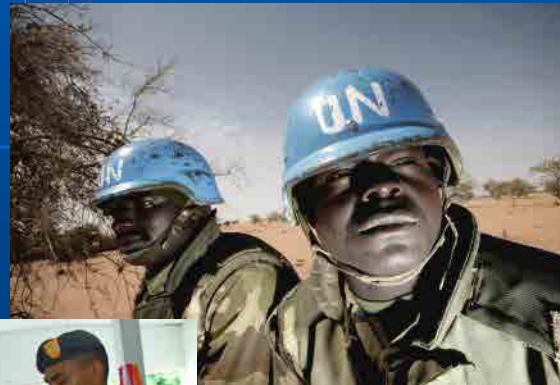


October 2008



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

# REPORT ON THE STRATEGIC PEACEKEEPING TRAINING NEEDS ASSESSMENT



October 2008

## ANNEX I

### TRAINING NEEDS ASSESSMENT SURVEY OF DPKO/DFS HQ AND FIELD PERSONNEL

#### I. DEMOGRAPHIC OVERVIEW

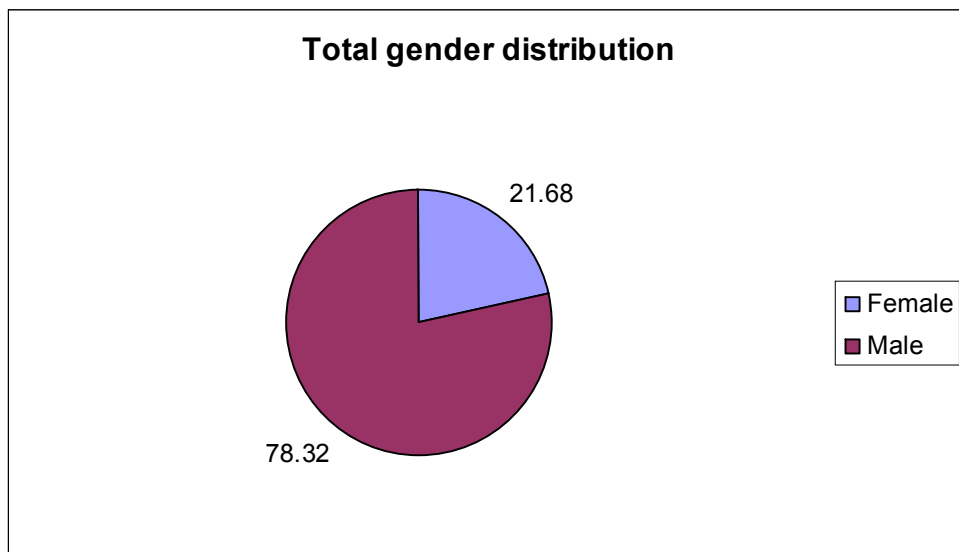
##### Total number of survey participants

**5850** hits originating from:

- ☐ 17 Peacekeeping Missions
- ☐ DPKO HQ
- ☐ DFS HQ

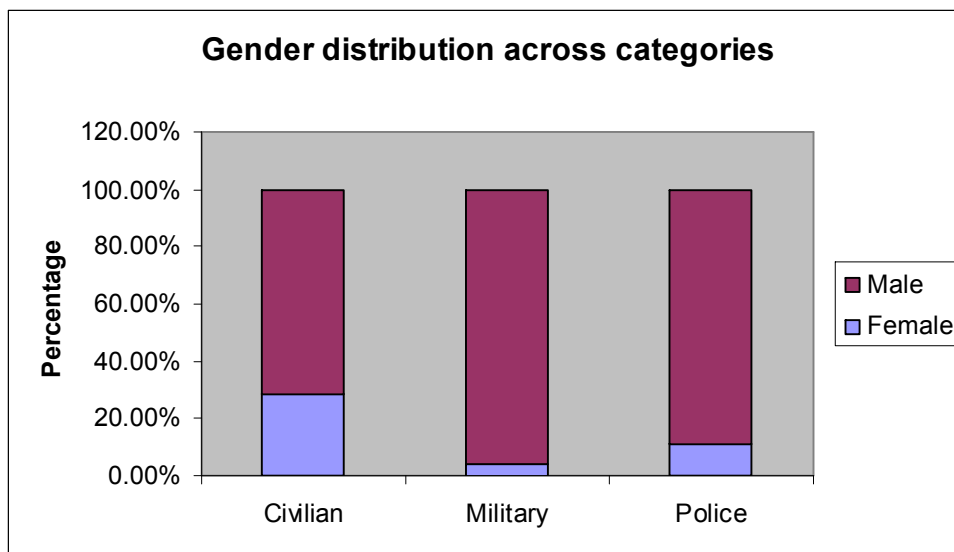
##### Breakdown by Gender

- ☐ **21.7%** of survey respondents were **women**
- ☐ **78.3%** were **men**



### **Breakdown by category**

- ☐ **22.86%** of total respondents are **national staff** (1337 hits)
- ☐ **32.5%** of total respondents are **international staff** (1897 hits)
- ☐ **8.8%** of total respondents are **UNVs** (514 hits)
- ☐ **10.7%** of total respondents are **Military personnel** (628 hits)
- ☐ **25.2%** of total respondents are serving as **Police personnel** (1472 hits)



### **Breakdown by duty station**

- ☐ **Total HQ - 10.5% of total respondents work at HQ**
  - ☐ DPKO UNHQ - 7.4%
  - ☐ DFS UNHQ - 3.1%
- ☐ **Total Mission<sup>1</sup> - 89.5% of total respondents work in PK Missions**
  - ☐ Mission (HQ of Mission) - 26.3 %
  - ☐ Mission (Field – out of Mission HQ) - 63.2%

<sup>1</sup> Total mission includes Civilian international and national staff, UNV Volunteers, Police and Military officers.



**This represents:**

- ☐ **12% of the total current Mission personnel** (including international, national, UNV Volunteers, military and police personnel);
- ☐ **88% of the total DPKO current personnel**
- ☐ **33% of DFS current personnel**

**Military respondents covered by the survey:**

- ☐ On Secondment at the D level or above to UN HQ or to a Peacekeeping mission by a Member State
- ☐ On secondment at the P level to UN HQ or to a Peacekeeping mission by a Member State
- ☐ International staff contracted at the D level or above (employed by the UN)
- ☐ International staff contracted at the P level (employed by the UN)
- ☐ Contingent Member
- ☐ Contingent Commander
- ☐ Military Observer
- ☐ Staff Officer in a peacekeeping mission / UNHQ

**Police respondents covered by the survey:**

- ☐ On secondment to UN HQ or a Peacekeeping mission by a Member State
- ☐ International staff contracted at the D level or above (employed by the UN)
- ☐ International staff contracted at the P level (employed by the UN)
- ☐ Member of a Formed Police Unit
- ☐ FPU Commander
- ☐ Civilian working in the police component of a Peacekeeping mission

**PK Missions participation:**

MISSION	Total # survey hits	Total Mission <sup>2</sup> Personnel	% of participation
BINUB	48	404	11.88%
MINURCAT	64	238	26.89%
MINURSO	71	501	14.17%
MINUSTAH	179	3899	4.59%
MONUC	1255	5409	23.20%
UNAMA	79	1359	5.81%
UNAMID	118	3412	3.46%
UNDOF	57	180	31.67%
UNFICYP	4	264	1.52%
UNIFIL	156	1112	14.03%
UNIOSIL	52	313	16.61%
UNMEE	48	524	9.16%
UNMIK	441	4498	9.80%
UNMIL	557	3036	18.35%
UNMIS	320	4789	6.68%
UNMIT	364	2819	12.91%
UNMOGIP	13	115	11.30%
UNOCI	264	2701	9.77%
UNOMIG	40	432	9.26%
UNTSO	49	385	12.73%

<sup>2</sup> "Total Mission Personnel" includes civilian (national, international and UNV Volunteers), military and police personnel.

## TRAINING NEEDS ASSESSMENT SURVEY DPKO/DFS HQ AND MISSION PERSONNEL

### II. MAIN RESULTS - CHARTS AND FIGURES

#### I. UN PEACEKEEPING TRAINING

##### 1. Have you participated in any UN peacekeeping training activities?

	Civilian	Military	Police	Total
<b>Yes</b>	<b>67.4%</b>	<b>71.2%</b>	<b>71.8%</b>	<b>69.0%</b>
<b>No</b>	32.6%	28.8%	28.2%	<b>31.0%</b>
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

##### 2. Pre-deployment training

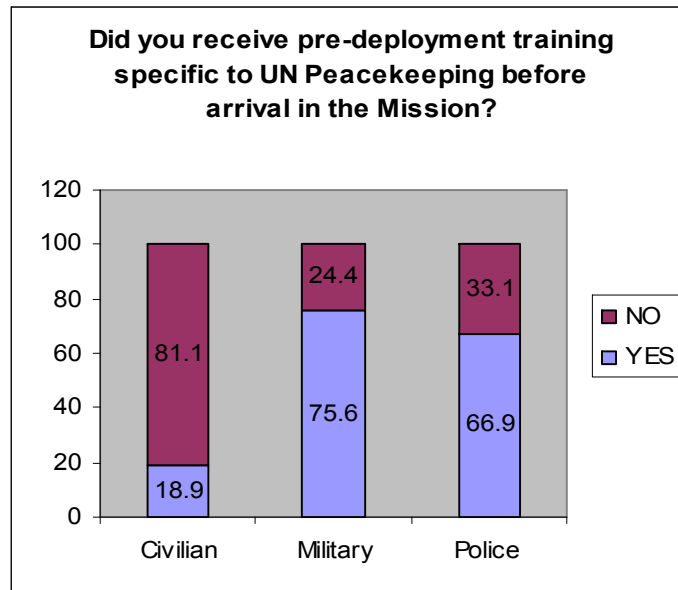
##### a. Did you receive pre-deployment training specific to UN Peacekeeping before arrival in the Mission?

Overall responses:





Breakdown by category:



b. While reviewing the list of SGTMs and STMs topics presented, survey respondents were asked to indicate whether they received training on those topics and whether they considered training on each of them was relevant to their jobs.

The tables below indicate the “top 5” topics (based on percentage of total respondents to each topic) for each of the questions indicated above, broken-down by category (civilian, military and police).

### CIVILIAN RESPONSES

Topics – TOP 5	I received training on this topic
Security in the Field - Basic and Advanced	66.9%
Prevention of Sexual Exploitation and Abuse (SEA)	59.9%
Code of Conduct	55%
HIV/AIDS	54.6%
Electronic Performance Appraisal System (ePAS)	53.7%

Topics – TOP 5	Training on this topic is relevant to my job
Electronic Performance Appraisal System (ePAS)	29.3%
Working with Different Mission Components	29%
Radio Communications	27.6%
Managing Stress	27.6%
UN Core Values and Competencies	27%

**MILITARY RESPONSES**

<b>Topics – TOP 5</b>	<b>I received training on this topic</b>
HIV/AIDS	84.1%
Prevention of Sexual Exploitation & Abuse	83.1%
Code of Conduct	82.9%
Introduction to United Nations Peace Operations	80.7%
Introduction to the United Nations System	80.2%

<b>Topics – TOP 5</b>	<b>Training on this topic is relevant to my job</b>
Introduction to United Nations Peace Operations	40.1%
Structure of UN Peace Operations	38.4%
Communication & Negotiation	37.2%
Introduction to the United Nations System	36.7%
Code of Conduct	36.6%

**POLICE RESPONSES**

<b>Topics – TOP 5</b>	<b>I received training on this topic</b>
Prevention of Sexual Exploitation & Abuse	83.2%
Code of Conduct	82.6%
Personal Security Awareness	80.8%
HIV/AIDS	78.4%
Introduction to the United Nations System	75.5%

<b>Topics – TOP 5</b>	<b>Training on this topic is relevant to my job</b>
Stress Management	42.3%
Personal Security Awareness	42.2%
Code of Conduct	42.1%
Child Protection	41.3%
Human Rights in Peacekeeping	41.3%

### 3. Induction training

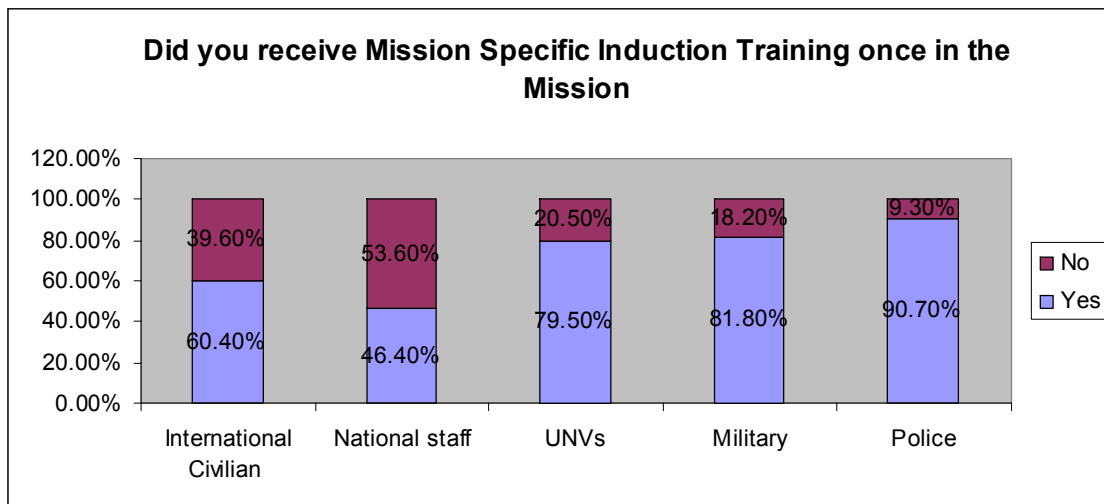
#### INDUCTION TRAINING IN MISSION

##### a. Did you receive Mission Specific Induction Training once in the Mission?

Overall responses:



Breakdown by category:



**b. While reviewing the list of induction topics presented, survey respondents were asked to indicate whether they received training on those topics and whether they considered training on each of them was relevant to their jobs.**

The tables below indicate the “top 5” topics (based on percentage of total respondents to each topic) for each of the questions indicated above, broken-down by category (civilian, military and police).

### CIVILIAN RESPONSES

Topics	I received training on this topic
Prevention of sexual exploitation & abuse	56.4%
Radio procedures & communications	52.5%
Mission Safety & Security	50%
Safe driving: emphasizing local driving hazards, traffic laws and accident procedures	46%
Other conduct and discipline issues	45.7%

Topics	Training on this topic is relevant to my job
Radio procedures & communications	25.3%
Mission mandate	24.3%
Mission structure & components	23.8%
Mission administrative procedures, personnel entitlements & allowances	23.7%
Safe driving: emphasizing local driving hazards, traffic laws and accident procedures	23.6%

### MILITARY RESPONSES

Topics	I received training on this topic
Prevention of sexual exploitation & abuse	84.2%
Mission mandate	82.5%
Safe driving: emphasizing local driving hazards, traffic laws and accident procedures	81.6%
Other conduct and discipline issues	81.4%
Mission Safety & Security	81%

Topics	Training on this topic is relevant to my job
Safe driving: emphasizing local driving hazards, traffic laws and accident procedures	36.1%
Mission Safety & Security	35.6%
Mission mandate	35%
Mission structure & components	34.9%
Overview of political situation in the mission area	34.4%

## POLICE RESPONSES

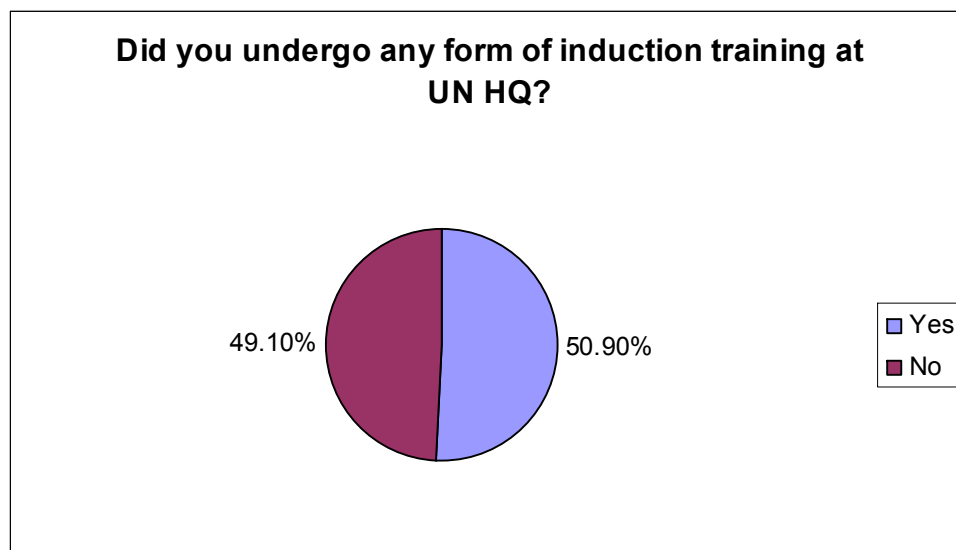
Topics	I received training on this topic
Prevention of sexual exploitation & abuse	88.7%
Safe driving: emphasizing local driving hazards, traffic laws and accident procedures	85.2%
Mission mandate	84.6%
Other conduct and discipline issues	84.1%
Mission Safety & Security	80.4%

Topics	Training on this topic is relevant to my job
Mission mandate	41.5%
Safe driving: emphasizing local driving hazards, traffic laws and accident procedures	40.8%
Radio procedures & communications	40.5%
Human Rights	38.8%
Mission Safety & Security	38.6%

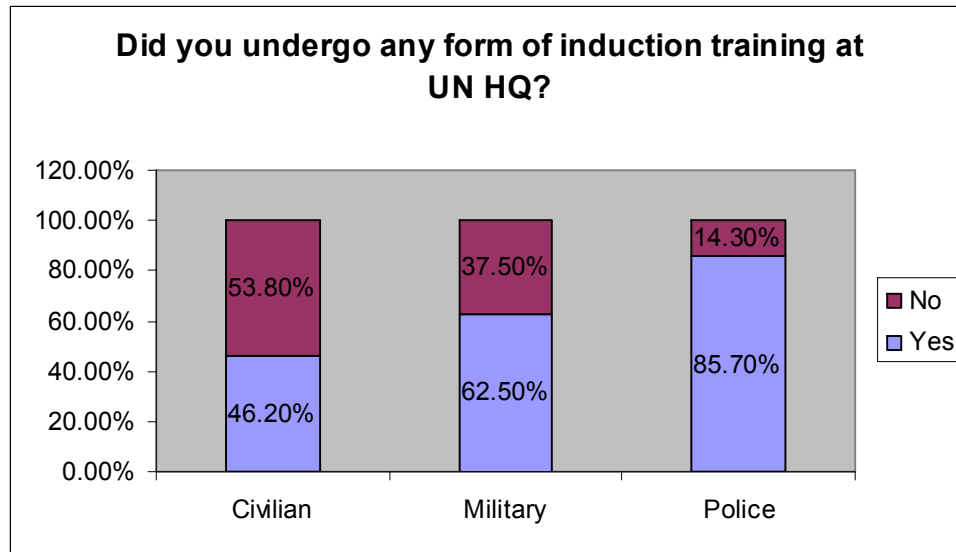
## INDUCTION TRAINING AT HEADQUARTERS

### a. Did you undergo any form of induction training at UN HQ?

Overall responses:



Breakdown by category:



**b. While reviewing the list of induction topics presented, survey respondents were asked to indicate whether they received training on those topics and whether they considered training on each of them was relevant to their jobs.**

The tables below indicate the “top 5” topics (based on percentage of total respondents to each topic) for each of the questions indicated above, broken-down by category (civilian, military and police).

### CIVILIAN RESPONSES

Topics	I received training on this topic
UN core values and competencies	52.9%
ePAS (Electronic Performance Appraisal System)	47.6%
Gender awareness & mainstreaming	42.2%
Code of Conduct of an International Civil Servant	38.7%
Information Technology (i.e. useful tools & resources)	33.2%

Topics	Training on this topic is relevant to my job
Role of the UN Secretariat	46.1%
Information Technology (i.e. useful tools & resources)	36.7%
DPKO/DFS roles & mandates	35.1%
Overview of UN peacekeeping operations/missions	33.5%
Administrative policies & procedures	32.8%

**MILITARY RESPONSES**

<b>Topics</b>	<b>I received training on this topic</b>
Working in a multi-cultural environment	80%
Overview of UN peacekeeping operations/missions	70.4%
Gender awareness & mainstreaming	69.2%
UN core values and competencies	65.4%
Information Technology (i.e. useful tools & resources)	65.2%

<b>Topics</b>	<b>Training on this topic is relevant to my job</b>
DPKO/DFS roles & mandates	44%
Administrative policies & procedures	40%
Information Technology (i.e. useful tools & resources)	39.1%
Overview of UN peacekeeping operations/missions	37%
Working in a multi-cultural environment	36%

**POLICE RESPONSES**

<b>Topics</b>	<b>I received training on this topic</b>
UN Charter, history & structure	69.7%
Gender awareness & mainstreaming	68.8%
Code of Conduct of an International Civil Servant	66.7%
Working in a multi-cultural environment	63.6%
UN core values and competencies	63.6%

<b>Topics</b>	<b>Training on this topic is relevant to my job</b>
Role of the UN Secretariat	48.4%
DPKO/DFS roles & mandates	39.4%
Information Technology (i.e. useful tools & resources)	36.7%
Working in a multi-cultural environment	33.3%
Code of Conduct of an International Civil Servant	30.3%



#### 4. Training and UN Peacekeepers preparedness

##### 4.a. Which of the following topics do you think you need training on to do your work better?

Survey respondents were invited to indicate from a broad range of topics the ones they considered to be a training priority for their jobs.

The tables below show the ranking of topics by each of the categories (from most to least).

<b>TRAINING ON THIS TOPIC IS A TOP PRIORITY FOR MY JOB CIVILIAN (incl. UNV Volunteers)</b>
Team building
Management skills
Report writing
Supervisory skills
Leadership skills
Conducting effective meetings
Computer/IT skills
Risk management
Mission mandate / DPKO and DFS role/mandate
Negotiation skills

<b>TRAINING ON THIS TOPIC IS LESS RELEVANT FOR MY JOB CIVILIAN (incl. UNV Volunteers)</b>
Project implementation
Project management
Project development
Monitoring and evaluation skills
Investigating skills
Tactical/survival security skills
UN languages skills
Host country language skills
Interviewing skills
Computer/IT skills

<b>TRAINING ON THIS TOPIC IS A TOP PRIORITY FOR MY JOB NATIONAL PROFESSIONAL OFFICERS</b>
Mission mandate / DPKO and DFS role/mandate
Code of Conduct of UN peacekeeping staff
Team building
Report writing
Management skills
Conflict resolution skills
Supervisory skills
Risk management
Negotiation skills
Gender mainstreaming

<b>TRAINING ON THIS TOPIC IS LESS RELEVANT FOR MY JOB NATIONAL PROFESSIONAL OFFICERS</b>
Procurement rules and regulations
Results-based budgeting
Reducing exposure to the risks of fraud and abuse
Host country language skills
Investigating skills
Managing human resources (including recruitment)
Compliance with financial and other accountability rules and regulations
Contract management
Authority, command and control in the mission
Interviewing skills

<b>TRAINING ON THIS TOPIC IS A TOP PRIORITY FOR MY JOB NATIONAL STAFF</b>
Team building
Report writing
UN languages skills
Computer/IT skills
Management skills
Code of Conduct of UN peacekeeping staff
Security in the field
Cross-cultural communication skills
Leadership skills
Supervisory skills

**TRAINING ON THIS TOPIC IS LESS RELEVANT FOR MY JOB  
NATIONAL STAFF**

Results-based budgeting
Integrating the mission's military, civilian and police components
Investigating skills
Procurement rules and regulations
Contract management
Authority, command and control in the mission
Reducing exposure to the risks of fraud and abuse
Compliance with financial and other accountability rules and regulations
Host country language skills
Gender mainstreaming

**TRAINING ON THIS TOPIC IS A TOP PRIORITY FOR MY JOB  
MILITARY**

Mission mandate / DPKO and DFS role/mandate
Different cultural norms of mission staff and host country customs
Code of Conduct of UN peacekeeping staff
Cross-cultural communication skills
Team building
Security in the field
Conflict resolution skills
Report writing
Authority, command and control in the mission
Negotiation skills

**TRAINING ON THIS TOPIC IS LESS RELEVANT FOR MY JOB  
MILITARY**

Results-based budgeting
Contract management
Managing human resources (including recruitment)
Procurement rules and regulations
Gender mainstreaming
Project management
Project development
Project implementation
Reducing exposure to the risks of fraud and abuse
Compliance with financial and other accountability rules and regulations

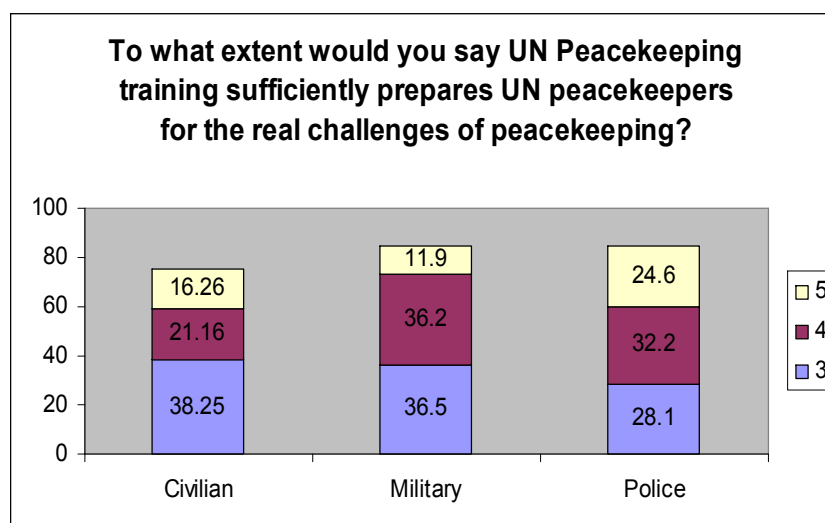
<b>TRAINING ON THIS TOPIC IS A TOP PRIORITY FOR MY JOB POLICE</b>
Security in the field
Code of Conduct of UN peacekeeping staff
Team building
Human rights, the rule of law and protection of civilians
Mission mandate / DPKO and DFS role/mandate
Conflict resolution skills
Report writing
Different cultural norms of mission staff and host country customs
Monitoring and evaluation skills
Tactical/survival security skills

<b>TRAINING ON THIS TOPIC IS LESS RELEVANT FOR MY JOB POLICE</b>
Results-based budgeting
Contract management
Procurement rules and regulations
Reducing exposure to the risks of fraud and abuse
Compliance with financial and other accountability rules and regulations
Project management
Project implementation
Project development
Managing human resources (including recruitment)
Host country language skills

**4.b. To what extent would you say UN Peacekeeping training sufficiently prepares UN peacekeepers for the real challenges of peacekeeping?**

**1 = Not at all**

**5 = A great extent**

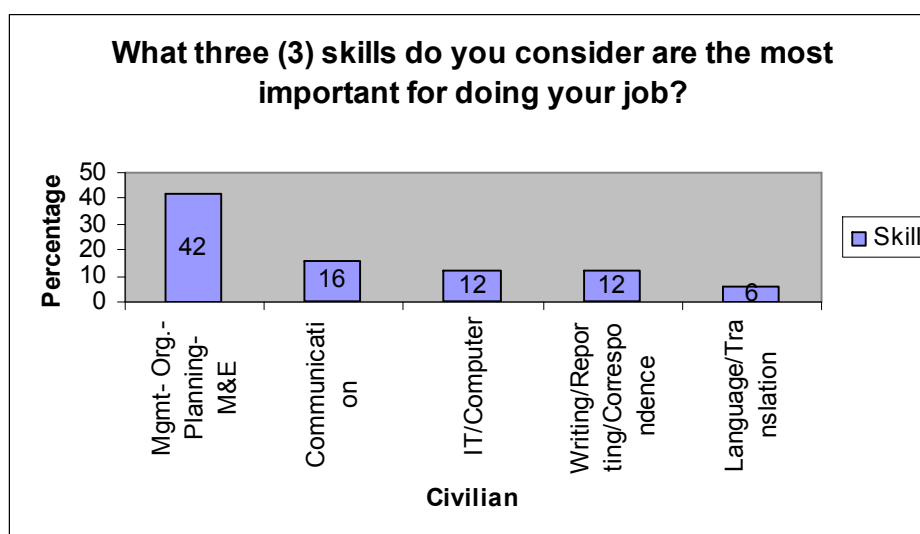


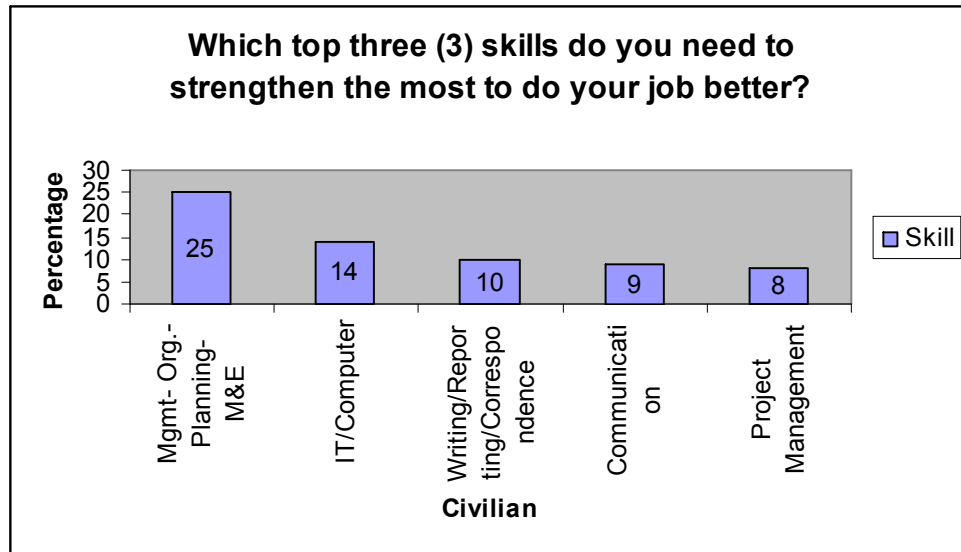
## 5. Training skills needs

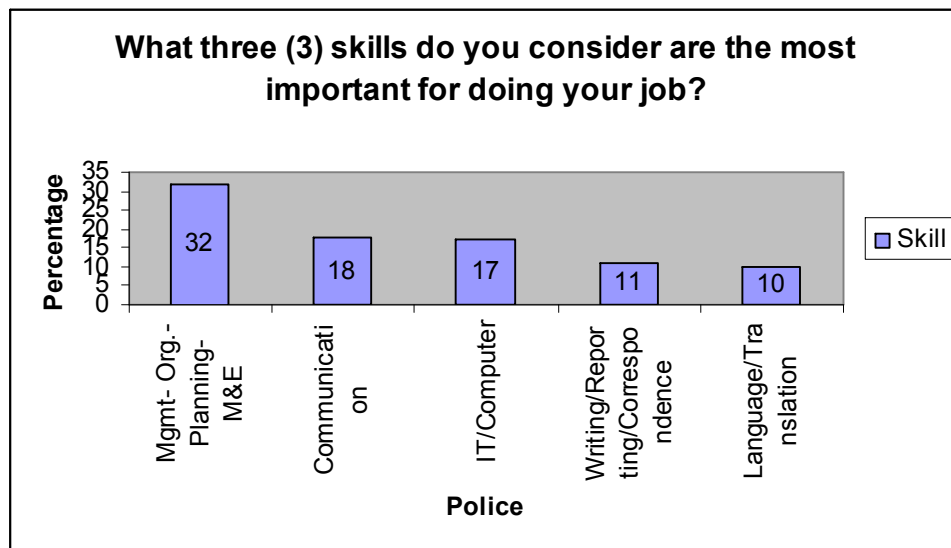
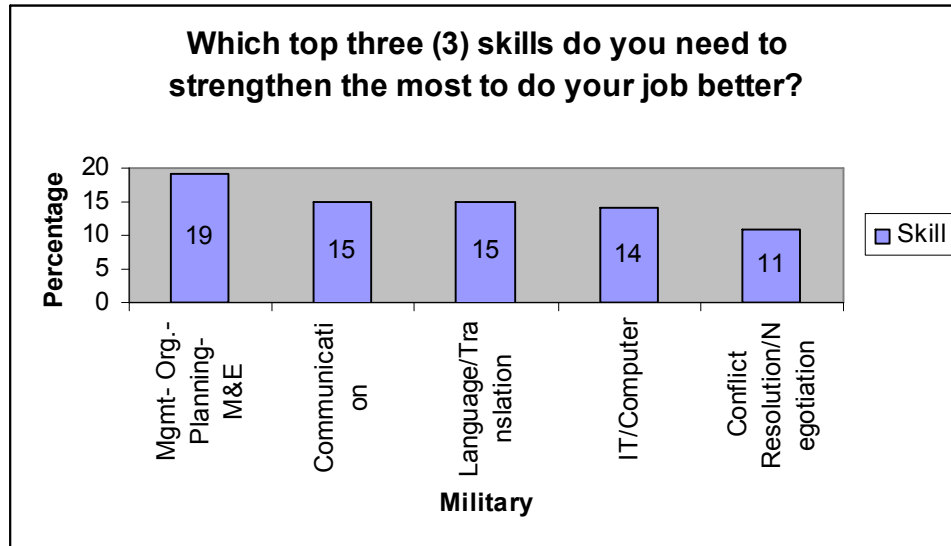
Survey respondents were invited to answer to an open-ended question on what skills they consider the most important for doing their jobs and what skills they need to strengthen the most to do their jobs better.

Below is a break-down by category on the skills considered most needed by respondents. The numbers indicated on the tables refer to the percentage of respondents whose answer reflected that specific skill gap.

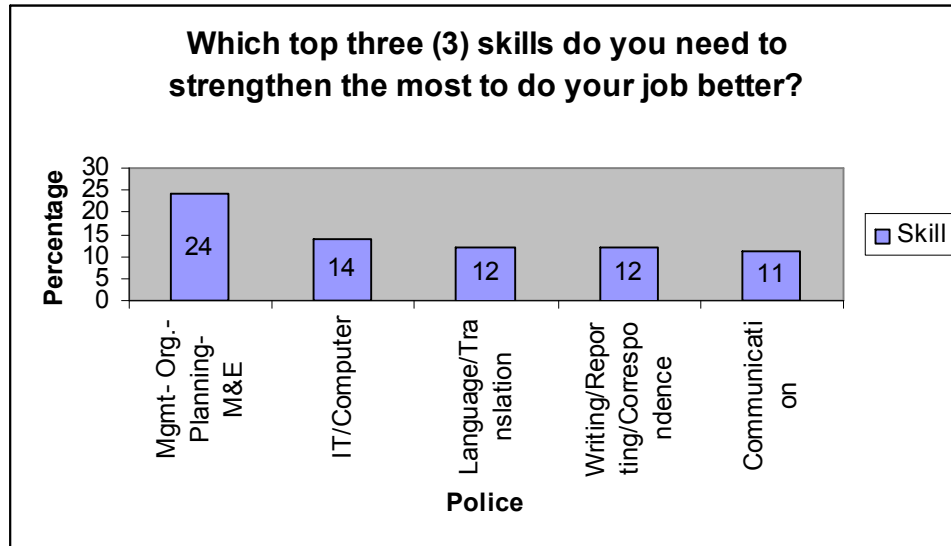
Civilian	Military	Police
Mgmt- Org.- Planning- M&E	Mgmt- Org.- Planning- M&E	Mgmt- Org.- Planning- M&E
Communication	Communication	Communication
IT/Computer	IT/Computer	IT/Computer
Writing/Reporting/Correspondence	Language/Translation	Writing/Reporting/Correspondence
Project Management	Writing/Reporting/Correspondence	Language/Translation









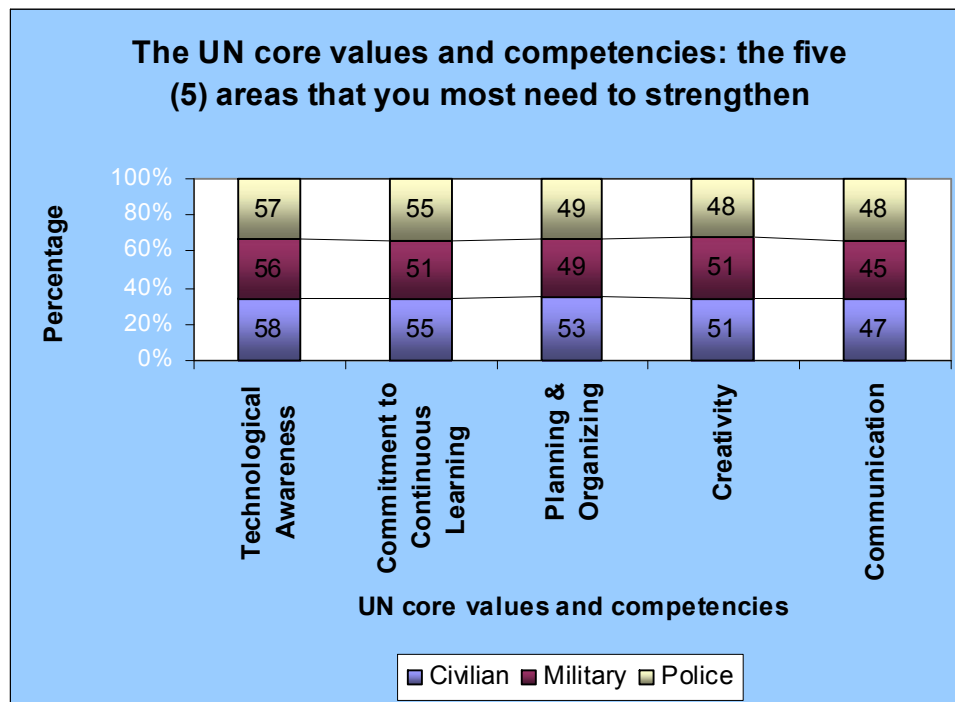


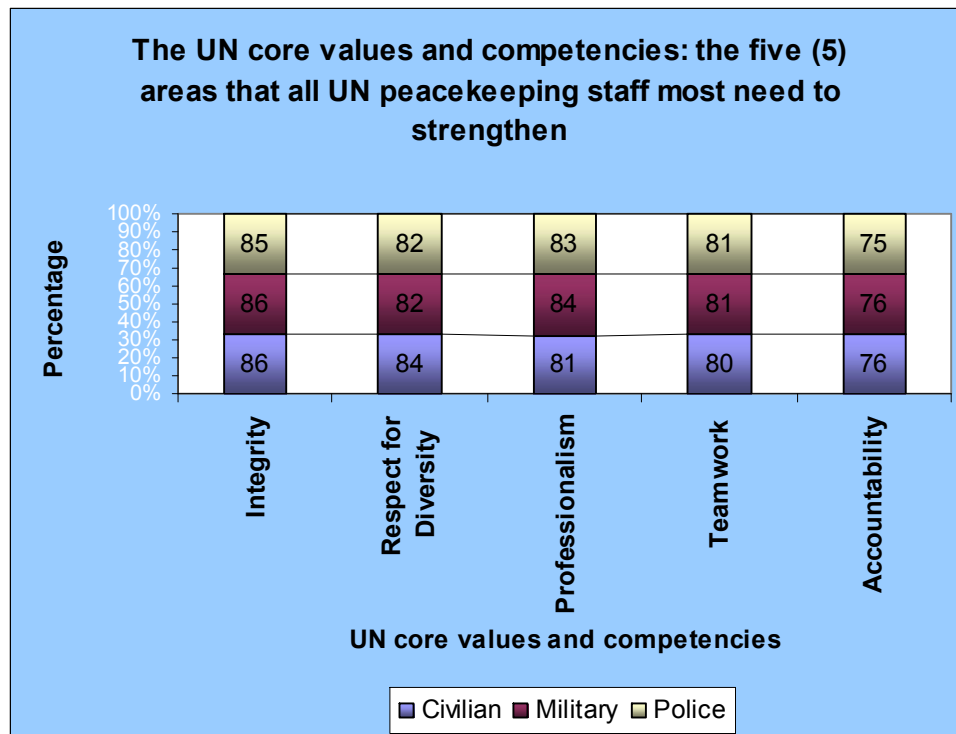
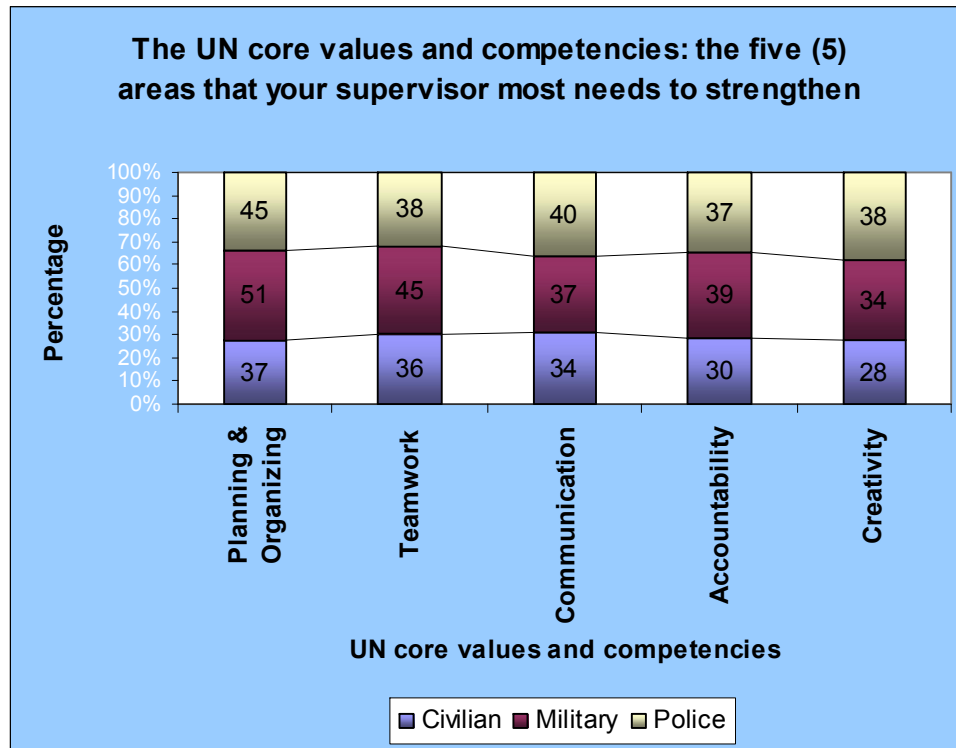
## 6. UN Core Values and Competencies

The UN core values and competencies were listed in the survey for respondents to indicate:

- the **five (5)** areas that **they most need to strengthen**
- the **five (5)** areas that **their supervisor most needs to strengthen**
- the **five (5)** areas that **all UN peacekeeping staff most need to strengthen**

The three tables below illustrate the responses by each category to each of the above questions. Percentages are indicated in the columns.



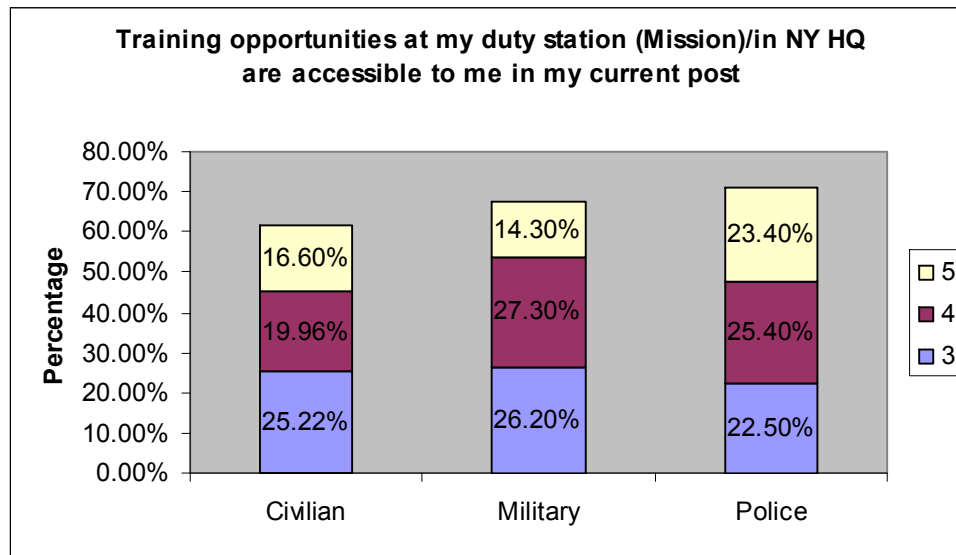


## 7. Various perceptions on training, knowledge and understanding of PK matters

7.a. Training opportunities at my duty station (Mission)/in NY HQ are accessible to me in my current post.

1 = Not at all

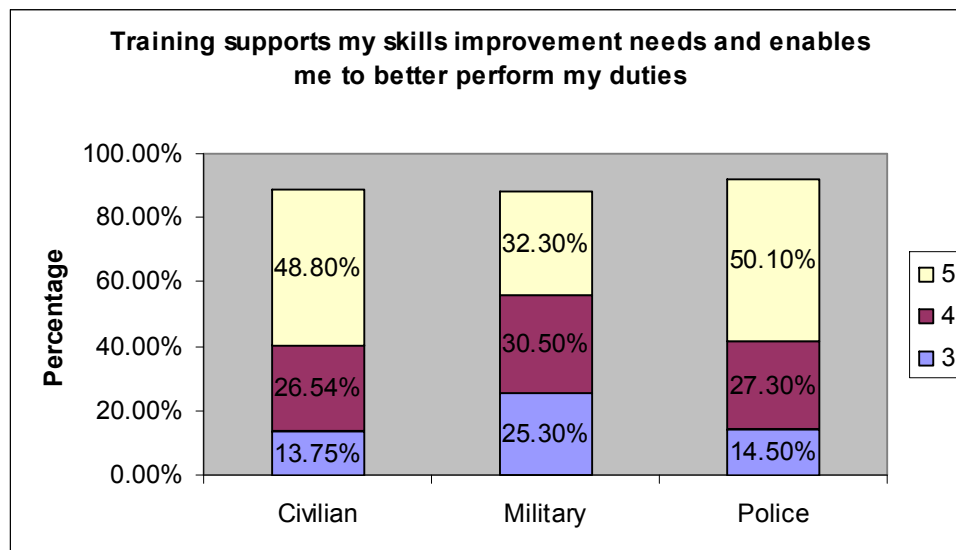
5 = A great extent



7.b. Training supports my skills improvement needs and enables me to better perform my duties.

1 = Not at all

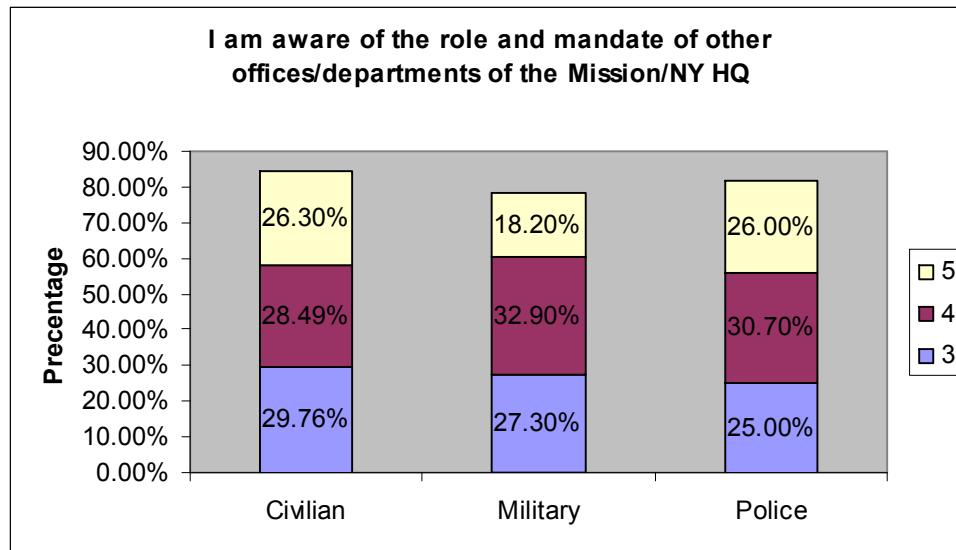
5 = A great extent



**7.c. I am aware of the role and mandate of other offices/departments of the Mission/NY HQ.**

**1 = Not at all**

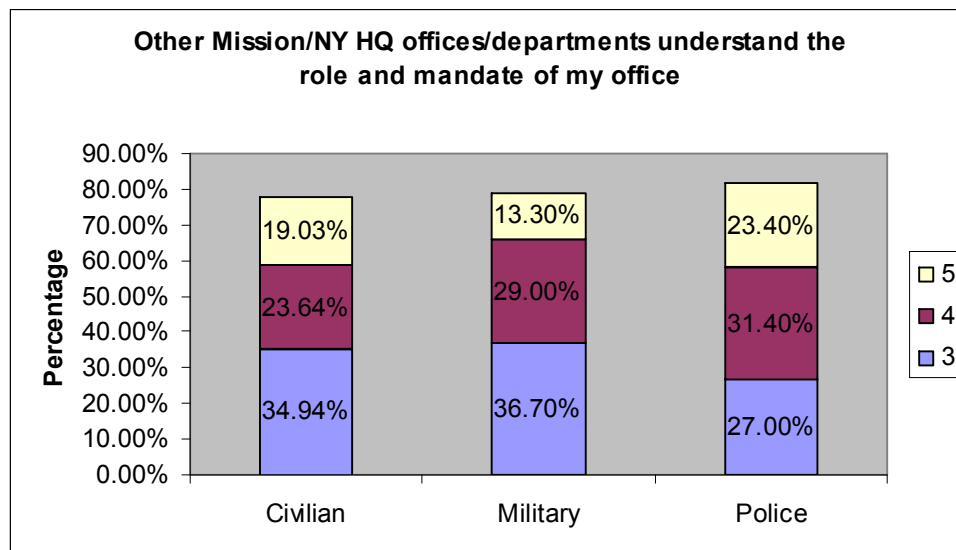
**5 = A great extent**



**7.d. Other Mission/NY HQ offices/departments understand the role and mandate of my office.**

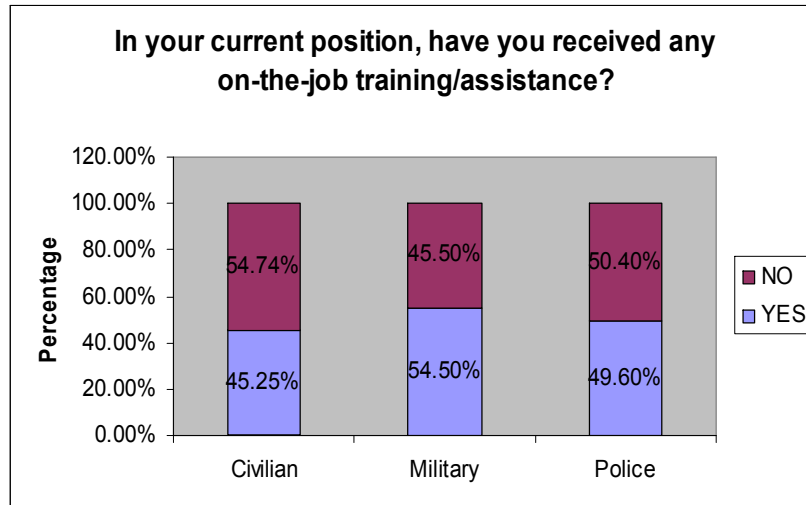
**1 = Not at all**

**5 = A great extent**

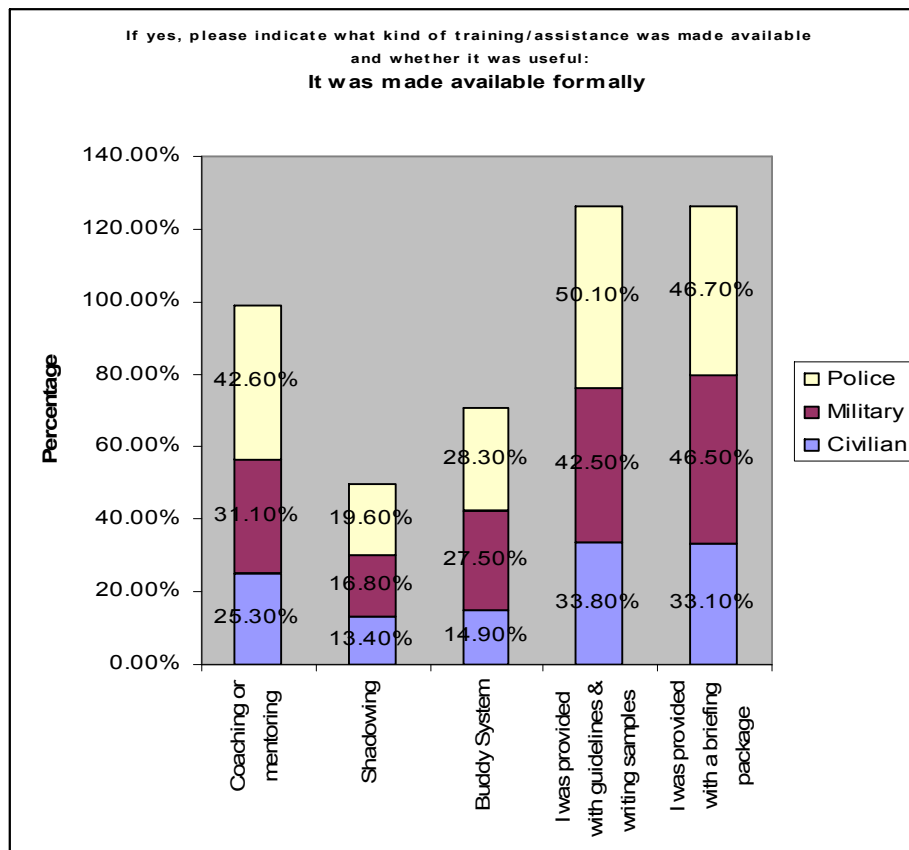


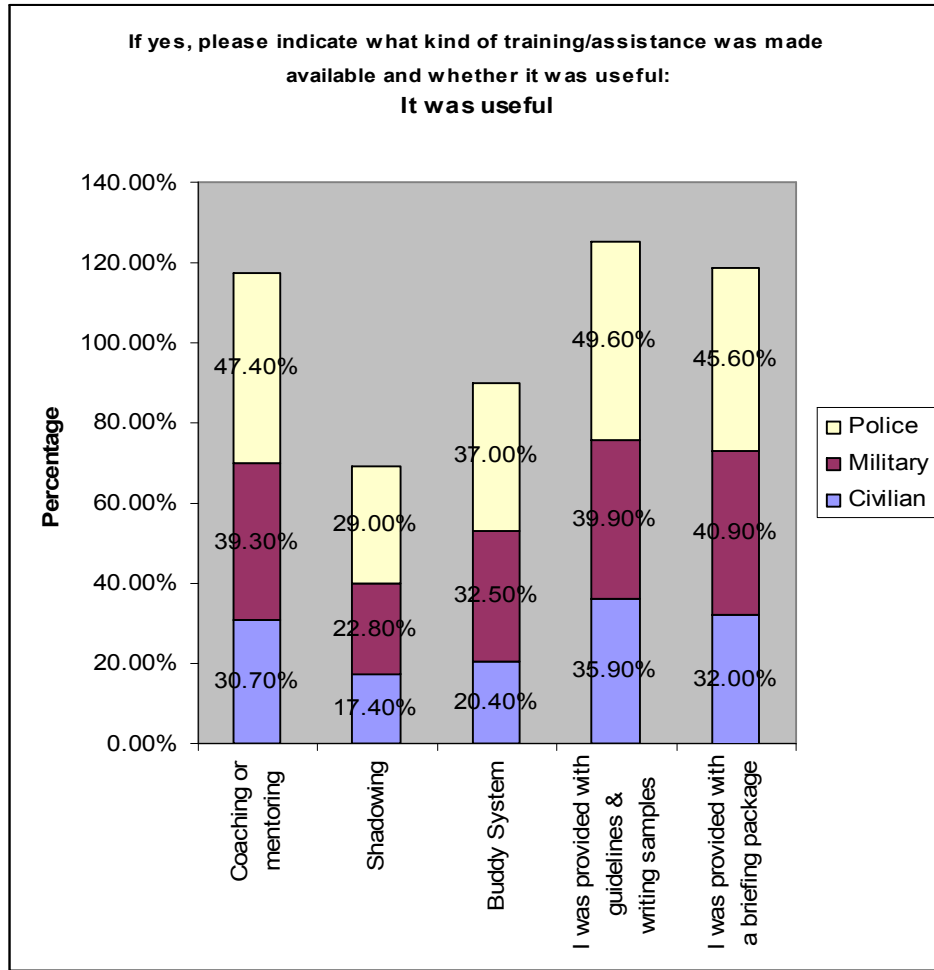
## 8. On-the-job training/assistance

8.a. In your current position, have you received any on-the-job training/assistance?



8.b. If yes, please indicate what kind of training/assistance was made available and whether it was useful.





## 9. Learning methods

**Survey respondents were asked to indicate from a list of learning methods which were the ones they considered would be effective for peacekeeping training.**

Below please find a table with the top 5 learning methods preferred by civilian, military and police personnel.

<b>This learning method would be effective for peacekeeping learning</b>		
<b>Civilian</b>	<b>Military</b>	<b>Police</b>
"Lessons learned" case studies	"Lessons learned" case studies	Teaching others/sharing my experience
Teaching others/sharing my experience	Simulations or scenario-based learning	"Lessons learned" case studies
Exchange programmes between field and HQ	Teaching others/sharing my experience	Simulations or scenario-based learning
Cross-training / exchange with other sections	Cross-training / exchange with other sections	Exchange programmes between field and HQ
Interactions with mission partners	Exchange programmes between field and HQ	E-learning programmes



## 10. UN Managers – Civilian, military and police

### 10.a. UN Managerial competencies

Survey respondents who had answered that they manage other staff were invited to review the six UN managerial competencies and to indicate from their personal experience as managers or from their first hand observation of managers in UN Peacekeeping the TOP THREE (3) competencies which they believe that managers in UN Peacekeeping need to strengthen as a priority.

Below is the ranking of the competencies according to survey respondents, 1 being the competency that managers need to strengthen the most.

<b>1. Vision</b>
<b>2. Leadership</b>
<b>3. Empowering Others</b>
<b>4. Managing Performance</b>
<b>5. Building Trust</b>
<b>6. Judgment / Decision-making</b>

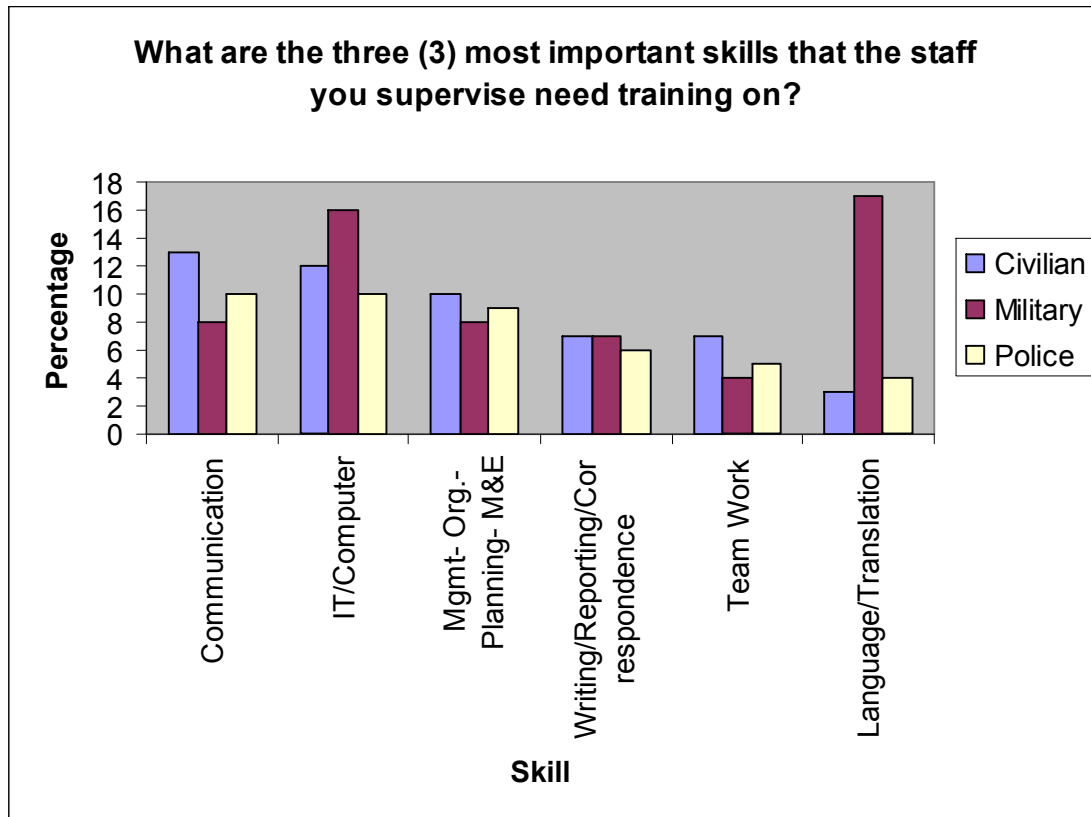
### 10.b Survey respondents were asked to indicate if they were supervising or managing other UN peacekeeping staff:

(Please note that this applied to any staff member of any category who had professional, local/national or contractual staff that report to them directly on a regular basis.)

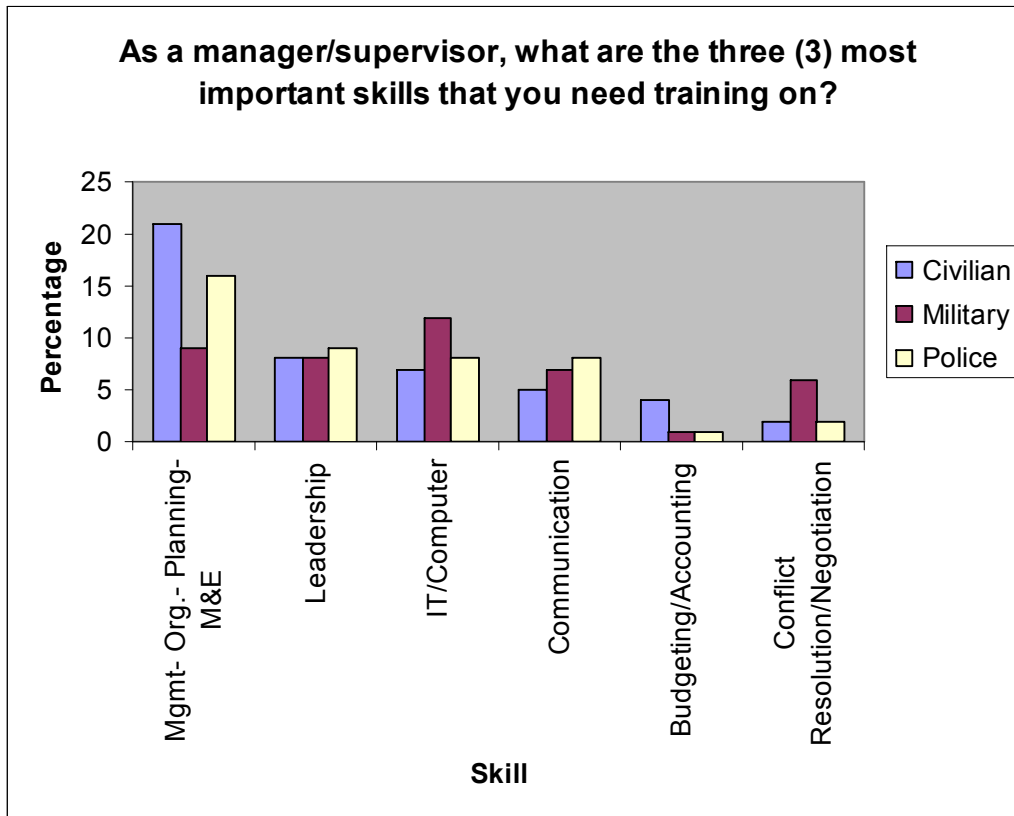
	Civilian	UNV volunteer	Military	Police	Total
Yes	<b>53.1%</b>	46.9%	46.5%	47.2%	<b>50.4%</b>
No	46.9%	<b>53.1%</b>	<b>53.5%</b>	<b>52.8%</b>	<b>49.6%</b>
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**10.c. Manager respondents were asked to indicate the three (3) most important skills that the staff they supervise need training on.**

The table below is a summary of the skills indicated by managers (civilian, military and police).



10.d. Managers were also asked for their input on the three (3) most important skills they considered necessary to receive training in their role as managers/supervisors.



**ANNEX II**

**STANDARDIZED GENERIC TRAINING MODULES  
AND  
STANDARDIZED TRAINING MODULES - SPECIALIZED**

**LIST OF TOPICS****Standardized Generic Training Modules List (SGTMs)**

1A	Introduction to the United Nations System
1B	Introduction to United Nations Peace Operations
2	Structure of United Nations Peace Operations
3	Legal Framework of United Nations Peace Operations
4	Stress Management
5A	Code of Conduct
5B	Cultural Awareness
5C	Child Protection
5D	Prevention of Sexual Exploitation and Abuse
6	Personal Security Awareness
7	Landmine and Unexploded Ordnance Awareness
8	Human Rights in Peacekeeping
9	Humanitarian Assistance
10	United Nations Civil–Military Coordination
11	Communication and Negotiation
12	Disarmament, Demobilization and Reintegration
13	Media Relations
14	Personnel in Peacekeeping
15	Logistics in Peacekeeping
16A	HIV/AIDS
16B	Malaria
16C	Basic Life Support
16D	Personal Hygiene
17	Gender and Equality in Peacekeeping

**Standardized Training Modules List (STM Specialized)**  
**Military personnel**

2-1	UN Officers Common Training
2-2	UN SOP Matrix
2-3	UN Military Observers;
2-4	UN Staff Officers
2-5	UN Logistics
2-6	UN Civil-Military Coordination
2-7	UN Disarmament, Demobilization and Reintegration

**Standardized Training Modules List (STM Specialized)**  
**Police personnel**

UNPOL	Reform, Restructuring and Rebuilding of Law Enforcement Agencies
UNPOL	Census and Identification of Law Enforcement Officials

### ANNEX III

#### UN DPKO CIVILIAN PREDEPLOYMENT INDUCTION TRAINING STRUCTURE UNITED NATIONS LOGISTIC BASE – BRINDISI - ITALY

Topic	Brief Description
Introduction to the UN System	<ul style="list-style-type: none"> <li>• Historical Background of UN Charter of the UN,</li> <li>• Principal Organs of UN</li> <li>• Other Subsidiary bodies of UN</li> </ul>
Evolution and Development of Peace Operations	<ul style="list-style-type: none"> <li>• Origins of UN Peace Operations,</li> <li>• Legal basis for UN Peace Operations,</li> <li>• Types of UN Peace Operations,</li> <li>• Current Departments Supporting UN Peace Operations</li> </ul>
Radio Communication	Information about the basics of radio communication in the field
The UN Security Management System	<ul style="list-style-type: none"> <li>• Security responsibility and accountability in the UN SMS,</li> <li>• The UN SMS in the country, field and HQ,</li> <li>• UN security policy,</li> <li>• Identification of specific actors in the UN SMS</li> </ul>
Medical Brief	Basic information on vaccination and hygiene on the field
Working with Different Mission Components	<ul style="list-style-type: none"> <li>• Information about working relations inside and outside Mission structure,</li> <li>• The importance of Client Orientation,</li> <li>• Internal and External clients,</li> <li>• The concept of Unity of Effort</li> </ul>
Code of Conduct	<ul style="list-style-type: none"> <li>• Basis,</li> <li>• Guiding principles for personal conduct of peacekeepers</li> <li>• (Do's and Don'ts),</li> <li>• Consequences of Misconduct,</li> <li>• Disciplinary Issues</li> </ul>
Diversity and Cultural Sensitivity	How to successfully work, live and adapt to a multicultural environment.
Gender Equality in Peace Operations	<ul style="list-style-type: none"> <li>• Conceptual Framework for incorporating a Gender Perspective in UN PKO</li> <li>• Key Mandates and Policy Framework for supporting Gender Equality in UN PKO</li> <li>• Gender Mainstreaming/Gender Balance in Transitional Processes</li> <li>• Roles &amp; Responsibilities in Gender Mainstreaming</li> </ul>
Security In the field basic and advance	Link with DSS online courses.
Managing Stress	<ul style="list-style-type: none"> <li>• Reinforcement on own pre-existing stress management capacities</li> <li>• Definition of pre-existing stress management skills</li> <li>• Stress as a part of the human condition</li> <li>• Stress management as a dynamic process that requires frequent reflection, adjustment, and planning—throughout the day and lifetime</li> <li>• Managing own stress more effectively</li> </ul>

Topic	Brief Description
Prevention on Sexual Exploitation and Abuse (SEA)	<ul style="list-style-type: none"> <li>• Description on what constitutes SEA,</li> <li>• UN policies and standards of conduct on SEA,</li> <li>• Description of the responsibilities of managers and Staff Members and the procedures in addressing misconduct</li> </ul>
HIV/AIDS	<ul style="list-style-type: none"> <li>• United Nations policies on HIV/AIDS</li> <li>• Facts and myths about HIV and AIDS</li> <li>• Personal risk assessment</li> <li>• HIV testing and counselling</li> <li>• HIV prevention strategies</li> <li>• The peacekeeper's role and standards of conduct</li> </ul>
Working with Interpreters	An exercise to practice conducting a meeting through interpreters.
UN Core Values and Competencies	Introduction to the milestones, i.e. the Core Values and Core Competencies of the UN.
Personnel Issues	<ul style="list-style-type: none"> <li>• Mission Subsistence Allowance (MSA)</li> <li>• Hazard Pay Leave</li> <li>• Appointments</li> <li>• Other Benefits,</li> <li>• Information Resources</li> </ul>
Electronic Performance Appraisal System	Information and guidance on implementation of the PAS process
Capacity Building of National Staff	<ul style="list-style-type: none"> <li>• Definition of capacity building,</li> <li>• Strategies for capacity building in working places using case scenarios for discussion</li> </ul>
Personal Security Awareness	<ul style="list-style-type: none"> <li>• Basic safety &amp; security guidelines,</li> <li>• Information on good security practices,</li> <li>• Information on personal security awareness</li> </ul>
Weapon and explosive awareness	<ul style="list-style-type: none"> <li>• Concept of landmines</li> <li>• Different types of landmines,</li> <li>• Explosives and weapons (in a typical PK environment): WMD, RPG's, Mortars, IED's, VBIED'S, &amp; UXO's</li> <li>• General landmine and UXO awareness and safety information in order to minimise the risk of accident</li> </ul>
Hostage Incident Management	<ul style="list-style-type: none"> <li>• The UN policy for Hostage Incident Management (H I M )</li> <li>• The procedures, role and organization of a HIM support team</li> <li>• Basic information on a hostage taking situation.</li> </ul>
Convoy and Checkpoint - Theory	<ul style="list-style-type: none"> <li>• The basic factors of convoy planning,</li> <li>• An understanding and awareness of key procedures in vehicle movement,</li> <li>• Awareness of the threats that can be expected while moving through hazardous environments,</li> <li>• Possible responses and actions for a range of adverse situations.</li> </ul>



Topic	Brief Description
Aviation Safety Awareness	<ul style="list-style-type: none"> <li>• Environmental conditions.</li> <li>• Aviation infrastructure</li> <li>• Passenger &amp; cargo operations</li> <li>• Re-supply missions</li> <li>• Observations missions</li> <li>• Armed operations</li> <li>• Aero medical evacuations</li> </ul>
Peacekeeping Doctrine and Principles	Information on UN Peacekeeping Operations doctrine and principles Directive
Public Information and Dealing with the Media	<ul style="list-style-type: none"> <li>• The importance of projecting a positive public image,</li> <li>• Guidelines and responsibilities for dealing with the media as a UN employee</li> </ul>
Road Safety and Driving in the UN	<ul style="list-style-type: none"> <li>• Prevention of Road Accidents to the Fullest Extent Possible,</li> <li>• Mitigation of Injury and Damage</li> <li>• When Accidents do Occur,</li> <li>• Assimilation of 'Lessons Learnt' from Mission Road Accidents</li> </ul>
Peacekeeping Best Practices and Tool Box	<ul style="list-style-type: none"> <li>• Guidance and Knowledge Sharing Tools,</li> <li>• Mission Statement,</li> <li>• The Institutional Strengthening Cycle,</li> <li>• DPKO/DFS Guidance System,</li> <li>• Navigating the Peace Operations Intranet,</li> <li>• Sharing knowledge,</li> <li>• Communities of Practice</li> </ul>
In Mission Planning	<ul style="list-style-type: none"> <li>• The linkages between mission mandate, mission implementation plans, section plans and individual work plans.</li> <li>• The linkages between planning and the provision of resources.</li> </ul>
Life in Mission	<ul style="list-style-type: none"> <li>• An insight on what to expect on arrival in Mission and how to manage yourself</li> </ul>

## ANNEX IV

### MISSION SPECIFIC AND HQ INDUCTION TRAINING

#### LISTS OF TOPICS

#### **Mission specific induction training topics** (in accordance with CC 2819)

1	Mission Mandate
2	Mission structure and disposition of mission components
3	Legal framework supporting the mission
4	Overview of political situation in the mission area
5	Mission administrative procedures, personnel entitlements and allowances
6	Human rights
7	Humanitarian situation in mission AO
8	Mission safety and security
9	Radio procedures and communications
10	Safe driving: emphasizing local driving hazards, traffic laws, and accident procedures
11	Mission cultural awareness, norms, body language, dress and expected behavior
12	Gender issues relative to the mission
13	The prevention of sexual exploitation and abuse
14	Other conduct and discipline issues
15	Child protection
16	Medical: medical threats and emergency response procedures, avian pandemic response procedures and HIV/AIDS
17	Stress management and counseling
18	Mission training activities and opportunities
19	Best practices in Peace Operations

### Headquarters induction training topics

1	UN Charter, history & structure
2	Role of the UN Secretariat
3	DPKO/DFS roles & mandates
4	Services & resources available to staff (i.e. Housing unit)
5	Overview of UN peacekeeping operations/missions
6	Administrative policies & procedures
7	Code of Conduct of an International Civil Servant
8	Working in a multi cultural environment
9	Information technology (i.e. useful tools & resources)
10	Gender awareness & mainstreaming
11	UN core values & competencies
12	ePAS (Electronic Performance Appraisal System)

## ANNEX V

### SURVEY OF TRAINING IN MISSIONS

#### The Scope

In March of 2008, the Integrated Training Service (ITS) of DPKO sent a 'Survey of Training in Missions' to a training representative in each of the Peacekeeping and Special Political Missions covered by DPKO / DFS. The survey was designed to give ITS a snapshot of the current situation facing training staff in missions. As such it was designed to gather facts about such issues as the physical set up of the IMTC, the training budget, staffing, integration, mission specific induction (MSIT), access to training, and so on. Training needs, in terms of content, subjects and specific courses, were not looked at.

#### The Response

Out of the 20 missions who were sent the survey, 16 replied.

#### The Bottom Line

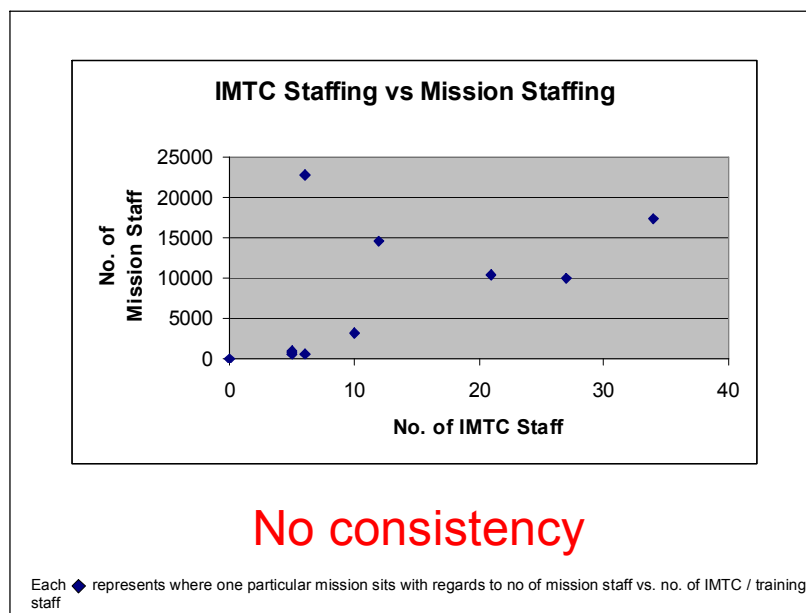
The conclusion is that there seems to be little consistency with regards to training facilities, integration, budget and staffing between missions, and little correlation between training staff, facilities and budget at the disposal of a mission and the size and training needs of that mission.

#### Results

Below is a selection of some of the key results of the Survey. For the complete set of results, please contact Benjamin Smith at [smith9@un.org](mailto:smith9@un.org).

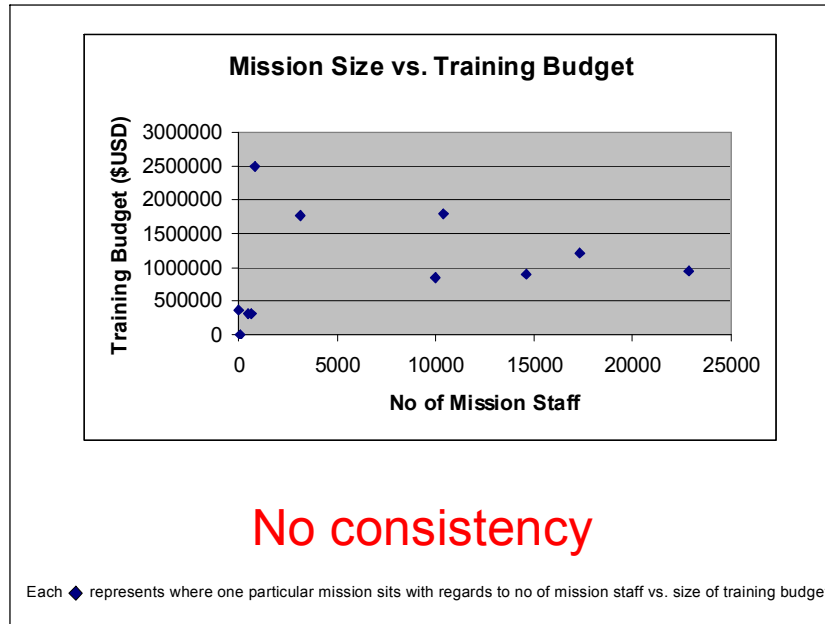
*Respondents replied to the survey on the condition of anonymity. All mission-specific references and mission names have therefore been removed.*

#### STAFFING



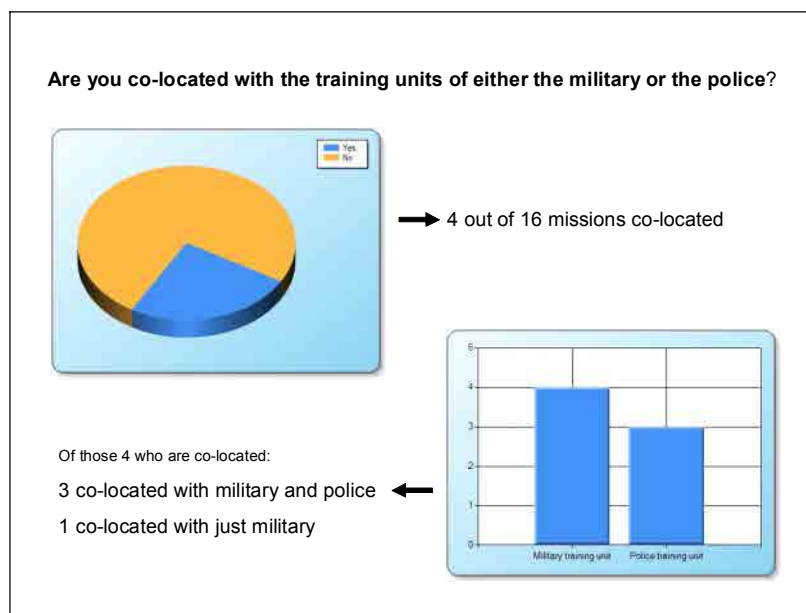
Contrary to what might be logically expected, there was almost no correlation between the size of a mission and the number of training staff it had.

## BUDGET

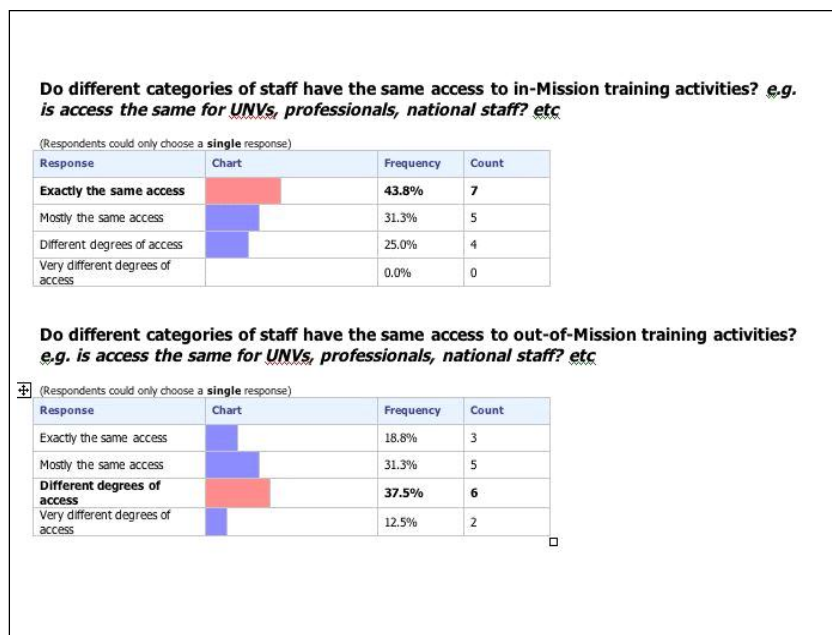


Similarly, there was no correlation between the size of a mission – in terms of number of staff – and the size of its training budget.

## INTEGRATION

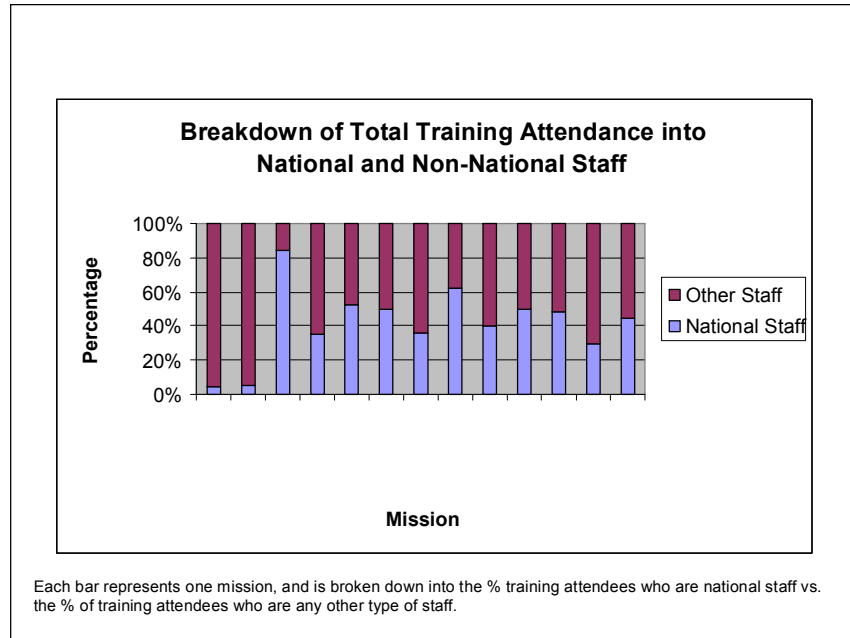


The degree of integration of civilian, military and police training varies between missions. Most civilian training units seem to co-operate with their police and military counterparts, and most training is open to all staff types, but physical co-location of civilian, military and police is not the norm.

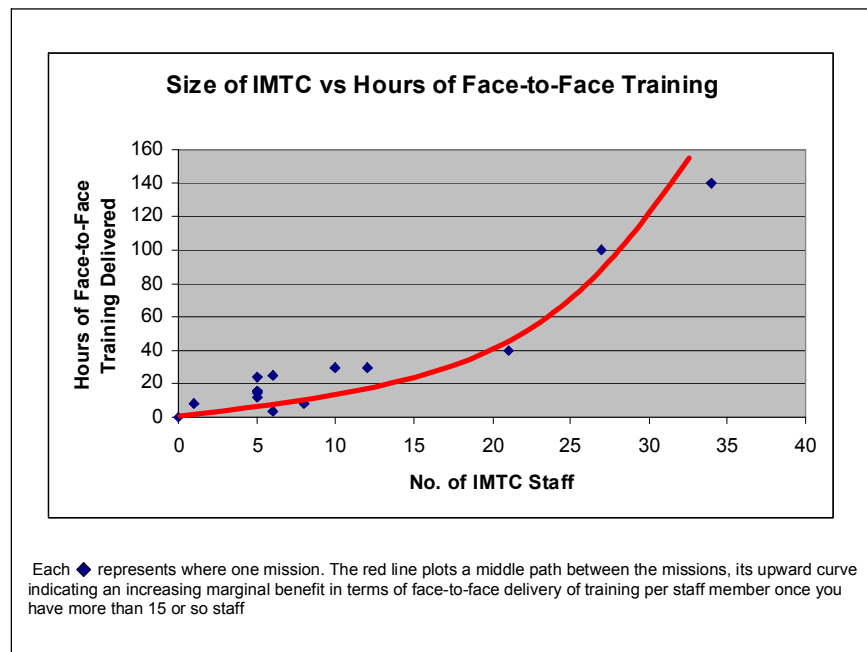
ACCESS, EQUALITY, DELIVERY

As expected, different categories were generally identified as having different degrees of access to out-of-mission training activities. Access was far more equal for in-mission training activities.

Not surprisingly, national staff was identified as being the staff category who suffered most from being excluded or discouraged from training. Surprisingly, only three respondents identified this as the case.



Conversely, a glance at the percentage figures also suggests that with the exception of the two missions on the far left of the chart, national staff is more than fairly represented in training. This does not however take into account whether the training is abroad or in mission, or whether the training is designed to meet the needs of national staff.



One interpretation of this graph is that an IMTC needs a minimum no of training staff to carry out basic duties, e.g. administrative tasks. Once you have more than this minimum number, the added benefit in terms of increased hours of face-to-face training per new staff member increases exponentially.

## ANNEX VI

**SURVEYS OF MEMBER STATES AND PEACEKEEPING TRAINING INSTITUTIONS****Number of Survey Respondents**

Survey of Peacekeeping Training Institutions (PKTI):	61
Survey of Armed Forces Headquarters (AFHQ):	27
Survey of Police Headquarters (PHQ):	31

Percentage of PKTIs providing training to military personnel:	72%
Percentage of PKTIs providing training to police personnel:	51%

**Proportion of male and female personnel trained at PKTIs :**

<b>PKTI course participants</b>	<b>Military Personnel</b>	<b>Police Personnel</b>
100% male; 0% female	11%	23%
More than 95% are male; less than 5% are female	51%	19%
85- 95% are male; 5-15% are female	31%	23%
75- 85% are male; 15-25% are female	6%	19%
50-75% are male; 25-50% are female	0%	15%
25-50% are male; 50-75% are female	0%	0%
0-25% are male; 75-100% are female	0%	0%
Don't know	0%	0%

**Provision of peacekeeping training to different categories of military personnel according to Armed Forces HQ survey respondents:**

<b>AFHQ</b>	<b>PK training is provided to most personnel in this category</b>	<b>PK training is provided only to those personnel in this category selected for a PK mission</b>	<b>PK training is not provided to personnel in this category</b>
Military Observers	67%	33%	0%
Staff Officers	67%	30%	0%
Contingent Commanders	59%	30%	4%
Contingent Members (rank and file)	52%	37%	0%



**Provision of peacekeeping training to different categories of police personnel according to Police HQ survey respondents:**

PHQ	PK training is provided to most personnel in this category	PK training is provided only to those personnel in this category selected for a PK mission	PK training is not provided to personnel in this category
Individual Police Officers	30.00%	66.70%	0.00%
Formed Police Unit Commanders	3.30%	30.00%	3.30%
Formed Police Unit Members	6.70%	40.00%	6.70%

**Use of DPKO Standardized Training Modules by PKTIs:**

- 77% of PKTI respondents indicated that they use the DPKO Standardized Training Modules (SGTMs/STMs) as a resource.
- Individual SGTM modules were used by 66-85% of PKTI respondents in the pre-deployment phase.

**Additions or changes to the standardized UN peacekeeping training materials that would be the most useful for preparing military and/or police personnel for United Nations peacekeeping operations:**

Response	PKTI	AFHQ	PHQ
Provide UN training materials on more peacekeeping topics and issues.	38%	23%	21%
Improve the methodology and presentation of existing UN standardized training materials.	34%	27%	21%
Provide more guidance on peacekeeping operational issues. Please specify	21%	19%	7%
Provide UN training toolbox (training methodology tools, testing tools, etc).	21%	12%	14%
Better UN guidance on which modules are necessary and most important.	28%	19%	14%
Better UN guidance on which parts of the modules are necessary and most important.	23%	15%	21%
Make the language in the standardized UN training modules simpler/more accessible	13%	8%	21%
Make training modules accessible in another/ other language(s).	17%	23%	18%
Provide standard UN tests to measure participants' understanding of the standardized peacekeeping training modules.	49%	27%	18%
No changes needed; our institution is satisfied with the available materials.	11%	12%	14%

**Percentage of PKTIs who target part of their peacekeeping training to specific missions: 43%**

**Sources used by PKTIs to develop the mission-specific portion of their training:**

<b>Response</b>	<b>PKTI</b>
Personnel returning from peacekeeping operations	71%
Mission websites	65%
DPKO website	39%
Other	19%
DPKO Integrated Training Service (ITS)	16%

**Percentage of respondents who would be interested in receiving from DPKO training materials related to specific UN missions:**

<b>Response</b>	<b>PKTI</b>	<b>AFHQ</b>	<b>PHQ</b>
Very interested	88%	78%	92%
Somewhat interested	10%	17%	4%
Not interested	2%	4%	4%

**The following mission-specific topics were of interest to the respondents:**

- General country info
- Culture
- Mandate
- Mission structure
- Rules of engagement
- Conflict dynamics
- Potential spoilers
- Operations

**A majority of survey respondents believed that the following topics should be delivered to military and/or police personnel in the pre-deployment phase:**

Evolution of peacekeeping operations	Mission specific issues
Peacekeeping doctrine and principles	Land navigation/ map reading
UN core values and competencies	Aviation safety awareness
Peacekeeping best practices, lessons learned, and toolbox	Medical brief
UN security management system	Radio communications
Security in the field - basic and advanced	Working with different mission components
Hostage incident and management	Project/Programme Management
Convoy and checkpoint	Integrated mission planning
Road safety and driving in the UN	Overview of the political situation in the mission area
Language training	

**Respondents enthusiastically endorsed the delivery of the police topics addressed in the draft Police STM modules:**

Police- Vetting
Police – Mentoring and advising
Police – Vulnerable persons/ groups
Police – Community policing
Police – Human rights/ arrests and detention
Police – Human rights/ use of force and firearms
Police – UNPOL in PK operations
Police – UNPOL different legal systems

**Other issues noted included:**

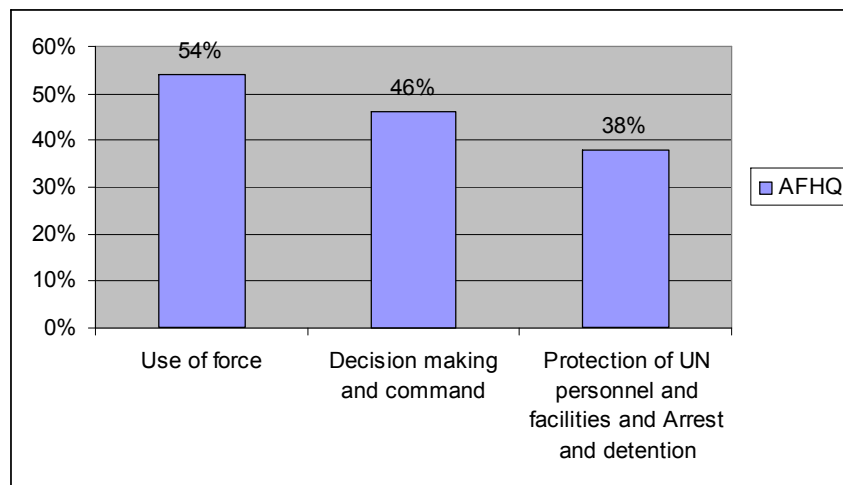
- Rules of engagement
- Working with interpreters
- Physical education
- Health and welfare
- Riot control
- Search and seizure
- Defensive tactics
- Report writing
- Middle and senior management training
- Communications and information systems
- IEDs

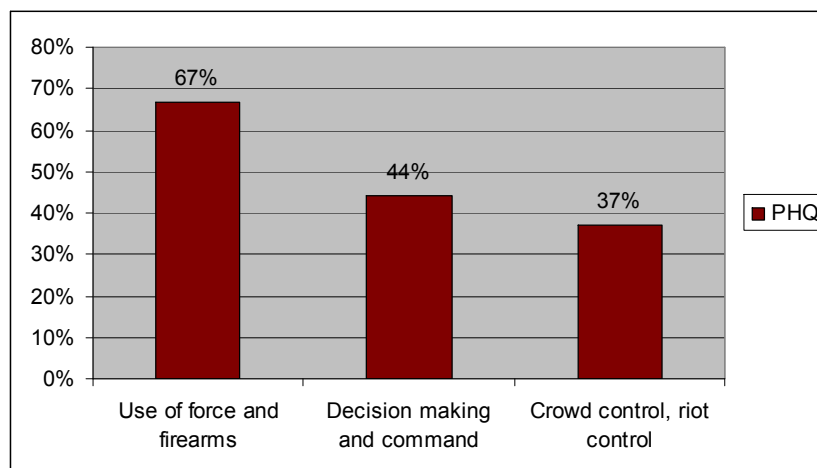
The following are some of the operational issues for which respondents would like better training guidance from DPKO to prepare personnel for UN peacekeeping missions:

**PKTI respondents**

	<b>Military</b>	<b>CivPol</b>	<b>FPU</b>
Use of force	27%	15%	5%
Use of firearms	17%	14%	5%
Arrest and detention	25%	17%	9%
Crowd control, riot control	29%	14%	9%
Country legislative framework	20%	22%	5%
FPU standards and SOPs in changing tactical environment	17%	9%	9%
Decision-making and command	29%	22%	3%
Protection of UN personnel and facilities	29%	12%	3%

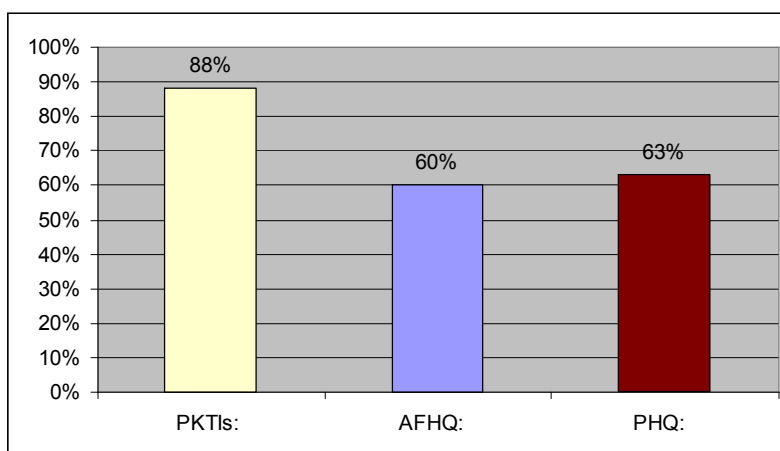
**Top three operational issues from Armed Forces HQ respondents:**



**Top three operational issues from Police HQ respondents:****The most effective learning methods for delivering peacekeeping pre-deployment training according to PKTI respondents:**

Learning Method	This method is effective	Our institution uses this method
Encouraging participants to share their experiences	63%	77%
Inviting guest experts and specialists	63%	82%
Classroom instruction	63%	83%
Simulation or scenario-based learning	58%	70%
Lessons learned case studies	57%	67%
Audio-visual/ CD/DVD/Tape	57%	77%
Hands-on practice	55%	63%
Mentoring/coaching system	33%	40%
Exchange programmes	32%	32%
Facilitating the shadowing of experienced personnel	27%	43%
Distance learning	23%	17%
E-learning programmes	22%	25%

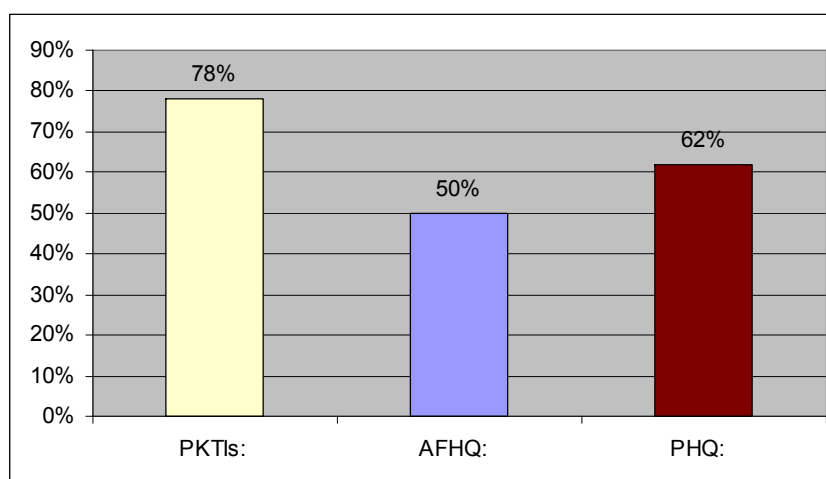
**Percentage of respondents who would find it useful to have DPKO send expert training support teams to provide on-site assistance with peacekeeping training:**



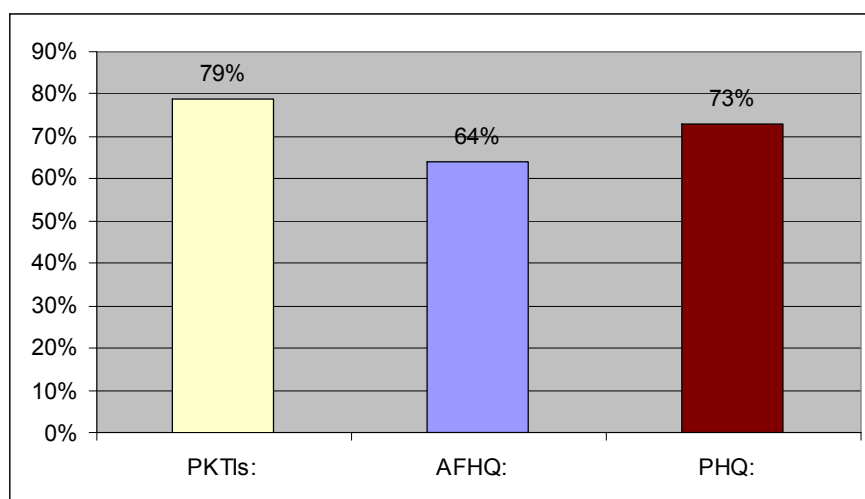
**Percentage of respondents who believe it is important for their training institutions to receive official recognition from the UN for their peacekeeping courses:**

	PKTI	AFHQ	PHQ
Very important	69%	72%	70%
Somewhat important	26%	16%	19%
Not important	6%	12%	11%

**Percentage of respondents who would be interested in receiving peacekeeping training support from another Member State or institution with DPKO facilitating the contact:**



**Percentage of respondents who would be interested in providing peacekeeping training support to another Member State or institution with DPKO facilitating the contact:**



**Methods used by PKTIs to coordinate, liaise or use resources available from other national/regional PKTIs:**

Response	PKTI
Course materials are obtained from other peacekeeping training institutions.	37%
Trainers from other peacekeeping training institution are invited to visit our institution and share their knowledge and advice.	48%
Trainers/members of our institution visit other peacekeeping training institutions to obtain knowledge.	58%
Other. Please describe	13%
Not applicable. Our institution does not utilize resources from other peacekeeping training institutions.	8%

## **EXECUTIVE SUMMARY:**

From February - June 2008, the Integrated Training Service (ITS) of DPKO's Policy, Evaluation and Training Division conducted a strategic assessment of current and future peacekeeping training needs for United Nations peacekeeping, with the aim of identifying training priorities common to all categories of personnel in the field and at headquarters. The results validated the direction set out in the United Nations Peacekeeping Training Strategy, which envisioned ITS as a leader in developing and setting peacekeeping training standards.

The methodology used for the Strategic Peacekeeping Training Needs Assessment (Needs Assessment) included:

- Interviews and panel meetings with United Nations peacekeeping personnel and partners;
- A survey of United Nations peacekeeping personnel;
- Surveys of and consultations with Member States, Armed Forces and Police Headquarters and Peacekeeping Training Institutions;
- A survey of and consultations with Integrated Mission Training Centres (IMTCs) field trainers;

The Needs Assessment confirmed the importance that peacekeeping personnel place upon training and identified the main cross-cutting skill gaps as:

- Communication;
- Management;
- Leadership; and
- Cohesiveness of mission components and integration.

The needs assessment examined the three main phases of training, i.e. pre-deployment, induction and on-going training, in order to identify the most timely opportunities to provide effective training in specific areas. The findings of the surveys and consultations revealed that the greatest weakness of the DPKO training materials currently provided to Member States is that the content is too generic and too voluminous, and does not adequately address key operational and mission-specific challenges. Gaps were also identified in the civilian pre-deployment training course, as well as overlaps with in-mission induction training. Military, police and civilian respondents all noted that the training materials and topics were outdated and needed to better reflect the challenges posed by today's multi-dimensional peacekeeping operations.



Peacekeeping personnel and Member State representatives that participated in the needs assessment indicated that the greatest value ITS could add to peacekeeping training would be by setting training standards, policies, guidance and best practices for peacekeeping training. Accordingly, as outlined in the sections below, ITS will develop clear policies and guidance on training for UN peacekeeping personnel to clarify the entitlements and obligations of United Nations peacekeeping personnel with respect to training, as well as the roles and responsibilities of those DPKO/DFS and mission structures tasked to deliver peacekeeping training.

Moving forward, this requires that ITS concentrate on the following four objectives:

- (i) provide clear policies and guidance on training;
- (ii) enhance the standards provided to Member States for pre-deployment training of police and military personnel, and improve pre-deployment training of civilian personnel;
- (iii) provide IMTCs with the support and guidance they need to better deliver training to personnel in the field; and
- (iv) provide enhanced training in cross-cutting areas, including communication, management and leadership skills.

Specifically, ITS will ensure that the key cross-cutting needs identified are addressed during implementation of ITS's training strategy, and that all categories of peacekeeping personnel receive guidance on the core training they need, both prior to deployment and once they are in the field or at headquarters.

ITS' assessment was limited to the strategic level and did not focus on the training needs in substantive/technical areas of peacekeeping. In most cases, responsible offices/units in headquarters have carried out, or are in the process of carrying out, such assessments. ITS is working with the lead offices/units to review and compile these results and identify training priorities. ITS will then produce an overall peacekeeping training work plan setting out all peacekeeping training activities for the coming year.

While the primary objective of this report is to inform on the major cross-cutting training needs, it will also describe some of the steps ITS is taking to meet those needs.

## I Methodology

The new United Nations Peacekeeping Training Strategy was approved by the Expanded Senior Management Team (E-SMT) in May 2008. It envisioned the Integrated Training Service operating as a centralized structure focusing on cross-cutting<sup>1</sup> training priorities, setting standards, developing policies, and providing guidance and oversight to trainers at headquarters and in the field as well as Member States and Peacekeeping Training Institutions. It also decentralized responsibility for training related to specific functional/technical areas to responsible offices and units in DPKO and DFS.

To identify cross-cutting training priorities, a strategic assessment of current and future training needs of United Nations peacekeeping was conducted from February - June 2008, the main results of which are contained in this report.

The purpose of the Strategic Peacekeeping Training Needs Assessment (Needs Assessment) was to determine the gaps in the skills and knowledge required for peacekeepers to be proficient at their jobs and assess whether current training activities have been effective in meeting identified needs.

### **The goals of the needs assessment were to:**

- Identify cross-cutting training/learning needs as perceived by senior leadership, managers and personnel at DPKO and DFS Headquarters and the field, as well as field training officers and peacekeeping partners<sup>2</sup>;
- Gather information and views on the current training activities and training support needs of Member States via their armed forces headquarters, police headquarters, and national and regional peacekeeping training institutions;
- Address key training gaps for military and police personnel as identified during meetings with Member States and peacekeeping training institutions;
- Gather input from field training experts located in Integrated Mission Training Centres (IMTCs<sup>3</sup>) on their training priorities and capacities.

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<sup>1</sup> For the purposes of the ITS strategy, cross-cutting issues refer to needs that apply to all categories of peacekeeping personnel (civilian, military, police) and all or most functional areas, both in the field as well as Headquarters (DPKO and DFS).

<sup>2</sup> See Annex I - "Demographic Overview" for all categories of personnel surveyed by the "Training Needs Assessment Survey".

<sup>3</sup> While not all missions have yet established IMTCs, for the purposes of the report, all references to IMTCs will also refer to field training officers/focal points.

ITS sought to ensure that the views expressed were as representative as possible of United Nations peacekeeping personnel at headquarters and the field, and gathered input through a variety of means, including:

- Interviews and panel meetings were held with peacekeeping personnel in the field and headquarters, including senior leadership, IMTC field trainers, and United Nations peacekeeping partners<sup>4</sup>;
- A web-based survey was launched for all peacekeeping personnel;
- Surveys were collected from Member States and national and regional peacekeeping training institutions;
- Consultations were held with Member States and national and regional peacekeeping training institutions as well as IMTC field trainers.

Almost 6,000 respondents from 17 peacekeeping operations<sup>5</sup> and headquarters participated in the training needs assessment survey, resulting in a response rate of over 15% of all targeted peacekeeping personnel. Of the total number of United Nations peacekeeping respondents, 64% were civilian personnel (including national staff and UNV volunteers), 11% were military and 25% were police<sup>6</sup>. In addition, the other surveys received more than 60 responses from national and regional peacekeeping training institutions, more than 25 respondents from Armed Forces headquarters, and more than 25 respondents from Police headquarters. The high survey response rate from United Nations peacekeeping personnel and peacekeeping partners, combined with additional consultations, provided ITS with the information necessary to identify cross-cutting training needs and align future training activities accordingly. Although the primary objective of the report is to inform on these training needs, it will also give some indication of the steps ITS is taking to address them.

## **II Background**

United Nations peacekeeping operations have grown larger and more complex in the past decade. As of 30 June 2008, the 20 missions led by the Department of Peacekeeping Operations (DPKO) and supported by the Department of Field Services (DFS) had over 88,500 uniformed personnel (troops, military observers, staff officers, police officers and Formed Police Units) in the field, and over 24,600 civilians (international, local and UNV volunteers). The evolution of peacekeeping has required that the United Nations deploy personnel able to

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<sup>4</sup> United Nations peacekeeping partners included the UNV Programme, the Office for the High Commissioner of Human Rights, the UN Development Programme, the Office for Legal Affairs, and the Office for Human Resources Management.

<sup>5</sup> Responses were received from 17 of the 20 DPKO-led peacekeeping operations and participation varied between 3 -32 % (the overall average was 13%).

<sup>6</sup> Detailed statistics on survey participation are available in Annex I. To note, 22% of respondents were women, which reflects the current gender distribution in both field missions and at headquarters.

perform a variety of tasks across different functional areas, often in difficult environments and with limited resources. These personnel come from a range of nationalities, cultures and professional backgrounds and their service with the United Nations is often brief. The proliferation of collaborative arrangements between peacekeeping operations and other United Nations or non-United Nations actors has also created the need for seamless coordination with other actors, including regional arrangements, Bretton Woods Institutions and United Nations agencies, funds and programmes, amongst others. In order to set training standards and deliver training that meets the needs of over 200,000 personnel who rotate through the field and headquarters every year, the Needs Assessment aimed to assess the quality and scope/reach of current peacekeeping training activities at the various phases and identify current and future skill gaps and training needs.

### **III Findings: Pre-deployment, Induction and On-going Training**

To determine who needs to be trained on what and when, peacekeeping personnel in the field and headquarters were surveyed and questioned on the relevance and accessibility of current peacekeeping training activities during the three main phases of training: pre-deployment, induction and on-going (in missions and at headquarters). The importance of peacekeeping training was validated by the survey with 80% of respondents endorsing the statement that training prepared them for the real challenges of peacekeeping and added to their effectiveness in carrying out their peacekeeping duties<sup>7</sup>.

#### *Pre-deployment training*

Pre-deployment training (PDT) refers to generic, specialized and, where appropriate, mission-specific peacekeeping training that is based on United Nations standards and takes place prior to deployment to a DPKO-led mission. This definition includes training for military, police and civilians and applies both to individual personnel and military or police units. Pre-deployment training provides an opportunity to impart standardized information to peacekeeping personnel<sup>8</sup> in order to provide an introduction to United Nations peacekeeping and promote common approaches to, and understanding of, United Nations practices and policies.

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<sup>7</sup> Those that had not participated in any form of UN peacekeeping training claimed that it was primarily because they were unaware of any training opportunities while others felt that training opportunities were not easily accessible.

<sup>8</sup> Currently, UNV Volunteers and national/locally recruited staff do not participate in pre-deployment training.

### Overall findings on pre-deployment training:

- 76% of military, 67% of police<sup>9</sup> and 19% of civilian personnel had received PDT;
- Most survey respondents received training on topics such as prevention of sexual exploitation and abuse, conduct and discipline, gender, HIV/AIDS and security awareness<sup>10</sup>;
- United Nations peacekeeping personnel, Member States and Peacekeeping Training Institutions requested mission-specific and operational information at the pre-deployment training phase.

Member States have the responsibility to provide pre-deployment training to police and military personnel deploying to United Nations peacekeeping operations<sup>11</sup>. With regard to civilians, ITS has conducted pre-deployment training courses in the United Nations Logistics Base (UNLB) since 2005<sup>12</sup>. The percentage of personnel who have participated in the Civilian Pre-deployment Training (CPT) course has increased steadily since its inception in 2005<sup>13</sup>.

### Survey results on pre-deployment training

Did you receive pre-deployment training?	Civilian	Military	Police
YES	19%	76%	67%
NO	81%	24%	33%

<sup>9</sup> Police pre-deployment training was audited in the Report of the Office of Internal Oversight Services on the "Review of the effectiveness of integrated peacekeeping training in peacekeeping operations" (19 December 2006, MECD-0002) which indicated that 65% of UNPOLs in peacekeeping operations received formal pre-deployment training, although only 32% received any specialized training related to UN police roles and responsibilities in peacekeeping.

<sup>10</sup> There are a variety of guidance documents that currently spell out mandatory topics for pre-deployment training for uniformed peacekeeping personnel. The Strategic Training Needs Assessment confirmed that the topics above should be mandatory in the pre-deployment training of all peacekeeping personnel.

<sup>11</sup> A/RES/49/37

<sup>12</sup> In 2007, 772 international civilian personnel underwent the CPT in Brindisi (Italy).

<sup>13</sup> Code Cable 1806 dated 2 August 2007 makes pre-deployment training mandatory for all new staff members deploying to a field mission. New staff members include: UN secretariat staff members, former UNPol/MilObs converted to civilian posts, former staff of UN agencies, funds and programmes, and staff or former staff who have not worked in a peacekeeping operation for 24 months or longer. UNV Volunteers and national staff do not participate in the CPT.

To date, the main standards that the United Nations has provided to Member States for pre-deployment training are a series of DPKO-developed standardized training modules called the Standardized Generic Training Modules (SGTM). The needs assessment findings revealed that the greatest weakness of the training support currently provided to Member States is that the content of the modules is too generic and voluminous, and does not adequately address key operational and mission-specific challenges. Indeed, less than 40 per cent of United Nations military and police and less than one-third of United Nations civilians who responded to the survey indicated that the SGTM training topics were useful and applicable to their jobs<sup>14</sup>.

To update the current training material, survey respondents from Member States and national and regional peacekeeping training institutions indicated that the United Nations should provide standardized United Nations training materials on peacekeeping topics and issues, improve the methodology and presentation of existing materials, provide better guidance on which are the most important modules, and make the standards and modules more accessible. Several also requested some form of DPKO testing and evaluation frameworks for their course participants, while others preferred direct on-site assistance from DPKO to ensure that peacekeeping training is being delivered in accordance with DPKO standards. The majority of respondents also indicated that they were interested in providing and/or receiving training support from other Member States or peacekeeping training institutions with the facilitation assistance of DPKO, and were interested in networking, learning and sharing opportunities with ITS personnel and with each other.

While pre-deployment training topics<sup>15</sup> encompass a wide variety of issues, training was most frequently delivered on the prevention of sexual exploitation and abuse, code of conduct, HIV/AIDS and security awareness<sup>16</sup>.

Additional training topics recommended by peacekeeping training institutions and IMTCs included:

- Communication and language skills
- Driving
- Mission specific information
- Rules of Engagement
- Computer/Information Technology (IT)

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<sup>14</sup> The top five SGTMs considered most relevant to their jobs are listed in Annex I under “Main Results – Charts and Figures”.

<sup>15</sup> Pre-deployment topics vary according to category. A list of all topics can be found at Annex II

<sup>16</sup> Statistics can be found in Annex I

In addition, peacekeeping training institutions and Member States requested more mission-specific training guidance in the pre-deployment phase, including general country and mission information, as well as specific operational issues<sup>17</sup>.

A number of Member States and peacekeeping training institutions have requested that the United Nations continue to provide “recognition” of their peacekeeping courses, to encourage the standardization and harmonization of peacekeeping training, help improve quality, and strengthen coordination, partnerships and cooperation among training institutions and between those institutions and the United Nations. Training recognition is perceived as an important means of encouraging compliance with DPKO peacekeeping training standards and providing better-trained personnel to United Nations peacekeeping operations. ITS is working to develop clear standards and procedures for training recognition prior to re-launching this activity.

Based on the results of the Needs Assessment, ITS is overhauling the training standards it provides to Member States and the Civilian Pre-deployment Training course it conducts in UNLB. This includes updating training materials and developing a “core curriculum” outlining the required training for each category of staff<sup>18</sup>. To better prepare personnel deploying to peacekeeping operations, ITS will also work closely with IMTCs, the Office of Military Affairs and the Police Division to provide Member States with mission-specific and operational information for pre-deployment training. One-third of police and half of military survey respondents<sup>19</sup> reported having undergone United Nations peacekeeping training at a national or regional peacekeeping training centre. In an effort to provide enhanced support to Member States in this regard, ITS will provide Member States with comprehensive guidance on what is required training to be delivered to military and police personnel during the pre-deployment phase.

### *Induction training*

Induction training refers to training that is delivered to DPKO/DFS headquarters personnel upon arrival at United Nations headquarters in New York or mission-specific training that is delivered in a DPKO-led mission as soon as possible after arrival in the mission area. It provides an opportunity to introduce and familiarize

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<sup>17</sup> Topics include mission mandate, mission structure, rules of engagement, culture, security situation, conflict cause and dynamics, potential spoilers, use of force, use of firearms, arrest and detention, crowd control, riot control, decision-making and command, and protection of UN personnel and facilities.

<sup>18</sup> ITS has assembled a Core Advisory Group of relevant personnel from DPKO/DFS who are examining whether the SGTM package continues to represent the generic “required knowledge” required for military, police and civilian peacekeeping personnel prior to deployment; updating and prioritizing the content of the essential SGTM modules; harmonizing all guidance provided to Member States on the basic standards for pre-deployment training. ITS will disseminate the revised modules once complete.

<sup>19</sup> One-quarter of civilian respondents also claimed to have undertaken UN peacekeeping training at a national or regional peacekeeping training centre.



all categories of personnel with a variety of important mission specific topics and departmental priorities, including generic, specialized and mission-specific training for military, police and civilian personnel.

The mandatory DPKO/DFS Headquarters Induction Programme is designed to provide all categories of new DPKO/DFS personnel with information on the structure of both Departments, policies, guidelines, priorities and administrative issues.

**Overall findings on induction training:**

- 82% of military, 91% of police, 60% of international civilian personnel, 46% of national staff and 80% of UNV Volunteers survey respondents had received Induction Training;
- The results reflected a very high rate of training on essential mission specific information such as prevention of sexual exploitation and abuse and HIV/AIDS;
- There appears to be some duplication between pre-deployment and induction training.

Surveys and interviews confirmed widespread support for mandatory induction training for all peacekeeping personnel including national staff. While tailored to the needs of the mission or headquarters, induction training provides a unique opportunity to introduce and familiarize all categories of personnel with a combination of mission specific organizational, operational, and administrative topics, including United Nations policies and procedures. Induction courses on cross-cutting issues are delivered to all categories of personnel together, although specific/functional training is held separately.

**Survey results on Induction training**

Did you receive Induction training?	DPKO/DFS HQ personnel	Field personnel
YES	51%	70%
NO	49%	30%



### Breakdown of personnel who have received Mission Specific Induction training

International Civilian personnel	60%
National staff	46%
UNV Volunteers	80%
Military personnel	82%
Police personnel	91%

While DPKO/DFS senior management provided instruction to all missions on the topics to be covered in induction training<sup>20</sup>, this is not being applied consistently across all missions. In addition, many respondents commented that there was an overlap in the content of pre-deployment and induction training. As with pre-deployment training, the most delivered induction topics are those that are outlined in the instruction<sup>21</sup>, such as prevention of sexual exploitation and abuse, code of conduct, safe driving, mission safety and security and mission mandate.

#### Respondents' suggestions on additional topics for Mission Specific Induction Training

- legal framework supporting the mission
- best practices in peacekeeping operations
- IT/computer skills
- human resources
- career development
- mission training activities and opportunities
- personnel issues (such as entitlements)
- medical advice
- cultural awareness of the host country
- gender issues
- human rights (with emphasis on child protection)

<sup>20</sup> The code cable (CC 2819, 14 December 2007) outlines the topics to be covered in mission-specific induction training.

<sup>21</sup> See Annex IV for a list of mandatory induction topics, as outlined in Code Cable 2819 of 14 December 2007.

In order to standardize the delivery of induction training and harmonize the content of pre-deployment and induction information, ITS is developing policy and guidance to clarify the optimal duration of induction training<sup>22</sup>, which personnel should be included in induction training at headquarters and in the field, which topics should be covered in this phase, and how these topics should be adapted to the mission context. To avoid unnecessary duplication or overlap, ITS is also developing mechanisms to ensure that there is consistency and complementarity between the training packages delivered in pre-deployment and induction training.

### *On-going training*

On-going training refers to any training or learning activity for peacekeeping personnel (military, police or civilian) undertaken during their assignment at headquarters or in the field, subsequent to induction training. This training can include upgrading of substantive & technical skills, communication skills or leadership & management skills. These courses may be mandatory or optional.

#### **Overall findings on on-going training:**

- Peacekeeping personnel strongly supported training as a means to improve their effectiveness in carrying out their peacekeeping duties;
- The most common needs identified by all categories of personnel included: communication, management, supervisory skills, teamwork, planning and organizing, IT/computer skills and client orientation;
- Peacekeeping personnel must improve their understanding of United Nations core business processes.

Personnel both in the field and headquarters must adapt to the requirements of today's complex and multi-dimensional peacekeeping environments. While respondents identified a vast list of skills that needed improvement, all categories of peacekeeping personnel - civilian, military and police – listed exactly the same skill gaps and identified the same priorities, including communication<sup>23</sup>, management, supervisory skills, teamwork, planning and organizing, IT/computer skills, client orientation, conflict resolution, risk management, and cultural norms<sup>24</sup>.

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<sup>22</sup> Induction Training for civilians currently ranges from 0.5 days to 7 days with an average of 2.3 days.

<sup>23</sup> Communication skills included verbal and written forms, such as writing, reporting, correspondence drafting, language (both UN and local languages) and translation skills.

<sup>24</sup> Management and IMTCs further reinforced the responses. For a more specific break-down of the core skills and competencies, please refer to Annex I "Main Results – Charts and Figures".

**Common skill gaps and training priorities  
identified by civilian, military and police personnel**

- |                      |                       |
|----------------------|-----------------------|
| • communication      | • IT/computer skills  |
| • cultural diversity | • client orientation  |
| • supervisory skills | • conflict resolution |
| • teamwork           | • risk management     |

Another gap identified is the need to strengthen the mainstreaming of United Nations peacekeeping business processes (such as Results-Based Budgeting and procurement) into all planned activities. 92% of survey respondents reported that they were required to be “aware” or “very aware” of DPKO/DFS policies, procedures and processes, and 85% felt that they had the required levels of understanding. However, interviews with senior managers indicated that the levels of understanding were insufficient to improve the management of peacekeeping operations<sup>25</sup>.

As far as training methodologies are concerned, survey participants indicated that their learning experiences were based on:

- in-classroom instruction
- teaching others/sharing experiences and
- use of audio visual/CD/tapes training materials.

However, a significant number believed that other means would better respond to the specific challenges and needs of peacekeeping learning such as:

- “lessons learned” case studies
- simulations and scenario-based learning
- exchange programmes between the field and headquarters and
- teaching others/sharing experiences.

This differs only slightly from the responses received from Peacekeeping Training Institutions, which identified many of the same preferred methodologies and added the following: classroom instruction, audio-visual materials, hands-on practice and inviting guest experts.

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<sup>25</sup> Office of Internal Oversight Services report of 13 March 2006 (A/60/717).

While IMTCs have begun, resources permitting, to implement some of the priority courses identified, they can only be scheduled around regular induction courses and other training activities. Smaller, less financially well-off, IMTCs may benefit from regional delivery of highly specialized courses and, to this end, ITS will examine more cost-effective delivery modes of such courses. In addition, ITS will develop standard templates for the design and delivery of training activities to ensure consistency of quality of materials and mechanisms of delivery. To overcome the issue of lack of trainers and / or lack of financial resources, ITS will provide guidance such that the human and financial resources available to IMTCs is consistent.

## **V Main cross-cutting training gaps**

The Needs Assessment identified serious weaknesses in the skills that peacekeeping personnel need to meet the challenges posed by rapidly evolving peacekeeping environments. These include communication, management, leadership and “integration”.

### *Communication*

#### **Overall findings on communication:**

- Peacekeeping personnel emphasized the need to improve their communication skills;
- Military and police personnel in particular, were viewed by senior managers as needing improved language and drafting skills.

A vast majority of the personnel interviewed and surveyed emphasized the need for peacekeeping personnel to be able to communicate clearly. Current communication weaknesses identified were broad and included the ability to speak and write clearly and effectively. While all categories of personnel were identified as requiring support, military and police personnel were identified as having the most limitations in terms of understanding official United Nations/mission languages and reporting procedures.

ITS is, therefore, in close consultation with the Office of Human Resources Management (OHRM) and DPKO’s Office of Operations, developing a strategy to roll-out training on priority communication topics for peacekeeping personnel at headquarters and the field. In addition, ITS will explore different learning methods such as classroom-based training delivered by IMTCs or specialized trainers, as well as via e-learning methods.

## *Management*

### **Overall findings on management:**

- All categories of personnel at all levels reported that peacekeeping managers have weak management skills;
- Priority management skill gaps identified included communication, leadership, judgment/decision-making, planning and organizing, teamwork skills, and supporting, empowering and motivating staff.

There was widespread agreement that United Nations peacekeeping personnel are generally good ‘technicians’ but have poor management skills. While much of the criticism focused on core skills, such as communication, leadership, judgment/decision-making, planning and organizing and teamwork<sup>26</sup>, many also noted that peacekeeping managers needed to improve their ability to empower staff, delegate responsibility, provide coaching and mentoring support, build teams and manage performance by clarifying expectations and setting goals.

While these comments pertain to all managers regardless of their category, many noted that military and police personnel had limited experience working in civilian or United Nations management structures and recommended that the United Nations define the skills required for managing in a peacekeeping environment<sup>27</sup>.

To respond to these needs, ITS is developing, in consultation with relevant partners such as the OHRM, management courses tailored to the specific needs of peacekeeping personnel in the field and headquarters.

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<sup>26</sup> Survey responses revealed the following: the top three competencies their managers needed to strengthen are planning and organizing, teamwork and communication. Managers themselves identified judgement/decision-making, leadership and empowering others as key competencies. Managers also agreed that they needed to enhance their communication, management, leadership and IT/computer skills.

<sup>27</sup> ITS will coordinate with relevant stakeholders the definition of management in a peacekeeping context.

## Leadership

### **Overall finding on leadership:**

- Senior leadership personnel in mission must enhance their ability to establish and communicate a shared vision and clearly defined strategic objectives, harness material and human resources, and prevent or mitigate crisis<sup>28</sup>.

Interview respondents highlighted weaknesses in United Nations peacekeeping leadership, noting that many lacked the skills to clearly define strategic objectives, establish a shared vision among all United Nations actors, and prevent or mitigate crisis. They also noted that some leaders were ill-equipped to identify key issues in complex situations, harness material and human resources, anticipate problems, and propose effective and timely courses of action. It was emphasized that leaders must be able to establish system-wide objectives that are supported within the mission and by the United Nations Country Team (UNCT). To achieve this, respondents felt that leaders had to improve their capacity to create a shared understanding of the priorities, identify required resources, set common objectives, plan and link activities, and develop an exit strategy.

In response to the findings, one of the main ITS priorities will be to provide stronger leadership training for peacekeeping personnel. Currently, the main programmes are the Senior Leaders' Induction Programme (SLIP) and the Senior Missions Leaders (SML) course, both of which are being continuously reviewed and modified to meet the needs of senior leaders<sup>29</sup>. Neither course, however, adequately addresses the gaps in peacekeeping leadership skills that were noted in the Needs Assessment. ITS is, therefore, working in partnership with the Office of Human Resources Management to provide training courses that meet the needs of peacekeeping leadership and review the SLIP and SML accordingly. In addition, a greater emphasis will be placed on familiarizing new leaders appointed from outside the United Nations system with key peacekeeping principles and business practices.

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<sup>28</sup> Mitigate crisis refers both to resolving a crisis in a host country/between parties as well as amongst staff.

<sup>29</sup> The SLIP aims to provide newly-appointed senior leaders in field missions with an opportunity to discuss strategic peacekeeping issues and the challenges facing senior leaders in peacekeeping operations, while the SML is directed at preparing potential senior mission leaders.

*Cohesiveness of mission components, and integration with the United Nations Country Team and external partners*

**Overall findings on cohesiveness of mission components, and integration with the United Nations Country Team and external partners:**

- A cohesive mission approach is essential for the successful implementation of a mission mandate;
- A better understanding of the United Nations Country Team is required to maximize the overall United Nations effort, avoid duplication and optimise resources;
- Establishing partnerships with stakeholders from the international community will be an important component of future peacekeeping operations.

The importance of cohesiveness of mission components and integration with the United Nations Country Team, Bretton Woods Institutions and external partners was raised in the interviews and surveys as essential to successfully implement a peacekeeping operation mandate<sup>30</sup>. However, while there was general agreement on the importance of this concept, there was a vast difference in perception of how it was being applied. While 90% of peacekeeping personnel rated their levels of understanding and ability to work with other mission components and the United Nations Country Team as very good, senior leadership disagreed. Mid-level managers were particularly criticized by both senior leadership and peacekeeping personnel for failing to set the tone for mission cohesiveness or develop a consolidated position on the delivery of critical tasks.

ITS is now exploring how best to strengthen peacekeeping personnel's management, leadership and integration competencies, which are inter-linked. In addition, existing training material is being updated to explain the roles and responsibilities of the various mission components and the United Nations Country Team and external partners. ITS will work with relevant United Nations stakeholders to identify the most appropriate role that training can play in facilitating an integrated approach both within missions and with respect to the United Nations Country Team and external partners.

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<sup>30</sup> The guiding documents include Mission Start-up Field Guide, Peacekeeping Operations: Principles and Guidelines and the Decisions of the Secretary-General – 25 June meeting of the Policy Committee (Decision No. 2008/24 – Integration).

## **VI Substantive and technical training needs**

Based on the new Peacekeeping Training Strategy, ITS will be responsible for the development and delivery of training that cuts across peacekeeping functions, including those that emanated from the Needs Assessment, while the specific training needs of substantive/technical areas of peacekeeping are now the responsibility of the lead office or unit within DPKO and DFS. Many of these offices have already undertaken internal training needs assessments, and ITS did not duplicate these. These assessments have identified specific training needs.

### **Examples of training needs identified by DPKO/DFS Units**

- Disarmament, Demobilisation and Reintegration
- Integrated Mission Planning Process
- Chief Financial Officer
- Advanced Field Finance Systems training
- Specialized tailored report-writing courses
- Risk Management
- Inventory Management
- Finance Systems Training
- Civil-Military Coordination
- UN International Police and Law Enforcement Planners

The range of training priorities also included the need to expand specific training modules, enhance training skills, develop doctrine and guidance on specific functional issues, and hold annual workshops and conferences. The assessments also identified cross-cutting priorities such as report writing, teambuilding, supervisory skills and management.

Although responsibility for providing training on substantive or technical topics lies with each unit/section, ITS will coordinate with DFS and DPKO units/sections to ensure training work plans are established and that these are incorporated into an overall peacekeeping training work plan for 2009-2010.



## **VII Way forward**

Over the course of the last several months, ITS has consulted with key stakeholders on possible solutions for addressing priority cross-cutting training needs raised in the Needs Assessment. ITS' main priorities, moving forward, will be the following:

1. Develop a policy on "Training for All Peacekeeping Personnel", to clarify the entitlements and obligations of United Nations peacekeeping personnel with respect to training, as well as the roles and responsibilities of those DPKO/DFS and mission structures tasked to deliver peacekeeping training. A separate policy on DPKO Training Support to Member States and Peacekeeping Training Institutions, as well as on Training Recognition, will also be developed. These policies will be supported by necessary guidelines and standard operating procedures.
2. Review, update, and streamline the existing standardized pre-deployment training curriculum to ensure it reflects current DPKO/DFS policy and doctrine. Develop additional specialist pre-deployment training materials and guidance on mission-specific and operational pre-deployment training requirements. ITS will also provide clearer guidance to personnel and Member States about training requirements for different personnel.
3. Develop and make available an on-line "training toolbox" with flexible learning tools (case studies and scenarios, videos and photos, testing and evaluation tools, e-learning tools etc.) to enable Member States and trainers to benefit from useful additional DPKO training materials. Develop mechanisms to improve and facilitate exchange of best practices on pre-deployment training delivery, for instance through on-line communities of practice and/or "training of trainers".
4. Ensure that induction training remains mandatory for all categories of personnel in headquarters as well as the field. ITS will improve its guidance to IMTCs for delivery of mission-specific information. Induction training across peacekeeping operations should continue to focus on mission-specific information while ensuring that there is no unnecessary duplication with pre-deployment training.
5. ITS will develop a strategy to roll-out training in the areas of communication, management and leadership for peacekeeping personnel at headquarters and the field, through a combination of classroom-based training delivered by IMTCs or specialized trainers, as well as via e-learning methods.
6. ITS will continue to review and modify existing senior leadership training courses.

## **VIII Conclusions**

The findings of the Needs Assessment conducted by ITS indicate that there is a need for a change in the approach and priorities for peacekeeping training. The surveys and interviews demonstrated a strong belief amongst peacekeeping personnel that training is essential to carrying out their tasks effectively, but that there are serious gaps in the training that they receive in all the phases of training: pre-deployment, induction and on-going. With respect to pre-deployment training, the absence of mission-specific training and over-emphasis of generic issues were highlighted. The need for harmonization of pre-deployment and induction training was also noted. As far as ongoing training is concerned, particular gaps were noted in management, communication and leadership skills. In addition, the need for ITS to serve as a centralized unit providing training standards and guidance was underscored.

These findings require that ITS concentrate on the following four objectives: (i) provide clear policies and guidance on training; (ii) enhance the standards it provides to Member States for pre-deployment training of police and military personnel and for civilian personnel; (iii) provide IMTCs and training focal points in DPKO/DFS units with the support and guidance they need to better deliver training to personnel in the field and HQ respectively; and (iv) provide enhanced training in cross-cutting areas, including communication, management, leadership and cohesiveness of mission components and integration.

## **IX Acknowledgements**

ITS would like to express its sincere gratitude to all those who participated in the surveys, consultations and interviews. Without these contributions, we would not have been able to conduct the training needs assessment and address the priority needs identified by peacekeeping personnel and partners.

**PK Missions participation:**

MISSION	Total # survey hits	Total Mission <sup>2</sup> Personnel	% of participation
BINUB	48	404	11.88%
MINURCAT	64	238	26.89%
MINURSO	71	501	14.17%
MINUSTAH	179	3899	4.59%
MONUC	1255	5409	23.20%
UNAMA	79	1359	5.81%
UNAMID	118	3412	3.46%
UNDOF	57	180	31.67%
UNFICYP	4	264	1.52%
UNIFIL	156	1112	14.03%
UNIOSIL	52	313	16.61%
UNMEE	48	524	9.16%
UNMIK	441	4498	9.80%
UNMIL	557	3036	18.35%
UNMIS	320	4789	6.68%
UNMIT	364	2819	12.91%
UNMOGIP	13	115	11.30%
UNOCI	264	2701	9.77%
UNOMIG	40	432	9.26%
UNTSO	49	385	12.73%

<sup>2</sup> "Total Mission Personnel" includes civilian (national, international and UNV Volunteers), military and police personnel.

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