

UNITED NATIONS  
NATIONS UNIES

**SELECTION  
STANDARDS AND  
TRAINING GUIDELINES  
FOR UNCIVPOL**



UNITED NATIONS  
DEPARTMENT OF  
PEACEKEEPING  
OPERATIONS

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***SELECTION STANDARDS  
AND TRAINING GUIDELINES  
FOR UNITED NATIONS CIVILIAN POLICE  
(UNCIVPOL)***

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***First Draft***

## **SELECTION STANDARDS AND TRAINING GUIDELINES FOR UNITED NATIONS CIVILIAN POLICE MONITORS**

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The **first draft** of *Selection Standards and Training Guidelines for United Nations Civilian Police Monitors* has been prepared by the Department of Peacekeeping Operations/Training Unit, in cooperation with the United Nations Civilian Police Unit, et al. General policy relating to United Nations civilian police is currently being developed, therefore, *except* the section entitled, "United Nations Policy on Selection and Repatriation of United Nations Civilian Police", *no portion of this **draft** document should be cited as official United Nations policy.*

### **Acknowledgements:**

A special note of appreciation is extended to Mr. Michael Emery, Department of Peacekeeping Operations (DPKO), Training Unit, for his work on this document, as well as to many others who contributed information and guidance in its composition.

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Future drafts of this document will take into consideration comments and recommendations for improvement from UNCIVPOL personnel and organisations interested in the activities of UNCIVPOL. *Any comments or questions concerning this document may be addressed to:*

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**First Draft, May 1997**

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## ***FOREWORD***

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Since 1990 there has been a steady increase in the number of civilian police monitors employed in United Nations peacekeeping activities. Currently there are approximately 2,778 United Nations civilian police (UNCIVPOL) deployed in nearly every United Nations peacekeeping operation, or 18 per cent of all United Nations peacekeeping personnel.

Mr. Kofi A. Annan, Secretary-General of the United Nations, has stressed the importance of employing UNCIVPOL before, during and following conflict situations, e.g., civil war, and in the major and difficult task of promoting democratic processes following State control. He has also emphasized that the employment of UNCIVPOL to work alongside local police, humanitarian and human rights personnel in rebuilding and promoting the rights of individuals will likely continue to increase in the future.

The important role and complex responsibilities of UNCIVPOL monitors in current missions demand that only the best-suited police officers from the Member States are selected to serve as monitors. Their diverse responsibilities include monitoring local police activities; training local police; assisting with humanitarian and human rights activities (including United Nations Agencies and NGOs) and the local population, as required; and at time helping to restore law and order. In particular, the continuous association of UNCIVPOL monitors with the local population enables them to function as a “window” or a contact point in a United Nations peacekeeping operation.

The escalating appeal from United Nations peacekeeping missions for UNCIVPOL monitors in the field has challenged the United Nations to provide an adequate number of pre-trained civilian police officers who are suitable and prepared both mentally and operationally to meet requirements in the field. One of the most important factors determining the effective and efficient functioning of a UNCIVPOL operation is *training*. However, in a multi-national UNCIVPOL operation there are often wide disparities at the level of training and preparation, both between various national contingents, and between monitors within individual contingents.

The responsibility<sup>1</sup> for peacekeeping training for civilian police, as well as all peacekeepers, rests with the Member States; therefore, both general and specific pre-mission training should be provided by the country contributing civilian police personnel. However, many contributing States either do not have previous peacekeeping training experience, or do not have any specific experience in training civilian police to perform their responsibilities in the field.

Therefore, it is vital to provide a baseline for *effective, relevant training* that will: 1) enable national civilian police personnel to acquire necessary knowledge and skills to function effectively in large multi-dimensional peacekeeping operations; 2) reduce any

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1. Based on General Assembly Resolutions A/49/621, 28 November 1994, and A/49/37, 9 February 1995.

potential gaps that may exist among various UNCIVPOL monitors; 3) better equip them to understand specific situations on the ground and their responsibilities according to the mission's mandate and; 4) enhance the overall credibility, professionalism and the image of UNCIVPOL personnel in all United Nations peacekeeping operations. Altogether, effective training will not only contribute to a more successful achievement of the mission's mandate, but ultimately to more efficient peacekeeping operations.

Moreover, the development of a proper selection mechanism for UNCIVPOL monitors within the Member States will contribute to the overall effectiveness of United Nations peacekeeping operations. This document, *Selection Standards and Training Guidelines for United Nations Civilian Police Monitors*, is designed to meet these challenges by consolidating and clarifying selection criteria and outlining pre-deployment and in-theatre training guidelines for civilian police monitors.

Hopefully, the contents of this document will be beneficial to the national trainers responsible for the peacekeeping training programme(s) in their Member State.

*Mr. Om Prakash Rathor*  
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*Civilian Police Unit*  
*Department of Peacekeeping Operations*

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## **TABLE OF CONTENTS**

---

Foreword . . . . .	iii
Table of contents . . . . .	v

---

### **HOW TO USE “SELECTION STANDARDS AND TRAINING GUIDELINES FOR UNITED NATIONS CIVILIAN POLICE** . . . . . 1

---



Introduction . . . . .	3
UNCIVPOL selection and training cycle. . . . .	5
Benchmark selection standards for United Nations Civilian Police. . . . .	7
Guidelines for Member States regarding the selection, testing and repatriation of Civilian Police Monitors (UNCIVPOL) for deployment in United Nations Peacekeeping and siminar operations. . . . .	10
Training guidelines synopsis . . . . .	12
Generic peacekeeping training: Curricula guidelines. . . . .	13
• The history of the United Nations and United Nations Peacekeeping . . . . .	14
• How peacekeeping operations work. . . . .	15
• Human rights training . . . . .	16
• First aid and stress management . . . . .	18
• Safety and security training . . . . .	19
Mission specific peacekeeping training: Curricula guidelines . . . . .	20
• UNCIVPOL monitoring in-theatre . . . . .	22
• History of the region and conflict . . . . .	23
• Mandated responsibilities . . . . .	24
• Cultural studies . . . . .	25
• Official mission language training . . . . .	26
In-theatre training: Curricula guidelines. . . . .	27
• UNCIVPOL standard operating procedures. . . . .	28
• Safety and security training . . . . .	29
• Human rights training . . . . .	30
• Computer training . . . . .	30
• Local language training . . . . .	31
• Debriefing of monitors. . . . .	31
Recommended resources and contact personnel. . . . .	32

**ANNEX A                    UNITED NATIONS MEDICAL STANDARDS  
FOR PEACEKEEPING AND SPECIAL MISSIONS                    37**

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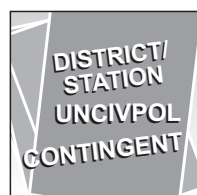
Medical examination and documentation . . . . . 40

Guidelines for the use of MS-2 medical examination form  
for military observers and civilian police . . . . . 44

Medical examination for military observers and civilian  
police during tour of duty and upon departure . . . . . 45

**ANNEX B                    TERMS OF REFERENCE                    51**

---



UNCIVPOL Sector Commanders . . . . . 53

District/Station Commanders . . . . . 53

Contingent Commanders . . . . . 54

**ANNEX C                    UNITED NATIONS TRAINING SERVICE,  
OHRM: LANGUAGE TRAINING PROGRAMME  
OBJECTIVES                    55**

---



Elementary stage . . . . . 57

- Listening comprehension . . . . . 57
- Reading comprehension . . . . . 58
- Speaking skills . . . . . 58
- Writing skills . . . . . 59

Intermediate stage . . . . . 59

- Listening comprehension . . . . . 59
- Reading comprehension . . . . . 60
- Speaking skills . . . . . 61
- Writing skills . . . . . 61

Advanced stage . . . . . 62

- Listening comprehension . . . . . 62
- Reading comprehension . . . . . 62
- Speaking skills . . . . . 63
- Writing skills . . . . . 64

UNCIVPOL English test . . . . . 64

**ANNEX D**                            **ASSESSABLE CRITERIA FOR THE UNCIVPOL  
VEHICLE HANDLING TEST AND DRIVING IN  
TRAFFIC TEST** 69

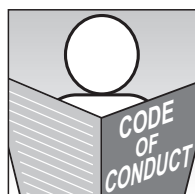
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Part A: Handling test . . . . .	71
Part B: Road test . . . . .	72
• Failure of road tests . . . . .	73
• Winter driving . . . . .	74
Driving test . . . . .	75
Driving assessment requirements . . . . .	77
English assessment (overseas) . . . . .	77

**ANNEX E**                            **UNCIVPOL CODE OF CONDUCT** 79

---



Core documents . . . . .	81
• We are United Nations Peacekeepers . . . . .	81
• Ten rules: Code of personal conduct for Blue Helmets . . . . .	83
• Guidance to Commanders of United Nations Military Operations: Standards of conduct and performance criteria . . . . .	84

**ANNEX F**                            **SUGGESTIONS FOR THE SELECTION OF UNCIVPOL** 87

---



Suggestions prepared by Mr Om Prakash Rathor, Civilian Police Advisor for United Nations Department of Peacekeeping Operations Civilian Police Unit . . . . .	89
---	----

**ANNEX G**                            **HUMAN RIGHTS TRAINING MODULE FOR  
CIVILIAN POLICE COMPONENTS** 91

---

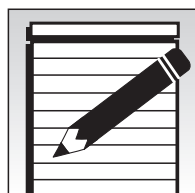


Learning Objectives: United Nations Training Course on Peacekeeping, Human Rights and Humanitarian Assistance for Military and Civilian Police Trainers (Police Component) . . . . .	93
--	----



**ANNEX H                      INFORMATION FOR REPORT WRITING                      101**

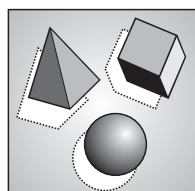
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Report writing: Sample (IPTF) . . . . . 103

**ANNEX I                      TERMS OF REFERENCE: EXAMPLE OF THE  
UNITED NATIONS INTERNATIONAL POLICE  
TASK FORCE (BOSNIA AND HERZEGOVINA)                      121**

---



Director of Policy Guidance . . . . . 123  
Director of Local Police Assistance and Training . . . . . 124  
Coordinator of Criminal Justice System Review . . . . . 125  
Chief of Training . . . . . 127  
Chief of Human Rights . . . . . 128  
Police Monitor: Human Rights Investigator . . . . . 130  
Police Monitor: Advisor and Consultant . . . . . 132  
Police Monitor: Legal Advisor for Human Rights . . . . . 133  
Police Monitor: Supervisor/Manager . . . . . 135  
Police Monitor: Trainer . . . . . 137

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**HOW TO USE  
"SELECTION STANDARDS  
AND TRAINING GUIDELINES FOR  
UNITED NATIONS CIVILIAN POLICE"**

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## **INTRODUCTION**

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Civilian Police components in United Nations peacekeeping operations began as early as the 1960s with Ghanaian and Nigerian Policemen being deployed during the Congo intervention. Civilian Police components were also part of the United Nations Mission in West New Guinea (now Irian Jaya) and a long-standing feature of the UNFICYP Mission in Cyprus.

It was, however, in Namibia (UNTAG) where the United Nations deployed the first of its large scale "multi-dimensional" civilian police operations, fielding 1500 monitors to assist with its electoral mandate. Since the successful conclusion of UNTAG, the United Nations has included police components in missions in Cambodia, Mozambique, Angola, the former Yugoslavia, Western Sahara, Rwanda, El Salvador, Haiti, Iraq (with the United Nations Blue Guards Contingent) and Somalia.

Thus, the substantial growth in both the numbers of UNCIVPOL monitors being deployed in missions in recent years and the complexity of their mandated responsibilities has challenged the United Nations to meet the training requirements of UNCIVPOL and to create standards for the selection of qualified civilian police personnel. The creation of a Civilian Police Unit in the Secretariat (1994) has greatly facilitated fulfilling these requirements and has helped to meet the many challenges which have confronted the United Nations civilian police in the field.

The continuous exposure and association of UNCIVPOL with the local population enables them to function as a "window" or a contact point in a United Nations peacekeeping operation. Their diverse responsibilities include monitoring local police activities; training local police; assisting with humanitarian and human rights activities (including United Nations Agencies and NGOs); assisting the local population, as required; and helping to restore law and order. Thus, the United Nations is currently in the process of developing policy, selection standards, training programmes and training curricula to ensure that UNCIVPOL are adequately prepared before deployment to the field.

*Selection Standards and Training Guidelines for United Nations Civilian Police Monitors*, is designed to consolidate and clarify selection criteria for UNCIVPOL. It also outlines pre-deployment and in-theatre training guidelines for trainers. This document was



developed by the United Nations DPKO/Training Unit in joint cooperation the DPKO/Civilian Police Unit and the Lester B. Pearson Canadian International Peacekeeping Training Centre.

Thus, this publication reflects the collective “lessons learned” and experiences of a wide range of senior UNCIVPOL personnel, who through consultation and consensus have established the *Benchmark Selection Standards for United Nations Civilian Police*. Based on these Benchmark Selection Standards, the United Nations DPKO subsequently formulated the *United Nations Policy on Selection and Repatriation of United Nations Civilian Police*, designed to clarify the United Nations expectations of the Member States contributing UNCIVPOL monitors.

The United Nations Department of Peacekeeping Operations (DPKO) recognises that personnel involved in the selection and training of civilian police are generally experienced trainers accustomed to the planning and structuring of training courses. Hence, the training guidelines in this document are designed to be generic in nature, in order to satisfy the training requirements of diverse clientele and learning environments and a broad range of facilitators. However, prior to the commencement of the selection and training process, it is highly recommended that facilitators consult with DPKO Civilian Police Unit and Training Unit in New York, as well as with other UNCIVPOL trainers from the Member States.

Personnel involved in the selection and training of UNCIVPOL are also strongly encouraged to ascertain the most relevant and current issues applicable for civilian police monitors participating in a specific United Nations mission, and to structure courses accordingly. Furthermore, trainers are encouraged to frequently update written and/or audio visual resources that compliment training guidelines as they become available.

In order to assist Member States at an early stage to identify, select and train UNCIVPOL monitors to the required standards, further curricula guidelines at three stages of training have been developed and are outlined in detail on the following pages. Briefly, the three stages of training are as follows:

- **Generic Peacekeeping Training:** Curricula Guidelines - may be taught well in advance of mission deployment. Briefly, general training must include the background/framework to United Nations peacekeeping operations; organisational structure in the Force HQ and UNHQ in New York, particularly DPKO; concepts, definitions,



principles, legal basis; administration/logistics; protection/personal safety; privileges/immunities; and general human rights and humanitarian concepts.

- **Mission Specific Peacekeeping Training:** Curricula Guidelines - specific training which should be taught several weeks prior to UNCIVPOL monitors being deployed to the field. This training focuses on the unique circumstances and tasks related to a particular mission assignment, including: monitoring in-theatre, history of the region and conflict, mandated responsibilities, cultural studies and official mission language training.
- **In-Theatre Training:** briefing on up-to-date information about the mission after UNCIVPOL monitors have arrived in the mission area. This includes the UNCIVPOL Standard Operating Procedures (SOP); safety and security training; human rights training; computer training; and local language training. *Some components may need additional specialized training in order to effectively perform their tasks in the field.*

During each stage of the training cycle, careful evaluation should be made of individual civilian police to ascertain if they meet the basic selection standards required by the United Nations. After arriving on the field, should a UNCIVPOL monitor not meet the necessary *selection standards*, then the United Nations will have just cause to repatriate him/her according to the UNDPKO policy.

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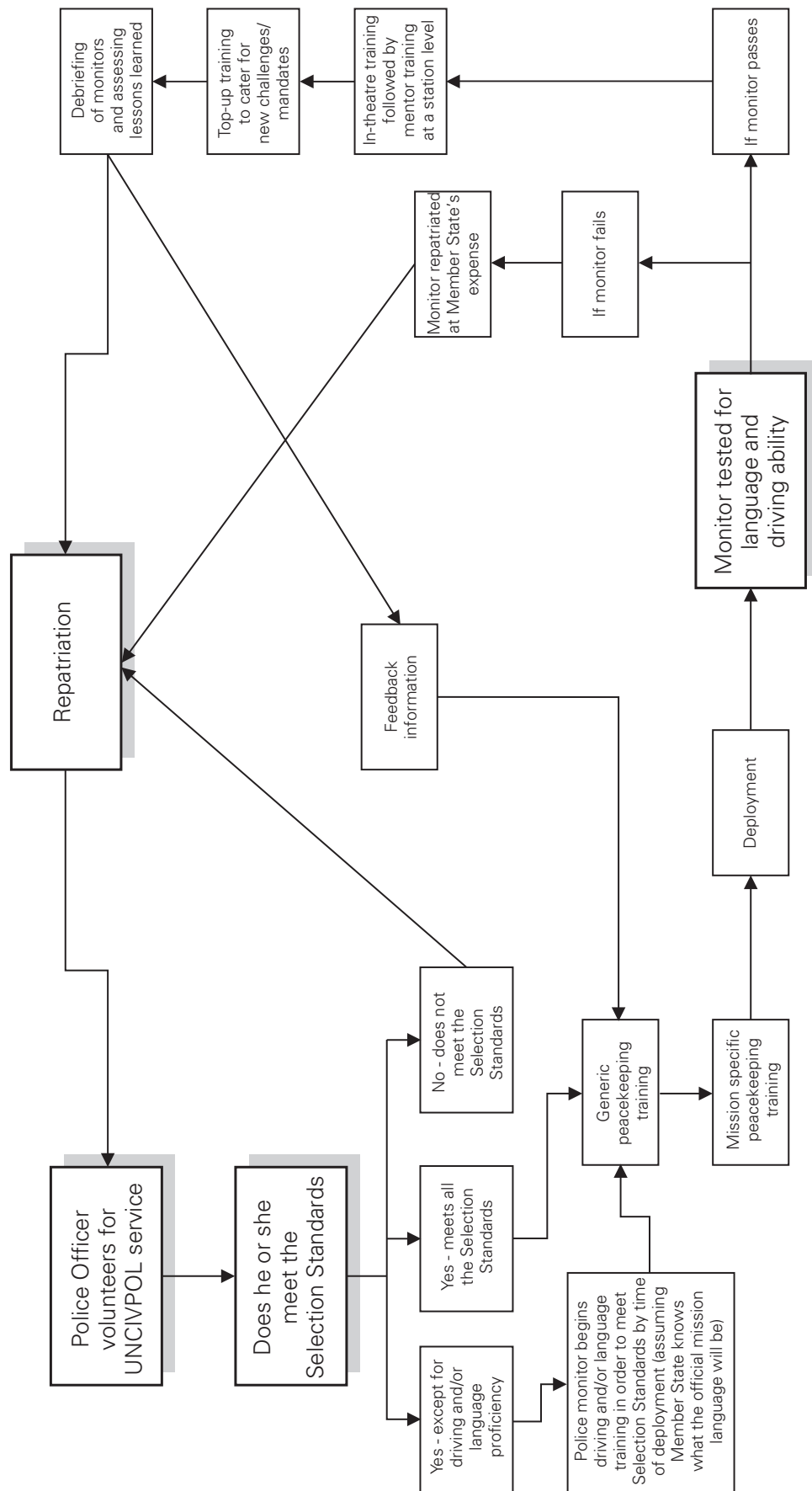
## **UNCIVPOL SELECTION AND TRAINING CYCLE**

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At the completion of their mission assignment monitors are encouraged feed information and suggestions for improvement back into the selection and pre-deployment process in their Member States. The *UNCIVPOL Selection and Training Cycle* flow diagram is as follows:

**HOW TO USE "SELECTION STANDARDS AND TRAINING GUIDELINES FOR UNITED NATIONS CIVILIAN POLICE"**

**Training Cycle**  
January 14, 1997



**BENCHMARK SELECTION STANDARDS FOR UNITED  
NATIONS CIVILIAN POLICE (UNCIVPOL)**

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The growth in recent years of multi-dimensional peacekeeping operations employing civilian police monitors have stretched the financial and human resources of Member States, particularly when large numbers of civilian police monitors are required on short notice. One of the consequences of this is that some monitors arrive in the field without adequate language, driving and/or policing skills, and occasionally with questionable basic integrity.

In an effort to improve this situation, through a process of consultation with Member States and UNCIVPOL personnel in leadership positions, the United Nations has developed *Benchmark Selection Standards for United Nations Civilian Police* to be used and adhered to by the Member States when identifying suitable police men and women for UNCIVPOL duties.

The Charter of the United Nations and Statute of the International Court of Justice states in Chapter XV, Article 101 that “The paramount consideration in the employment of the staff and in the determination of the conditions of service shall be the necessity of securing the highest standards of efficiency, competence, and integrity. Due regard shall be paid to the importance of recruiting [selecting] the staff on as wide as geographical basis as possible”.

In the spirit of this principle of United Nations Secretariat recruitment, UNCIVPOL also strives to secure the services of the highest calibre of civilian police personnel from as wide a geographical area as possible.

It must be stressed that the *selection standards are a minimum requirement in the selection process*. Some missions may require additional skills and each mission will require higher standards for certain leadership positions. For the purposes of this document “police officer” refers to a serving member of a Member State’s national or state police force and may include retired police officers, providing he or she meets the necessary selection standards. Failure to meet one or more of these standards will be cause for repatriation of the UNCIVPOL monitor at the expense of the Member State. *The benchmark selection standards are as follows:*

1. **Nationality.** Any police officer volunteering for service as a UNCIVPOL monitor must be a citizen (and hold a national or service passport) of the Member State he or she is representing.



2. **Professional Status.** Any police officer volunteering for service as a UNCIVPOL monitor must be a sworn member of the police force he or she is representing. This excludes all personnel without policing experience unless specifically selected, at the request of the United Nations, for a specialised position in the mission.
3. **Mental and Physical Health.** Any police officer volunteering for service as a UNCIVPOL monitor must meet the established United Nations medical criteria outlined in the *Medical Support Manual for United Nations Field Operations (please refer to Annex A)*. It is imperative that potential monitors are closely screened for any physical, mental or substance dependency condition that may impair his or her work in the theatre of operations. Direct communication with the CIVPOL Unit and the Medical Service in New York is strongly advised.
4. **Experience.** Any police officer volunteering for service as a UNCIVPOL monitor must have a minimum of at least 5 years active community policing experience. The United Nations may require more extensive experience in some missions. Leadership positions in each mission will require more experience and more specialised skills as determined by the United Nations. (*See Annex B*).
5. **Language Proficiency.** Any police officer volunteering for service as a UNCIVPOL monitor must be able to communicate effectively in the official language of his or her Member State and in the official language of the mission he or she has been selected for. For the purposes of this document, “communicate” refers to being able to read, write, listen and speak to a level where he or she can understand and be easily understood. (*See Annex C*).
6. **Driving Ability.** Any police officer volunteering for service as a UNCIVPOL monitor must possess a valid driving licence from their Member State and be able to operate a 4 x 4 vehicle in any driving conditions. Please refer to the guidelines for handling test and driving traffic test and the recommended driver training course for UNCIVPOL. (*See Annex D*).
7. **Personal and Professional Integrity.** Any police officer volunteering for service as a UNCIVPOL monitor must have exemplary personal and professional integrity. This implies an international outlook, independence from direction from





governments and organisations external to the United Nations and both the knowledge of and the ability to act impartially while on mission. (See Annex E)

8. Use of Personal Issue Firearms. Any police officer volunteering for service as a UNCIVPOL monitor *for a mission mandating UNCIVPOL to carry firearms*, must have a detailed knowledge of the use proficiency, care and control of personal issue firearms.
9. Additional Skills. Although not an absolute prerequisite, it is strongly recommended that the following professional competencies should enhance the possibility of selection for police officers volunteering for service as UNCIVPOL monitors:
  - Knowledge of their Member States laws and penal system;
  - Knowledge of their Member States national constitution and legal authorities;
  - Knowledge of the national code of conduct for law enforcement officials;
  - Knowledge of basic crime scene skills;
  - Knowledge of the use of communications equipment and radio procedure;
  - Knowledge of the use, proficiency, care and control of personal issue firearms;
  - Knowledge of basic policing skills: foot patrols, vehicle patrols, domestic intervention, traffic control, accident site reporting, map-reading, report writing and interviewing techniques;
  - Knowledge of basic negotiation and conflict resolution skills;
  - Knowledge of problem solving strategies;
  - Knowledge of basic first aid and stress management techniques;
  - Knowledge of basic first aid and stress management techniques;
  - Knowledge of other languages, in particular official languages of the United Nations;
  - Knowledge of HIV/AIDS, STDs and other communicable diseases; and
  - *If possible*, previous mission experience with the United Nations.



Many of these skills are taught or developed during the normal course of the police officers career. Should police officers lack any of these skills, this gap will need to be addressed during either the *Generic Peacekeeping Training* or the *Mission-Specific Peacekeeping Training*.

Two of the most important standards for UNCIVPOL are *Language Proficiency* requirements and *Driving Ability*. If police officers volunteering for service as UNCIVPOL monitors are poor in these skills it is imperative that at the earliest possible stage facilitators design training programmes to address these needs.

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**GUIDELINES FOR MEMBER STATES REGARDING THE  
SELECTION, TESTING AND REPATRIATION OF CIVILIAN  
POLICE MONITORS (UNCIVPOL) FOR DEPLOYMENT IN  
UNITED NATIONS PEACEKEEPING AND SIMILAR  
OPERATIONS**

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**I. INTRODUCTION**

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1. The guidelines set out below reflect the overall policy of the United Nations Secretariat regarding the selection, testing and repatriation of civilian police monitors (CIVPOLs), for deployment in United Nations peace-keeping and similar operations. These guidelines consolidate existing United Nations administrative and related procedures concerning the deployment of officers and pertain to the initial phase of the officer’s association with the United Nations mission in which they are assigned.
2. The guidelines do not relate to either the mandate of the peace-keeping mission in which the officers are deployed or to matters which lie within the competence of the other relevant organs of the United Nations. The guidelines are intended to facilitate the pre-deployment preparation of personnel selected for United Nations Peace-keeping assignment. A well prepared personnel not only reduces costs for both the United Nations and member States related to training and repatriation, but also enhances the quick deployment of such personnel.

**II. SELECTION: QUALIFICATION AND REQUIREMENTS**

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3. The number of years of professional experience specialized skills, desired ranks, language skills and driving abilities required for deployment in United Nations operations are stipulated in the Notes for Guidance for CIVPOL on Assignment provided by the Secretariat for each mission. Each set of Notes takes into account the mandate and special circumstances of the mission. Strict adherence to the requirements of the Notes is imperative.
4. All officers must have a good command of the United Nations official language determined by the Secretariat as the language of the mission. A sample test of the required language is attached for the guidance of Member States.
5. All officers must pass the required language and driving tests before deployment. The Secretariat will endeavour to provide Member States at their request, the services of a selection assistance team to assist in the pre-deployment selection of officers. All tests will be administered in the home country and all related costs will be borne by the Government of the home country concerned.
6. Member States contributing officers will be required upon request, to provide the Secretariat with information on the officers concerned, e.g. passport numbers, date and place of birth, etc.
7. Medical clearance for all officers, and the relevant vaccinations and immunizations must be obtained prior to deployment. Instructions relating to such clearances are contained in the guidance provided by the Secretariat.
8. All officers must pass basic driving tests administered by, or at the request of, the Secretariat prior to deployment. The tests will, as far as possible, be administered in the home country. These basic tests will include vehicle handling and road tests. Officers failing the basic tests shall have two more attempts to pass the tests. Training of officers for such tests shall be the responsibility of the Member States concerned.

## **TRAINING GUIDELINES SYNOPSIS**

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The *training guidelines* outlined in this document are designed to be generic in nature but, if adhered to, should provide comprehensive guidance adequate to prepare UNCIVPOL monitors to fulfil their responsibilities in the field. National training personnel involved in the pre-deployment training of UNCIVPOL should design training programmes which are the most appropriate to meet the needs of their monitors. Thus this document provides only the “guidelines” for trainers. Facilitators should feel free to change the order in which modules are taught and to add additional information, if necessary. This is particularly important for language training requirements.

## **TRAINING CURRICULA MODULES**

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### **Curricula Guidelines for Generic Peacekeeping Training:**

- History of the United Nations;
- Background to United Nations Peacekeeping;
- How Peace-keeping Operations Work;
- Human Rights Training;
- First Aid and Stress Management; and
- Safety and Security Training.

### **Curricula Guidelines for Mission Specific Peacekeeping Training:**

- Police Monitoring In-Theatre;
- History of the Region and Conflict;
- Mandated Responsibilities;
- Cultural Studies; and
- Official Mission Language Training.

### **Curricula Guidelines for In-Theatre Training:**

- UNCIVPOL Standard Operating Procedures;
- Safety and Security Training;
- Human Rights Training;
- Computer Training;
- Local Language Training; and
- De-briefing of Monitors.



Personnel involved in the training of UNCIVPOL monitors should contact the UNDPKO Training Unit and/or the UNDPKO Civilian Police Unit at United Nations HQ in New York for additional information on any of these modules.

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## **GENERIC PEACEKEEPING TRAINING: CURRICULA GUIDELINES**

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*Generic peacekeeping training* refers to general information about the United Nations and peacekeeping missions that may be taught at any time prior to deployment. These training guidelines are applicable to any United Nations Mission.

Why is there a need for *generic peacekeeping training*?

Generic peacekeeping training offers future United Nations civilian police an opportunity to learn, well in advance of deployment, about the history, structure and global role of the United Nations and United Nations peacekeeping operations. General peacekeeping training will also enhance the UNCIVPOL's knowledge of the United Nations as well as raise his/her awareness about previous difficulties encountered by UNCIVPOLs during other peacekeeping missions. Much of the information contained in generic peacekeeping training may be useful for training personnel other than civilian police earmarked for peacekeeping responsibilities.

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## **RECOMMENDED COURSE STRUCTURE**

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Generic peacekeeping training is broken down into eight curriculum areas (or modules) and may be taught as one block on consecutive days or as five individual courses over a number of weeks. Each UNCIVPOL client group will have different training requirements depending on previous training and peacekeeping experience and hence facilitators may need to go into more detail in some of the curriculum areas. A recommended time allocation for each curriculum topic would be one to two days.

## **CURRICULA GUIDELINES**

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Generic peacekeeping training falls into five categories:

1. History of the United Nations and United Nations Peacekeeping;
2. How Peacekeeping Operations Work;
3. Human Rights Training;
4. First Aid and Stress Management; and
5. Safety and Security Training.

## **MODULE OVERVIEWS**

---

### **1. History of the United Nations and United Nations Peacekeeping**

*Learning Objectives:*

By the completion of this module, participants will be able to describe the structure and role of the United Nations and the origins and purpose of United Nations peacekeeping.

*Module Content:*

The recommended content for the module on the history of the United Nations and United Nations peacekeeping is outlined below:

- a) The creation of the United Nations and the Charter of the United Nations;
- b) The global structure of the United Nations, the role of individual Organs and an overview of the work of the Specialized Agencies;
- c) The origins of United Nations peacekeeping: The distinction between Chapter VI and Chapter VII operations;
- d) A general history of United Nations peacekeeping: from “classic”, or traditional, peacekeeping to multidimensional peacekeeping operations;
- e) A general history of United Nations civilian police activities in peacekeeping operations - from the Congo to the International Police Task Force (IPTF) in Bosnia.



*Recommended Resources:*

1. Boutros Boutros-Ghali. *An Agenda for Peace*. United Nations. New York. 1992.
2. Boutros Boutros-Ghali. *Confronting New Challenges - Annual Report on the Work of the Organisation 1995*. United Nations. New York. 1995.
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6. United Nations Department of Public Information. *Charter of the United Nations and Statute of the International Court of Justice*. United Nations. New York. 1973.
7. United Nations Department of Public Information. *Image and Reality - Questions and Answers About the United Nations. How It Works and Who Pays For It*. United Nations. New York. 1993.
8. United Nations Department of Public Information. *The Blue Helmets - A Review of the United Nations in Peace-keeping*. United Nations. New York. 1990.

## **2. How Peacekeeping Operations Work**

*Learning Objectives*

By the completion of the *How Peacekeeping Operations Work* module, participants will be able to describe the different types of peacekeeping operations, how peacekeeping operations are structured and the peculiarities of administration in United Nations peacekeeping operations.

*Module Content*

The recommended content for the *How Peacekeeping Operations Work* module is outlined below:

- a) How the mission mandates are decided/developed, how peacekeeping operations reflect mandated responsibilities and how peacekeeping operations are funded.



- b) How peacekeeping operations are structured and where UNCIVPOL fits into the overall mission structure. Attention needs to be given to the role played by the military component of missions, the United Nations specialized agencies, the mandates and roles of international/national NGOs and PVOs, and the role of the media.
- c) How the United Nations civilian administration functions in a peacekeeping operation, and an overview of the various functions of services and sections and how they have an impact on the work of UNCIVPOL.
- d) An overview of the legal status and financial aspects of being a UNCIVPOL monitor in a peacekeeping operation.

*Recommended Resources*

1. United Nations Department of Public Information. *The Blue Helmets - A Review of the United Nations in Peace-keeping*. United Nations. New York. 1990.

### **3. Human Rights Training**

*Learning Objectives*

By the completion of the *Human Rights* module, participants will have a greater awareness of the international sources, systems and standards for human rights and law enforcement; will be able to describe international standards for law enforcement; will be able to describe strategies for advising local and national law enforcement on the implementation of international human rights standards and will be able to describe elements of effective monitoring and reporting.

*Module Content*

The recommended content for the *Human Rights* module is outlined below. It is recommended that this module is taught over a minimum of two days.

- a) The relevance and sources of international human rights standards. United Nations human rights machinery and an insight into regional sources, systems and standards of human rights.
- b) An overview of general principles, ethical and legal conduct, policing in democracies and non-discrimination in law enforcement.





- c) Police duties in law enforcement including police investigations, arrest, detention, the use of force, accountability for the use of force and firearms, permissible circumstances for the use of firearms, procedures for the use of firearms, action after the use of firearms, civil disorder, states of emergency, armed conflict, protection of juveniles, human rights for women, protection of refugees and non-nationals, and protection of victims.
- d) Management and approaches to police responsibility for human rights violations.
- e) Practical recommendations for advising local and national law enforcement on the implementation of international standards with regard to content outlined in sections c) and d).

*Recommended Resources*

1. Amnesty International. *Peace-keeping and Human Rights*. IOR 40/01/94. 1994.
2. Office of the United Nations High Commissioner for Refugees, Division of Internal Protection. *UNHCR's Operational Experience With Internally Displaced Persons*. UNHCR. Geneva. 1994.
3. United Nations Department of Public Information. *The United Nations and Human Rights 1945-1995*. United Nations Reproduction Centre. New York. 1995.
4. United Nations High Commissioner for Human Rights. *Human Rights and Law Enforcement. A Field Guide for International Police Task Force Monitors of the Peace Implementation Operation in Bosnia and Herzegovina and the CIVPOL Officers of the United Nations Transitional Administration in Eastern Slavonia*. United Nations. Geneva. 1996.
5. UNHCR Training Module - RLD 1. *An Introduction to the International Protection of Refugees*. UNHCR. Geneva. 1992.



#### **4. First Aid and Stress Management**

##### *Learning Objectives*

By the completion of the *First Aid and Stress Management* module, participants will have a greater awareness of the causes and management of basic emergency medical procedures with particular emphasis placed on mission type injuries and casualties.

##### *Module Content*

The recommended content for the *First Aid and Stress Management* module is outlined below.

- a) Stress management: What is stress, what are the sources of stress, what are the symptoms of stress, consequences of unmanaged stress, stress management techniques and helping others displaying symptoms of stress.
- b) Primary and secondary survey of casualties.
- c) Cardiopulmonary resuscitation (CPR), care of an obstructed airway, external airway respiration and external cardiac massage (requiring demonstration and practice on a mannequin).
- d) Management of a bleeding wound including application of a pressure bandage, elevation of bleeding limbs, identification of pressure points, specific wounds and sucking chest wounds.
- e) Identification and management of burns.
- f) Identification and management of shocks.
- g) Management of fractured bones including splinting, applying a sling, lifting techniques and C-SPAN techniques.
- h) Climatic conditions including heat exhaustion, stroke and hypothermia.
- i) Road traffic accident extraction exercise.

##### *Recommended Resources*

1. United Nations Department of Peacekeeping Operations. *Protect Yourself Against HIV/AIDS*. International Training Centre of the ILO. Turin. 1995.



2. United Nations Department of Peacekeeping Operations. *United Nations Stress Management Booklet*. International Training Centre of the ILO. Turin. 1995.
3. United Nations Office of Human Resources Management. *Mission Readiness and Stress Management*. United Nations Secretariat. New York. 1995.
4. United Nations Peace Forces Training Management Unit. *Induction Programme for IPTF/UNTAES CIVPOL: Course Notes on First Aid and Stress Management*. Zagreb. 1995.
5. World Health Organization. *AIDS and HIV Infection - Information for United Nations Employees and Their Families*. United Nations. New York. 1995.

#### **4. Safety and Security Training**

##### *Learning Objectives*

By the completion of the *Safety and Security Training* module, participants will have a greater awareness of the possible dangers of monitoring in a peacekeeping operation and develop strategies to avoid and minimize these possible dangers.

##### *Module Content*

The recommended content for the *Safety and Security Training* module is outlined below.

- a) Mine awareness training including understanding the threat of mines, recognizing mined areas, strategies for avoiding the mine threat, effecting a safe exit from a mine field, effecting a safe rescue of a casualty from a mine field and warning/marketing/ recording mined areas and UXOs.
- b) Radio communications training including familiarization with radio equipment, guidelines for voice transmissions, familiarization with phonetics, procedure words, communication etiquette and procedure to follow in the event of lost radio contact.
- c) Map reading including familiarization with the concepts of longitude, latitude, degrees, minutes and seconds, scale, legend, physical and cultural features, grid references, GPS, different types of maps and practical map reading exercises.



- d) Vehicle safety and winter driving including operating a 4 x 4 vehicle, awareness raising of the risks of speeding and driving under the influence of drugs and alcohol, vehicle preparation, driving on wet roads, through fog and in snow and ice, driving at night and skidding.
- e) Emergency procedures including preventive measures, guidelines to follow when hijacked, detained, being held hostage and threat assessment.

*Recommended Resources*

1. Mine Action Centre. *Mine Awareness Training Course Notes*. Mine Action Centre. Zagreb. 1995. [Supported by UNTV Video “Mine Awareness”]
2. United Nations Peace Forces Training Management Unit. *Induction Programme for IPTF/UNTAES CIVPOL: Course Notes on First Aid and Stress Management*. Zagreb. 1995.
3. United Nations Peace Forces Training Management Unit. *Induction Programme for IPTF/UNTAES CIVPOL: Course Notes on Map Reading*. Zagreb. 1995.
4. United Nations Peace Forces Training Management Unit. *Induction Programme for IPTF/UNTAES CIVPOL: Course Notes on Radio Communications*. Zagreb. 1995.
5. UNPROFOR Transport Section. *A Guide to Winter Driving*. Zagreb. 1995.

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**MISSION SPECIFIC PEACEKEEPING TRAINING:  
CURRICULA GUIDELINES**

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*Mission specific peacekeeping training* refers to specific information about a particular peacekeeping mission to which monitors will be deployed, and as much as possible, the information this kind of training should reflect the training requirements of that mission.

Why is there a need for *mission specific peacekeeping training*?

A mission specific peacekeeping training offers UNCIVPOL an opportunity to learn, prior to deployment, about his or hers responsibilities when in-theatre and will enable the monitor to “hit the ground running” when they arrive. It also affords monitors an opportunity to mentally and physically prepare for the specific



challenges of a particular mission. Much of the information contained in mission specific peacekeeping training may be useful for training personnel other than UNCIVPOL earmarked for a particular peacekeeping mission.

## **RECOMMENDED COURSE STRUCTURE**

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*Mission specific peacekeeping training* is broken down into five curriculum areas (or modules) and may be taught as one block on consecutive days or as five individual courses over a number of weeks. Each UNCIVPOL client group will have different training requirements (especially with mission language training) depending on previous training and experience and hence facilitators may need to go into more detail in some of the curriculum areas. A recommended time allocation for each curriculum topic (with the exception of language training) would be one to two days. Ideally, the training should take place several weeks prior to deployment to allow monitors time to digest the information and better prepare themselves and their families for the challenges of serving in a particular mission.

Depending on the length of time that has elapsed following *generic peacekeeping training*, the facilitators may need to run refresher courses for some of the content covered previously. These refresher courses can either be taught in isolation or incorporated into the *mission specific peacekeeping training* modules.

## **RESOURCES FOR MISSION SPECIFIC PEACEKEEPING TRAINING**

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Finding appropriate resources for mission specific peacekeeping training can sometimes be a difficult prospect. Resources need to be up to date, relevant to the needs of the monitors and accurate in content. It is recommended that facilitators approach the United Nations Civilian Police Unit in New York or the United Nations Department of Peacekeeping Operations/Training Unit in New York for the most up-to-date sources of information for each particular mission. Furthermore, monitors returning at the completion of a tour may be a useful source of information.

## **CURRICULA GUIDELINES**

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Mission specific peacekeeping training falls into five categories:

1. UNCIVPOL Monitoring In-Theatre
2. History of the Region and Conflict
3. Mandated Responsibilities
4. Cultural Studies
5. Official Mission Language Training

### **1. UNCIVPOL Monitoring In-Theatre**

*Learning Objectives:*

By the completion of the *UNCIVPOL Monitoring In-Theatre* module participants will be able to describe the various roles, responsibilities and limitations of UNCIVPOL monitors in the peacekeeping operation for which they have been selected. Additionally, participants will be able to describe the workings of the criminal justice system in the mission area.

*Module Content:*

The recommended content for the *UNCIVPOL Monitoring In-Theatre* module is outlined below.

- a) An overview of the make-up and day-to-day work of the United Nations Civilian Police in the mission area including various patrolling responsibilities, community building techniques, the terms of reference of varying UNCIVPOL positions, reporting writing skills and record keeping.
- b) An overview of police monitoring principles as they relate to the peacekeeping operation.
- c) An introduction to, and how to use the *United Nations Criminal Justice Standards for Peacekeeping Police* [prepared by the Crime Prevention and Criminal Justice Division in Vienna] and the *United Nations Civilian Police Handbook* [prepared by the United Nations Department of Peacekeeping Operations]
- d) An overview of community based police monitoring in the mission area.
- e) An overview of the previous and current constitution(s), judicial system(s), penal system(s) and the indigenous police force(s) in the mission area.



- f) An introduction to problem solving, negotiation and conflict resolution strategies.
- g) An introduction to the *United Nations Civilian Police Code of Conduct* as it relates to police activities in the mission area. (See Annex E)
- h) A practical simulation exercise - “A Day in the Mission Area”.

For access information on this module please contact the United Nations Civilian Police Unit in New York on 1 - 212 - 963 1293 or the Department of Peacekeeping Operations Training Unit on 1 - 212 - 963 2626.

## **2. History of the Region and Conflict**

*Learning Objectives:*

The main objective of the *History of the Region and Conflict* module is to raise the awareness of participants about the historical and geopolitical make-up of the mission area and the underlying causes of the present conflict.

*Module Content:*

The recommended content for the *History of the Region and Conflict* module is outlined below.

- a) An historical overview of the mission area including demographic trends, religious influences, significant historical events that influenced the region and the influences of other powers.
- b) A geographical overview of the mission area looking at the nature of the terrain and how this has impacted on the culture(s) in the mission area.
- c) An overview of the present conflict including the origins of the conflict, a who’s who of the conflicting parties, a chronology of major events, the role of the media in the conflict, supporters of the conflicting parties, the present state of affairs and the geopolitical impact in the region.
- d) An overview of the United Nations involvement in the conflict including the development of the mission, main areas of responsibility, funding sources, diplomatic activity and the work of the specialised agencies.



For access information on this module please contact the United Nations Civilian Police Unit in New York on 1 - 212 - 963 1293 or the Department of Peacekeeping Operations Training Unit on 1 - 212 - 963 2626.

### **3. Mandated Responsibilities**

*Learning Objectives:*

The main objective of the *Mandated Responsibilities* module is to raise the awareness of participants about the responsibilities and limitations of the United Nations in the mission area and UNCIVPOL’s specific responsibilities within the mandate.

*Module Content:*

The recommended content for the *Mandated Responsibilities* module is outlined below.

- a) An overview of the United Nations involvement in the conflict both at a diplomatic level (with emphasis on the Security Council) and through peacekeeping responsibilities.
- b) An overview of previous mission mandates and an assessment of the relative success of those mandates.
- c) A detailed study of the specific responsibilities of UNCIVPOL within the mandate and an assessment of the relative success of UNCIVPOL achieving its mandated responsibilities - what has contributed to successes and failures in the past.
- d) An overview of the size and structure of the mission and the mandated responsibilities of the United Nations specialised agencies and NGO operational partners.
- e) An overview of the Status of Forces Agreement (SOFA) in operation in the mission and the impact this has on the work of the Organisation, particularly UNCIVPOL.
- f) An overview of “lessons already learned” from the mission both by the United Nations generally and UNCIVPOL specifically.
- g) Strategies for dealing with the press.

For access information on this module please contact the United Nations Civilian Police Unit in New York on 1 - 212 - 963 1293 or the Department of Peacekeeping Operations Training Unit on 1 - 212 - 963 2626.





#### **4. Cultural Studies**

##### *Learning Objectives:*

The main objective of the *Cultural Studies* module is to raise the awareness of participants about day-to-day living in the mission area, of the importance of valuing and respecting cultural traditions in the mission area and of the impact that the United Nations has had/is having in the mission area.

##### *Module Content:*

The recommended content for the *Cultural Studies* module is outlined below.

- a) An overview of the main religion(s), language(s), traditions, family structure, economy cuisine and political traditions of various groups in the mission area. This would include a list of the religious festivals, social etiquette and “do’s and don’ts” of working in the mission area.
- b) A practical exercise in working with and through interpreters.
- c) Strategies for dealing with possible “culture shock”, isolation, community rejection and manipulation by local authorities when arriving in the mission area.
- d) A detailed examination of the potential consequences of romantic involvement while on mission. This would include assessing medical risks, risks to professional relationships, risks to the reputation of UNCIVPOL (and the impartiality of the United Nations) in the mission area, impact on the personal and family life of the monitor and legal implications.
- e) An overview of the benefits and challenges of working with colleagues from other countries.
- f) An overview of what to expect in day-to-day life in the mission area, including medical facilities, arrangements for repatriation, recreational facilities and opportunities, administrative arrangements, possible dangers, hygiene requirements, support mechanisms, how to access news from home, transport arrangements, weather conditions and accommodation facilities. Monitors should be encouraged to compile a list of things to bring on mission.



- g) A checklist of things to do before deployment including banking arrangements, financial responsibilities, family issues, medications, etc.

For access information on this module please contact the United Nations Civilian Police Unit in New York on 1 - 212 - 963 1293 or the Department of Peacekeeping Operations Training Unit on 1 - 212 - 963 2626.

## **5. Official Mission Language Training**

*Learning Objectives:*

The main objective of the *Official Mission Language Training* module is to enable monitors to communicate effectively in the official language of the mission.

*A note to Facilitators on Language Training:*

The *Selection Standards for United Nations Civilian Police* stipulates that “Any police officer volunteering for service as a UNCIVPOL monitor must be able to communicate effectively in the official language of his or her Member State and in the official language of the mission he or she has been selected for. For the purposes of this document, “communicate” refers to being able to read, write, listen and speak to a level where he or she can understand and be easily understood.”

To establish a definitive language “standard” is a very difficult prospect not only because it requires an internationally accepted curricula but it also consistency in assessment of the grading criteria by facilitators. Given the logistical and financial constraints of the United Nations a more feasible solution is to outline generic language training objectives and recommend language training resources that, if taught successfully, would enable monitors to reach an acceptable language standard prior to deployment on mission. (See *Annex C*)

Different Member States and different groups of monitors within Member States will have varying language training requirements. If the official mission language skills of monitors is generally poor then language training will need to commence at the earliest possible date, probably taught in conjunction with *Generic Peacekeeping Training* soon after selection.

The training resources outlined in the *Recommended Resources* are only a guide (not specific standards) and will be most effective when taught in conjunction with a



comprehensive UNCIVPOL-specific language training programme. It is imperative that, as much as possible, monitors are subjected to immersion language learning. (Some Member States contributing monitors conduct all pre-deployment peacekeeping and mission specific training in the official mission language). Particular emphasis should be placed on day-to-day situations that monitors may encounter.

Facilitators are encouraged to tailor language training courses to the specific needs of their monitors.

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## **IN-THEATRE TRAINING: CURRICULA GUIDELINES**

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In-Theatre Training refers to specific information about the Peacekeeping mission that monitors receive on arrival in the mission area. Although not included as part of the In-Theatre Training, monitors may be required to undergo a language and driving test when they arrive in the mission area.

Why is there a need for *In-Theatre Training*?

Although *In-Theatre Training* is not the responsibility of facilitators in Member States it is useful to see how the training cycle is completed. In some cases monitors may be asked to be involved as facilitators in the *In-Theatre Training* programme.

*In-Theatre Training* is designed to address the specific requirements of monitors once they arrive in the mission area as well as fostering a common approach to UNCIVPOL related matters. *In-Theatre Training* is also a good opportunity, if required, to “top-up” information conveyed to monitors in *Generic Peacekeeping Training* and *Mission Specific Peacekeeping Training*.

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## **RECOMMENDED COURSE STRUCTURE**

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*In-Theatre Training* is broken down into six curriculum areas (or modules) and should be taught at the earliest possible time after arrival in the mission area (with the exception of the de-briefing of monitors which should take place several days before monitors are due to be rotated out of the mission). A recommended time allocation for each curriculum topic would be a ½ to 1 day. Depending on the length of time that has elapsed between the arrival in theatre of the monitors



and previous pre-deployment training, in some cases facilitators may need to allocate additional time for more detailed briefings.

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## **CURRICULA GUIDELINES**

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In-Theatre Training falls into six categories:

- UNCIVPOL Standard Operating Procedures
- Safety and Security Training
- Human Rights Training
- Computer Training
- Local Language Training
- De-briefing of Monitors (at the completion of their mission assignment)

### **1. UNCIVPOL Standard Operating Procedures**

*Learning Objectives:*

The main objective of the *UNCIVPOL Standard Operating Procedures* module is to familiarise monitors with roles, responsibilities and limitations of UNCIVPOL in the mission area.

*Module Content:*

The recommended content for the *UNCIVPOL Standard Operating Procedures* module is outlined below.

- a) An overview of the content covered in the *UNCIVPOL Monitoring In-Theatre* module (from the *Mission Specific Peacekeeping Training Curricula*).
- b) An overview of the mission mandate and the roles and responsibilities of UNCIVPOL within the mandate.
- c) An overview of the standard operating procedures for UNCIVPOL in the mission including report writing, the *UNCIVPOL Code of Conduct*, record keeping and the terms of reference of different positions in the mission.
- d) An overview of who's who in UNCIVPOL in the mission.
- e) Strategies for developing leadership skills, working better in a multi-cultural work environment and team building exercises.



- f) A briefing on United Nations administrative and personnel related matters.

Monitors arriving in the mission area without the pre-deployment *UNCIVPOL Monitoring In-Theatre* training outlined in *Mission Specific Peacekeeping Training* will require a more detailed briefing. Facilitators in Member States should not depend on *In-Theatre Training* alone to address the training needs of their monitors.

## **2. Safety and Security Training**

*Learning Objectives:*

The main objective of the Safety and Security module is to raise the awareness of monitors of the potential dangers in the mission area and to develop strategies to minimise risks to themselves and their colleagues.

*Module Content:*

The recommended content for the *Safety and Security Training* module is outlined below.

- a) An overview of the content covered in the *Safety and Security Training* module (from the *Generic Peacekeeping Training Curricula*).
- b) Mine awareness training with particular emphasis on prevention, the use of mines in the mission area and accessing sources of information on land mines.
- c) Radio communication training including practical exercises with mission communications equipment, trouble shooting and radio voice procedure.
- d) Map reading with particular emphasis on the types of maps available in the mission area, practical exercises using these maps and accessing sources of information on maps.
- e) An overview of vehicle safety and driving conditions in the mission area including types of vehicles available for use by monitors.
- f) A refresher course in first aid and stress management including HIV/AIDS information.
- g) An overview of emergency procedures including a current threat assessment update and evacuation/relocation procedures.



Monitors arriving in the mission area without the pre-deployment safety and security training outlined in *Generic Peacekeeping Training* will require a more detailed briefing. Facilitators in Member States should not depend on *In-Theatre Training* alone to address the training needs of their monitors.

### **3. Human Rights Training**

*Learning Objectives:*

The main objective of the *Human Rights Training* module is to raise the awareness of monitors of the history of human rights issues in the mission area and give monitors the necessary skills to be an effective partner in the human rights domain.

*Module Content:*

The recommended content for the *Human Rights Training* module is outlined below.

- a) An overview of the content covered in the *Human Rights Training* module (from the *Generic Peacekeeping Training Curricula*).
- b) An overview of the history of human rights issues in the mission area.
- c) An overview of the roles and responsibilities of UNCIVPOL in the human rights domain in the mission area including practical strategies for being an effective partner.
- d) An overview of the work and mandates of other United Nations agencies and NGO partners involved in human rights issues in the mission area.

Monitors arriving in the mission area without the pre-deployment *Human Rights* training outlined in *Generic Peacekeeping Training* will require a more detailed briefing. Facilitators in Member States should not depend on *In-Theatre Training* alone to address the training needs of their monitors.

### **4. Computer Training**

*Learning Objectives:*

The main objectives of the *Computer Training* module is to introduce monitors to the use and limitations of information technology in the mission area and to practice every day computing skills necessary for the day-to-day UNCIVPOL administration.



*Module Content:*

The recommended content for the *Computer Training* module is outlined below.

- a) PC Awareness - an introduction to Personal Computers.
- b) An introduction to the main software programmes in use by the United Nations in the mission area (currently Windows 3.1 and WordPerfect 5.2 at the time of publication of this document).
- c) Introductory exercises on how to access and use the UNCIVPOL standardised macros in the mission area with particular emphasis on Interoffice Memorandums, Daily Occurrence Reports, Facsimile Transmissions and Incident reports.
- d) Specialist training and trouble shooting for monitors requiring access to more specialised programmes.

## **5. Local Language Training**

*Learning Objectives:*

The main objective of the Local Language Training module is to give monitors a basic (or survival) introduction to the local language(s) in the mission area. This may include “official” language(s) and/or tribal or regional languages.

*Module Content:*

The recommended content for the *Local Language Training* module is outlined below.

- a) An overview to the main language group(s) in the mission area.
- b) An introduction to the alphabet (if one) and pronunciation difficulties.
- c) Practice exercises with basic greetings and introducing yourself and others.
- d) Practice exercises with numbers.
- e) Practice exercises with UNCIVPOL specific scenarios.

## **6. De-briefing of Monitors**

*Learning Objectives:*

The main objective for the *De-briefing of Monitors* is to allow monitors to share their collective thoughts, achievements,



frustrations, anxieties about returning home and lessons learned with their colleagues. This may be done formally or informally in-theatre, or on return to their Member State. Some monitors may have experienced traumatic or stressful events and may need professional counselling assistance.

*Module Content:*

*A De-briefing of Monitors* might include:

- a) A discussion about the mission experience generally, examining both the positive and negative aspects of their tour.
- b) Realistic suggestions for UNCIVPOL and the United Nations to improve the operational effectiveness in the mission.
- c) Strategies for improving pre-deployment training in their Member States
- d) Expectations of, and strategies for, dealing with homecoming.
- e) Tips for reunion with spouses, children and other family members.
- f) Sources of assistance, both professional and informal, in the Member State on returning home.

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## **RECOMMENDED RESOURCES AND CONTACT PERSONNEL**

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- Amnesty International. Peace-keeping and Human Rights. IOR 40/01/94. 1994
- Boutros Boutros-Ghali. An Agenda for Peace. United Nations. New York. 1992.
- Boutros Boutros-Ghali. Confronting New Challenges - Annual Report on the Work of the Organisation 1995. United Nations. New York. 1995.
- C/BT Education Services. English Language Course for United Nations Civil Police Monitors. United Nations. New York. 1994.
- C/BT Education Services (T. Phillips and A. Phillips). English Language Course for United Nations Civil Police Monitors - Diagnostic Test and Key. United Nations. New York. 1994.



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FOR UNITED NATIONS CIVILIAN POLICE”***

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- Doyle, Michael W. UN Peacekeeping in Cambodia - UNTAC's Civil Mandate. 1994.
- Fitzgerald, Peter. Evaluation Report, UN CIVPOL, UNTAC Cambodia.
- Friedrich Ebert Stiftung - Germany, Life and Peace Institute - Sweden, Norwegian Institute of International Affairs, In Cooperation with the Lessons Learned Unit of the Department of Peace-keeping Operations. Comprehensive report on Lessons-Learned From United Nations Operation in Somalia. April 1992 - March 1995. Sweden. 1995.
- Goslin, Belinda and Pettigrew, Rob. Training Needs Assessment for UNCIVPOL Monitors in UNPF. UNPF Training Management Unit. Zagreb. 1995.
- International Civil Service Advisory Board. Report on the Standards of Conduct in the International Civil Service. 1954.
- Mahmoud, Aly M. Brig. Gen, Final Report - CIVPOL ONUMOZ. 1995.
- Mahmoud, Aly M. Brig. Gen, UN Operation in Mozambique (ONUMOZ). Singapore. 1995.
- Mine Action Centre. Mine Awareness Training Course Notes. Mine Action Centre. Zagreb. 1995. [Supported by UNTV Video "Mine Awareness"].
- Office of the United Nations High Commissioner for Refugees Division of Internal Protection. UNHCR's Operational Experience With Internally Displaced Persons. UNHCR. Geneva. 1994.
- Primosch, Edmund G. The Roles of United Nations Civilian Police (UNCIVPOL) Within United Nations Peace-Keeping Operations. International and Comparative Law Quarterly, v. 43: (2) 425. April 1994.
- Schmidl, Erwin A. Police Functions in Police Operations. United States Institute for Peace. 1996. [Draft only - Not to be Quoted or Cited - Not Approved for Reproduction].
- Security Council. Report of the Secretary-General Pursuant to Resolution 1035 (1995). United Nations. New York. 1996.
- Swedint. United Nations Police Officers Course. Precourse Papers.

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FOR UNITED NATIONS CIVILIAN POLICE”**

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- United Nations Department of Peace-keeping Operations Lessons Learned Unit. United Nations Mission in Haiti (UNMIH). Mid-Mission Assessment Report. April 1995 - February 1996. United Nations. New York. 1996.
- United Nations Department of Peace-keeping Operations Training. Peace-keeping Training - United Nations Civilian Police Course. United Nations. New York. 1994.
- United Nations Department of Peace-keeping Operations Training. Peace-keeping Training - United Nations Military Observer Course. United Nations. New York. 1994.
- United Nations Department of Peace-keeping Operations. Protect Yourself Against HIV/AIDS. International Training Centre of the ILO. Italy. 1995.
- United Nations Department of Peace-keeping Operations. United Nations Stress Management Booklet. International Training Centre of the ILO. Italy. 1995.
- United Nations Department of Public Information. ABC of the United Nations. United Nations. New York. 1992.
- United Nations Department of Public Information. Charter of the United Nations and Statute of the International Court of Justice. United Nations. New York. 1973.
- United Nations Department of Public Information. Image and Reality - Questions and Answers About the United Nations, How it Works and Who Pays for it. United Nations. New York. 1993.
- United Nations Department of Public Information. The Blue Helmets - A Review of the United Nations in Peace-keeping. United Nations. New York. 1990.
- United Nations Department of Public Information. The United Nations and Human Rights 1945 - 1995. United Nations Reproduction Centre. New York. 1995.
- United Nations Department of Public Information. Information Notes - United Nations Peace-keeping. United Nations. New York. 1994.
- United Nations Field Administration and Logistics Division Medical Support Unit. Medical Support Manual for United Nations Field Operations. United Nations. New York. 1995.



- United Nations High Commissioner for Human Rights. Human Rights and Law Enforcement. A Field Guide for International Police Task Force Monitors of the Peace Implementation Operation in Bosnia and Herzegovina and the CIVPOL Officers of the United Nations Transitional Administration in Eastern Slavonia. United Nations. Geneva. 1996.
- UNHCR Training Module - RLD 1. An Introduction to the International Protection of Refugees. UNHCR. Geneva. 1992.
- United Nations Office of Human Resources Management. Mission Readiness and Stress Management. United Nations Secretariat. New York. 1995.
- United Nations Office of Human Resources Management Training Service. Civilian Police Language Examination (pilot).
- United Nations Office of Human Resources Management Training Service. English Language Programme Objectives.
- United Nations Office of Human Resources Management Training Service. Exam D’Aptitudes Linguistiques Pour La Police Civile (examen pilote).
- United Nations Office of Human Resources Management Training Service. French Language Programme Objectives.
- United Nations Office of Human Resources Management Training Service. Language Training Programme Objectives.
- United Nations Office of Human Resources Management Training Service. Spanish Language Programme Objectives.
- United Nations Peace Forces Training Management Unit. Induction Programme for IPTF/UNTAES CIVPOL. Zagreb. 1995.
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