UN Pre-deployment Training Standards for Police Officers

Introduction and Rationale

- 1. UN Police was first deployed to UN peacekeeping operations in the 1960s. Since the first deployment UN police has become a central component of UN's efforts to bring peace and security to conflict-torn environments. From the 1990s onwards calls for the engagement of UN Police in support of the local police have increased and its mandates have become complex and multidimensional moving beyond traditional monitoring. Advisory, mentoring and training functions have become core duties in order to reform, restructure and rebuild the host country police agencies with the ultimate aim of capacity enhancement.
- 2. UN Police officers are contributed by a large number of countries, with differing policing systems, training and specializations. In order to support the individual police officer to adjust to the challenges of new and different living and working conditions in a peacekeeping operation, UN DPKO, the Integrated Training Service developed pre-deployment training standards for UN Police. These UN Pre-deployment Training Standards are part of the UN's commitment to ensuring that all peacekeeping personnel are properly prepared for peacekeeping operations as outlined in General Assembly Resolution (A/RES/49/37) and the Selection Standards and Training Guidelines for United Nations Civilian Police (1997).
- 3. As the professional and personal requirements for successful work in a peacekeeping operation are continuously increasing, Member States are mandated to provide their selected police officers with the UN pre-deployment training standards consisting of the Core Pre-Deployment Training Material (CPTM) and the Specialized Training Material (STM) for Police.

Target audience

- 4. The UN Pre-deployment Training Standards apply to all individual police deployed to UN peacekeeping operations.
- 5. Police Officers are selected by the Member States and must satisfy the selection criteria set by DPKO Police Division (PD). Police officers selected for service in a UN peacekeeping operation are expected to be well trained, experienced and of the highest professional standards.
- 6. Training Standards for Formed Police Units (FPU) are provided separately.

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7. The aim of the UN Peacekeeping training Standards for Police Officers is to support pre-deployment training of police officers going to serve in UN peacekeeping operations.

Training Objective

- 8. The training objectives of the UN Pre-deployment Training Standards for police are to generally prepare the participants for duties in a peacekeeping operation so that they can:
 - Fulfill police aspects of UN peacekeeping mandates in accordance with DPKO/DFS principles and guidelines;
 - Perform their police functions in an effective, professional and integrated manner; and
 - Demonstrate the core values and competencies of the United Nations.
- 9. The training is aimed to turn a **capable** police officer into a competent peacekeeper.

Course contents

10. The course contents for the Police Pre-deployment Training are based on the Core Pre-deployment Training Materials and Standardized Training Material for Police.

CPTM Unit 1 – A Strategic Level Overview of UN Peacekeeping

CPTM Unit 2 – The Establishment and Functioning of UN Peacekeeping Operations

CPTM Unit 3 – Effective Mandate Implementation

CPTM Unit 4 – Standards, Values and Safety of UN Peacekeeping Personnel

STM – Core business of UN Police and its key partners

STM – Reform, Restructuring and Rebuilding of Law Enforcement Agencies

STM – UN Police and Different Legal Systems

STM – Mentoring and Advising

STM – Community Based Policing

STM – Human Rights standards in Arrest and Detention

STM – Human Rights standards in Use of Force and Firearms

STM – Mediation/Negotiation and use of Language Assistants

STM – Land Navigation, UN Police

STM – Radio Communication, UN Police

STM – Report Writing, UN Police

STM – Road Safety and 4x4 driving

For more a detailed description, please see the Course Specifications contained in Annex A

Duration and timing of the course:

11. Police Pre-deployment Training is delivered by Regional or National Peacekeeping Training Institutes over a minimum period of two weeks.

Methods of Training and Evaluation:

12. Methods of training will be decided by the training staff. It is, however, recommended that due attention is paid to principles of adult learning, guided by the following:

- · Adults are autonomous and self-directed
- Adults have accumulated a foundation of life experiences and knowledge
- Adults are goal-oriented
- Adults are relevancy oriented
- Adults are practical

The training sessions should therefore reflect these factors and be interactive; case studies based and make use of the trainees' experiences.

The UN pre-deployment training standards include a combination of methods, ranging from knowledge-based areas (e.g. United Nations System) to skills-oriented activities (e.g. Mentoring and Advising, Community Based Policing), followed by questions, guided readings, observations, online research, appreciative inquiry¹, small group work, presentations, plenary discussions, case studies, role plays and simulations.

Contact Persons

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¹ Appreciative inquiry refers to a training method which builds on what the participant does already well and knows rather than does not know.

Annex A. Course specifications

(Please note that the Core Pre-deployment Training Materials, Units 1-4, listed will only be available on the Peacekeeping Resource Hub website from the first week of May 2009).

Unit 1 A Strategic Level Overview of UN Peacekeeping	 The aim of this Unit is to provide a strategic level overview of UN peacekeeping by familiarizing peacekeeping personnel with: The main United Nations (UN) bodies involved in UN peacekeeping The different kinds of peacekeeping activities and peacekeeping missions The key principles and ideals of UN peacekeeping and how to put them into practice The qualities needed in UN peacekeeping personnel.
Part 1 Introduction to UN Peacekeeping Suggested Minimum Time 120 min	On completion of this unit participants will be able to: 1. List the main bodies involved in UN peacekeeping 2. List the five types of peace and security activities used by the Security Council 3. Explain the main differences between traditional and multidimensional peacekeeping operations
Part 2 Fundamental Principles of UN Peacekeeping Suggested Minimum Time 60 Min	 List the basic principles of UN peacekeeping Explain what is meant by the "credibility and legitimacy of UN peacekeeping mission" and how peacekeeping personnel can support this in practice Explain what national ownership means and why it is important to the success of UN peacekeeping List the necessary qualities in UN peacekeeping personnel

<u>Unit 2</u>	The aim of this Unit is to familiarize peacekeeping personnel with the process for				
The Establishment	establishing a UN peacekeeping operation, strategic level direction of UN				
and Functioning	peacekeeping by the Security Council and Secretary-General and operational				
of UN	level structures of UN peacekeeping missions.				
Peacekeeping					
Operations	 Specifically, this section informs peacekeeping personnel on: how the Security Council establishes mandates for UN peacekeeping operations and monitors their work; how the United Nations Secretariat transforms this strategic level guidance into operational frameworks for peacekeeping operations and the roles of different components in a mission; authority, command and control in UN peacekeeping operations; Mission management structures. 				
	On completion of this unit participants will be able to:				
Part 1	Describe how the Security Council establishes a mandate for a UN				
The Establishment &	peacekeeping operation and monitors its implementation 2. Explain why all peacekeeping personnel must be familiar with the mandate				
Operationalization	of their peacekeeping operation				
of Security Council	3. Name at least three key documents which operationalize Security Council				
Mandates for	mandates.				
Peacekeeping					
Operations					
Suggested Minimum Time 120 min					

Part 2 How United Nations Peacekeeping Operations Function	 Explain the relationship between the support and substantive components of a peacekeeping operation and mandate beneficiaries List at least four main positions of authority in a UN peacekeeping operation Explain the main role of the military, police and civilian components of UN peacekeeping operations
Suggested Minimum Time 60 min	

<u>Unit 3</u> Effective Mandate Implementation

The aim of this Unit is to provide peacekeeping personnel with general knowledge on how peacekeeping missions can implement their mandates effectively.

Part 1 outlines the UN position (contained in Security Council resolutions and UN policy) that conflict can only be addressed effectively when peacekeeping operations ensure respect for international humanitarian law, human rights and the rights of women and children in conflict. It then provides practical tools for peacekeeping personnel to apply that knowledge in their daily work. Part 2 then familiarizes peacekeeping personnel with the key partners they must engage to implement their mandate effectively and ensure that peacebuilding carries on even after the peacekeeping operation has been withdrawn.

Part 1a

International Law Applicable to Peacekeeping Operations

Part 1b

Human Rights Protection in UN Peacekeeping Operations

Part 1c

The Promotion of Gender Equality in UN Peacekeeping Operations

Part 1d Child Protection in UN Peacekeeping

Operations.

On completion of Unit 3 – Part 1a, participants will be able to:

- 1. List the essential rules of international humanitarian law (IHL)
- 2. Define who is protected by international human rights law

On completion of Unit 3 – Part 1b, participants will be able to:

- 3. Define human rights;
- 4. Recognize and identify human rights violations or abuses that occur in the conflict or post-conflict mission environment;
- 5. Discuss UN policies on human rights that are relevant to peacekeeping settings;
- 6. Describe the practical relevance of human rights to their work and ways to promote and protect human rights through their tasks
- 7. Explain the importance of coordinating human rights-related actions with the mission's human rights component.

On completion of Unit 3 – Part 1c, participants will be able to:

- 1. Explain the different impacts of conflict on women/girls and men/boys
- 2. Explain that women are both victims of conflict and key partners for peacekeeping and peace-building activities of UN peacekeeping operations
- 3. Provide examples of how peacekeeping personnel can help protect women and support gender equality in their daily work

On completion of Unit 3 – Part 1d, participants will be able to:

- 1. Provide the definition of a "child" in international law
- 2. Explain how international law protects children affected by armed conflict
- 3. Describe the impact of violent conflict on children
- 4. Explain what peacekeepers can do to promote child protection and children's rights in armed conflict.

Suggested Minimum Time 250 min

Part 2	On completion of Unit 3 – Part 2, participants will be able to:		
Working with	1. Explain the benefits of an integrated approach between a peacekeeping operation and UN Country Team		
Mission Partners	2. Explain why national actors are key partners for UN peacekeeping operations		
	3. List the three humanitarian principles		
Suggested Minimum Time	Explain the role of a UN peacekeeping operation in the delivery of humanitarian assistance		
60 min			

T				
Unit 4 Standards, Values and Safety of UN Peacekeeping Personnel	Unit 4 focuses on the responsibilities and obligations of individual peacekeepers in relation to their service in a UN peacekeeping operation. It aims to familiarize UN peacekeeping personnel with the UN rules, core values and standards on conduct and discipline, respect for diversity, HIV/AIDs and all aspects of safety and security.			
	On completion of this unit participants will be able to:			
Part 1	1. List the three key principles governing the conduct of peacekeeping			
Conduct and Discipline	personnel 2. Describe what constitutes misconduct with reference to serious misconduct and misconduct			
	3. Describe what constitutes sexual exploitation and abuse, with reference to			
	the uniform standards that peacekeeping personnel are expected to uphold			
	4. Outline the consequences of misconduct - particularly sexual exploitation and abuse - for peacekeeping personnel, the host population and the mission			
Suggested	5. Outline the Department of Peacekeeping Operation's three-pronged			
Minimum Time	approach to addressing sexual exploitation and abuse			
205 min				
	Explain how HIV is transmitted			
Part 2	2. List the ABCs of prevention of HIV/AIDs			
HIV/AIDS in	3. Describe how to use a condom properly			
Peacekeeping	4. Explain whether it is possible to tell if a person is infected with the HIV			
Operations	virus from their appearance			
	virus from their appearance			
Suggested				
Minimum Time				
80 min				
Part 3	1. Explain what is meant by "diversity" and "culture"			
Respect for	2. Describe how cultural differences and different kinds of diversity might be			
Diversity in UN	evident in the mission environment and in the host country			
Peacekeeping	3. Describe what is involved in respecting diversity in relation to working			
- zacenesping	effectively in a multicultural peacekeeping environment			
Suggested	4. Describe strategies for effective communication			
Minimum Time				
120 min				
Part 4	1. Participants will be familiar with UN security Management System			
Safety and	including the UN security phases system;			
Security Security	2. Participants will be familiar the procedures for security clearance for travel			
- Security	to a UN mission will have been initiated by relevant personnel			
	3. Eligible personnel (required for civilians and individually deployed military			
	and police officers, and recommended for contingent and FPU commanders)			
	will have completed the Basic and Advanced Security in the Field			
	(B/ASITF) on-line course*			
	(B/ASTTF) oil-fille course			

4.	List the four basic UN rules of road safety; and
5.	Explain that peacekeeping personnel require a UN driver's permit in order to
	drive a UN vehicle and how to obtain a UN driver's permit.
6.	Be familiar with appropriate personal and food hygiene measures and personal behaviours that can protect their health while in mission;
7.	Be familiar with, and have completed, all required and recommended
	vaccinations for their mission;
8.	Be familiar with, and have received, any required prophylaxis for their mission deployment.

STM: Core Business of UN Police and its Key Partners

Aim:	The aim of this module is familiarize participants with the evolution of mandates and the current police tasks.		
Topic:	Learning Outcome		
Core Business	On completion of this module, participants will be able to:		
of UN Police and its Key Partners	 Recognize their tasks and responsibilities as UN Police and FPU (Formed Police Units) members in current missions and understand the future direction of UN Peacekeeping Operations List the core tasks and activities of UN Police and FPU's in current 		
Suggested Time: 75 minutes	 missions Explain the principles of democratic policing Describe the cooperation with main partners 		

STM: Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies

Aim:	The aim of this module is to provide participants with a clear understanding of the basic concepts and strategy of reform, restructuring and rebuilding of law enforcement agencies and the role of UN Police in support of that process.		
Topic	Learning Outcome		
Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies Suggested Minimum Time: 60 min	On the completion of the module participants will be able to: Define reform, restructuring and rebuilding Understand the objectives of police reform List necessary activities to implement a successful RR & R process Know the challenges in a post conflict environment List indicators to evaluate the reform process Identify the different phases and processes involved and the sequencing of those phases.		

STM: UN Police and the Different Legal System

Aim:	The aim of this module is to provide participants with an understanding of the basic concepts, characteristics and peculiarities of the main legal systems and the practical aspects of working within those particular legal systems in a UN mission.		
Topic	Learning Outcome		
UNPOL and	On completion of this module, participants will be able to:		
Different Legal System	 Have a basic theoretical understanding of the legal context in which they will be tasked to operate in the mission area and an understanding of their role as police working with other partners within that legal system List the three most common Legal System in mission areas List the three [pillars of the Criminal Justice System and describe their roles 		
Suggested	Describe the importance for peacekeepers to have a common knowledge		
Minimum	of the legal system of the world		
Time:			
100 min			

STM: Mentoring and Advising

Aim:	The aim of this module is to provide participants with a clear understanding of the basic concepts and strategies of mentoring and advising in support of the reforming, restructuring and rebuilding process of the host country law enforcement agencies.		
Topic	Learning Outcome		
Mentoring and	On completion of this module, participants will be able to:		
Advising	 Understand the overall process of mentoring and advising of law enforcement personnel and agencies in a post-conflict environment. Define mentoring and advising Outline the aim of mentoring and advising List the objectives and skills needed for mentoring and advising 		
Suggested	• Explain the role mentoring and advising plays in the process to reform,		
Minimum	restructure and rebuild law enforcement agencies		
Time:	 Apply mentoring and advising activities in an exercise 		
70 min			

STM: Community Based Policing

Aim:	The aim of this module is to provide participants with an understanding of the basic concepts and practical aspects of implementing Community Policing measures tailored to local needs and local context.		
Topic	Learning Outcome		
Community	On completion of this module, participants will be able to:		
Based Policing	 Understand the philosophy of Community Policing as it relates to post-conflict environments. Understand the principles, theory and practice of Community Policing Explain the importance of local context and the ways in which a partnership with local communities can be established Explain the strategy of Community Policing and the forms it takes in practice Explain the benefits of Community Policing 		

Suggested Minimum Time: 105 min		Describe the practical challenges that police may have in implementing Community Policing successfully Explain the application of collaborative, community based problem solving
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STM: Human Right Standards in Arrest and Detention

Aim:	The aim of this module is to provide participants with a clear understanding of human rights achieve a thorough understanding of Human Rights implications related to the procedures of arrest and detention, aimed at allowing the students to detect and report relevant violations, mentor local police on the performance of executive powers and provide a common basis for the performance of executive				
	missions by UNPOL/FPU according to international standards and best practices.				
Topic	Learning Outcome				
Human Rights	On completion of this module, participants will be able to:				
Standards in Arrest and Detention	 Understand the human rights implications related to procedures of arrest and detention and the actions to be taken to prevent a respond to human rights violations in regards to arrest and detention Define the terms "Arrest", "Detention", "Prisoner", "Force", and "Body Search" Identify which human rights can be affected by arrest and detention List the correct post arrest procedures in conformity with human rights standards Indicate when and how the law allows a police officer to exercise legal powers in accordance with the International Law 				
Suggested Minimum Time: 95 min	 Mentor and advise law enforcement agents on how to apply lawful arrest and detention procedures, paying particular attention to female and child suspects/detainees Recognize the sensitive of search of persons and properties and other intrusive measures 				

STM: Human Right Standard in the Use of Force

Aim:	The aim of this module is to provide participants with a clear understanding of human rights implications related to the use of force and firearms by law enforcement officials. The module will also familiarise participants with the procedures to follow once human rights violations, as a result of the use of force and firearms, have been detected and with actions to prevent them from occurring.			
Topic	Learning Outcome			
Human Rights Standards in the Use of Force	 On completion of this module, participants will be able to: The international human rights standards and requirements for the use of force Know the actions to be taken to prevent and/or respond to human rights violations in regards to use of force. List and explain the relevant principles on use of force and firearms based on the relevant international human rights standards Explain the permissible circumstances for the use of firearms 			
Suggested	 Explain the procedure when use of force and firearms is unavoidable 			
Minimum	• Determine the appropriate means of force and/or firearms in different			

Time:	situations on the basis of case studies
90 min	

STM: Negotiation/Mediation and the Use of Language Assistants

Aim:	The aim of this module is to enable participants to:				
	 Mediate and negotiate on a daily basis in the complexity of a peacekeeping operation Work with language assistants 				
Topic	Learning Outcome				
Negotiation/M ediation and the Use of Language Assistants	 On the completion of the module participants will be able to: Describe the characteristics of a conflict Define communication, mediation and negotiation Identify the three principles of negotiation/mediation Identify the phases of a mediation/negotiation process and list some needed action within the phases Describe preparation steps when working with language assistants Apply mediation/negotiation skills including the use of a language assistant 				
Suggested Minimum	in an exercise				
Time:					

STM: Land Navigation

Aim:	The aim of this module is to give the participants the necessary tools to identify			
	coordinates in a map and be able to use GPS / Compass.			
Topic	Learning Outcome			
Land	On the completion of the module participants will be able to:			
Navigation Suggested Minimum Time: 105 min + Field exercise	 Interpret the information on a map and be able to read a map. Demonstrate the use of different grid reference systems and be able to establish coordinates and grid references. Explain the main principles of using a compass. Explain the main principles of using GPS. 			

STM: Radio Communications

Aim:	The aim of this module is to enhance the general knowledge of radio				
	communications through the use of appropriate radio procedures, procedure words				
	(pro-words) and the International Phonetic Alphabet.				
Topic	Learning Outcome				
Basic UN Radio	On completion of this module, participants will be able to:				
Communication	Define communication				
Suggested	 List the different parts of a hand radio 				
Minimum Time:	 Apply pro-words and international phonetic alphabet 				
40 min + Field	 Use appropriate radio procedures 				
exercise	The state of the s				

STM: Report Writing

Aim:	The aim of this module is to provide participants with the knowledge of basic report writing standards for United Nations peacekeeping operations and will provide guidelines on effective report writing which UN Police should follow.			
Topic	Learning Outcome			
Report writing	On completion of this module, participants will be able to:			
Suggested Minimum Time: 70 min	 Know the basic report writing standards for United Nations peacekeeping operations. Understand the importance of accurate and timely reports and be able to apply their knowledge. Identify and apply essential elements of report writing Explain the importance and meaning of the "5Ws and How" State the basic writing guidelines (grammar, abbreviations, dates, names of places and numbers) Demonstrate the ability to complete and submit accurate and timely reports 			

STM: Road Safety

Aim:	The sim of this module is to enhance the general road sofety awareness and the					
AIIII;	The aim of this module is to enhance the general road safety awareness and the					
	theoretical and practical knowledge on how to operate four wheel drive vehicles in a					
	safe and proper manner within UN Standards.					
Topic	Learning Outcome					
Road Safety	On completion of this module, participants will be able to:					
	 Know how a four wheel drive (4WD) vehicle operates. 					
	• Will be able to assess road conditions and terrain for safe driving and					
	know about different braking techniques as well as safe braking distances.					
	 Explain the differences between 2WD and 4WD 					
	Describe defensive driving					
	Indicate major causes of road accidents					
	Know the UN driving standards					
Cuggastad	Recognize different braking techniques					
Suggested	Recognize road conditions and terrain					
Minimum	Demonstrate driving techniques in field exercise					
Time:	Demonstrate driving techniques in field exercise					
60 min + Field						
exercise						

Core Business of UN Police and its Key Partners

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Preparatory Notes to Instructor

Background

The strategic mission of UN Police is to build institutional capacity in postconflict environments. Experience has made it abundantly clear that until a local police service can execute regular law-and-order functions on its own, most other peace-related processes will not be established in any sustainable manner. Free and fair elections, sustainable return of refugees and Internally Displaced Persons (IDPs), business recovery, good governance and ultimately community trust and reconciliation all depend on a functioning police within a framework of rule of law.

A Peacekeeping Operation is endorsed by the international community in order to contain a crisis or conflict; its aim is to keep the crisis from worsening while providing the framework to all sections of society to participate in the process of governing the country.

Since it was first deployed to serve in UN peacekeeping operations in the 1960s, the UN Police has become a central component of the UN's efforts to bring peace and security to conflict-torn environments. Since the 1990s in particular, calls for the engagement of the UN Police in support or substitution of the host country police have increased and its mandates have become complex and multidimensional in their purpose, moving beyond traditional monitoring, advisory and training functions to focus on supporting the core reform and restructuring of local police agencies with the aim of enhancing the capacity of the host country and ensuring adherence to human rights norms.

The ultimate goal of the UN Police and Formed Police Units (FPU) is to help realize, in a tangible manner, the establishment and maintenance of community-based trust and reconciliation so that the local police agencies are regarded as democratic, impartial and an integral partner in local community structures and processes.

Aim

To familiarize peacekeeping personnel with:

- the evolution of mandates
- the current core tasks of UN Police

Learning Outcomes

On completion of Core Business of UN Police Module, participants will be able to:

- 1. Recognize their tasks and responsibilities as UN Police and FPU members in current missions
- 2. Understand the direction of UN peacekeeping operations.

Core Business of UN Police and its Key Partners

- 3. List the core tasks and activities of UN Police and FPUs in current missions.
- 4. Explain the principles of democratic policing.
- 5. Describe the cooperation with main partners.

Training Sequence

The material contained in this module could be delivered over two training units, depending on the number of learning activities the instructor decides upon. The instructor can modify the duration to suit national training requirements.

This module provides an overview of the evolution of mandates, the core tasks and responsibilities of UN Police and FPU and lays the groundwork for further modules on specific tasks and phases of peacekeeping operations. It should serve as a lead-in for the modules on Mentoring and Advising, Community Based Policing and Human Rights.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
75 minutes	20 min	15 min.	40 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
	as needed		

Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

- Different types of peacekeeping operations
- Core tasks and activities of UN Police
- Core tasks and activities of FPUs
- Principles of democratic policing
- Cooperation and main partners

- Summary
- Learning Outcome Assessment
- Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in peacekeeping operations and who could share his/her experience with the group should present the module. If there is more than one instructor, at least one should have practical experience.

Instructor Preparations

Required Readings

- UN Police Handbook
- Handbook on United Nations Multidimensional Peacekeeping Operations, Peacekeeping Best Practices Unit, Department of Peacekeeping Operations, United Nations, December 2003.
- United Nations Civilian Police Principles and Guidelines.
- DPKO Policy; Functions and Organization of Formed Police Units in United Nations Peacekeeping Operations. Ref. DPKO/PD2006/00060.

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Charts

Materials:

1. Copies of handouts...etc.

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- e.g Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Core Business of UN Police

Slide 1

The mandates of UN Police and Formed Police Units (FPU) include:

- supporting the core reform and restructuring of local police agencies
- helping realize the establishment and maintenance of community-based trust and reconciliation.



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor.

> Slide 2 Aim

To familiarize peacekeeping personnel with:

- the evolution of mandates
- the current core tasks of UN Police

Learning Outcomes

Slide 3

On completion of this module, participants will be able to:

- Recognize their tasks and responsibilities as UN Police in current missions
- Understand the direction of UN peacekeeping operations.
- List the core tasks and activities of UN Police and FPUs in current missions
- Explain the principles of democratic policing
- Describe the cooperation with main partners
- Describe the direction of UN Police

Structure of the Presentation	Slide 4
Different types of peacekeeping operations	
 Core tasks and activities of UN Police 	
 Core tasks and activities of FPUs 	
Principles of democratic policing	
Future direction of UN Police	
Cooperation and main partners	
Learning Outcome Assessment	

Different Types of Peacekeeping Operations Traditional Peacekeeping Multi-dimensional Peacekeeping Transitional Authority

Note to Instructor: Briefly refresh the memory from unit 1 of the Core Predeployment Training Material (CPTM). "Introduction to United Nations Peacekeeping".

- Traditional Peacekeeping
 - Observation, monitoring and reporting using static posts, patrols, over- flights or other technical means;
 - Supervision of cease-fire and support to verification mechanisms;
 - Interposition as a buffer and confidence-building measure.
- Multi-dimensional Peacekeeping
 - Create a secure and stable environment;
 - Strengthen the State's ability to provide security with respect for Rule of Law and Human Rights;
 - Support political process by promoting dialogue and reconciliation;
 - Support the establishment of legitimate and effective governance institutions;
 - Provide a framework for ensuring UN and other international actors can work together in coordinated manner.

Transitional Authority

- An exceptional measure in which the Security Council authorizes a UN peacekeeping operation to temporarily assume the legislative and administrative functions of the State:
 - until sovereignty questions are resolved, or,
 - to establish administrative structures that may not have existed previously.

Strategic Mission of UN Police

Slide 6

Building institutional police capacity through:

- Reforming and Restructuring, Rebuilding and Strengthening Institutions
- Executive Law Enforcement
- **Electoral Assistance**
- Disarmament, Demobilization and Reintegration (Assistance)
- Public Education and Information
- Mentoring and Advising, Training and Skills Transfer
- Community-Based Policing



Note to Instructor: The strategic mission of UN Police is to build capacity through the above mentioned tasks and responsibilities. The tasks under the last two bullet points are covered in two separate modules ('Mentoring and Advising' and 'Community Based Policing') as they are core tasks and responsibilities of any ordinary UN Police officer in a multi-dimensional peacekeeping operation. Therefore these subsequent modules have to be conducted in direct relation to this module.



Learning Activity: Building Institutional Police Capacity

The purpose of this group discussion activity is for participants to identify the different activities of UN Police through which they build capacity.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions	
15 minutes for		for work small groups discussions	
	20 minutes	for small group reports in large group*	
Total time:	40 minutes	*total time dependent number of groups	

Activity Guidelines:

- 1. Divide the participants into three groups.
- 2. Task each group to brainstorm on two of the above mentioned bullet points and identify which tasks and activities are related to the topics.
- 3. Ask participants to present their results in the plenary (the large group).
- 4. Complement their findings with the expected outcomes.

Expected Outcome:

- 1. Reforming and Restructuring, Rebuilding and Strengthening Institutions The UN Police vision includes ensuring:
 - Long-term democratic foundation
 - Operational sustainability
 - Public trust
 - Support training of adequate police officers
 - Establishment of basic administrative and financial management arrangements
 - Building of necessary infrastructure (i.e. training facilities, police stations, communications equipment, vehicles and uniforms).
 - The national context, including cultural, political, economic and social realities has to be taken into account. Working closely together with national authorities is crucial to ensure local ownership. This will ensure sustainability.

Executive Law Enforcement:

As part of the legislative and executive authority given to some missions, the UN Police component was tasked with broad responsibilities:

- Maintain law and order
- Develop local law enforcement systems
- Train the host country police to take over after the end of the transition period
- UNMIK Police, for example, had the executive policing mandate. They carried out normal policing duties, including:
- Protection of property and lives
- Investigation of crime and criminality
- Enforcement of law and order
- Assistance and capacity-building support for the local police

In addition, UNMIK Formed Police Units carried out public order functions like crowd control and area security, while Border Police ensured compliance with immigration laws and other border regulations.

Electoral Assistance

The role of police in all phases of an election cannot be overemphasized.

The police have a role at all stages of the electoral process including:

- Pre-election phase:
 - Security for voter registration
 - Security for campaigns
 - Identification of secure polling stations
- Dealing with security challenges on the election day:
 - Potential abduction of candidates
 - Intimidation of voters when casting ballots
 - Sabotage at polling booths
- Post-election phase
 - Security of the ballot papers
 - Security during the installation of new leaders
 - General security in the tense post-election phase.

During all phases UN Police provide security and can assist in the protection of basic human rights, such as freedom of expression, and association and the right to peaceful demonstrations.

Additionally UN Police assists local police through training and advising on all aspects of security planning and operations for the election.

4. Disarmament, Demobilization and Reintegration (Assistance)

Disarmament, Demobilization and Reintegration (DDR) are complex and interconnected processes, which have the ultimate objective of reintegrating ex-combatants into society.

UN Police assists in the following core tasks of the DDR process:

- Assisting and advising host country law enforcement authorities in the maintenance of law and order within the demobilization and cantonment zones
- Supporting host country police in providing security for demobilized combatants being reintegrated into society
- Assisting the vetting and selection of ex-combatants to be reintegrated into host country police agencies
- Assisting in the development of legislation and policies regulating individual possession of firearms
- Assisting the military component in arms reduction and control.

5. Public Education and Information

An important and sometimes overlooked aspect of police reform and restructuring is the need to ensure that the general public is aware of its rights and has appropriate expectations of local law enforcement structures. Experience has shown the importance of public information strategies, community policing and engaging civil society groups in developing respect for the police.

Public forums, round tables, seminars, radio broadcasts, flyers and other outreach efforts can help build understanding and support for police in local communities.

Formed Police Units (FPU) Security for UN Personnel and facilities Public order management Protection of civilians as required by specific mandate

- Formed Police Units: Lessons learned from past missions showed that a gap existed between the deployment of unarmed UN Police and the military units, especially in situations of serious threats to peace or public order. The solution proposed was the Formed Police Unit, cohesive units of 120-140 who have been trained together, operate as a single specialized unit and who are armed and have robust law enforcement capacity.
- Their tasks and responsibilities include:
 - Security for UN personnel and facilities
 - Public order management
 - Protection of civilians as required by specific mandate
- They act as backup support to the UN Police component and also provide high visibility, crime deterrence capability for the unarmed UN Police. They are deployed under the operational control of the Police Commissioner.

Principles of Democratic Policing	Slide 8
Representative PolicingResponsive PolicingAccountable Policing	

- All the tasks and activities of UN Police in slide 6 are undertaken in order to assist the host country police in regaining an adequate level of operational and institutional capacity and effectiveness consistent with the principles of democratic policing.
 - 1. Representative Policing ensures that:
 - Police personnel sufficiently represent the community they serve:
 - Minority groups and women are adequately represented through fair and non-discriminatory recruitment policies in police services; and
 - The human rights of all people are protected, promoted and respected
 - 2. Responsive Policing ensures that:
 - Police are responsive to public needs and expectations, especially in preventing and detecting crime and maintaining public order;
 - Policing objectives are attained both lawfully and humanely;
 - Police understand the needs and expectations of the public they serve; and
 - 3. Accountable Policing is achieved in three ways:
 - Legally: police are accountable to the law, as are all individuals and institutions in States:
 - Politically: police are accountable to the public through the democratic and political institutions of government, as well as through police and citizen liaison groups; and
 - Economically: police are accountable for the way they use resources allocated to them.

Cooperation and Main Partners	Slide 9
Police and Military Cooperation	
 Police and Civilian Cooperation 	

While UN Police is the main actor in regard to reforming, restructuring and rebuilding the host country law enforcement agencies on the ground, there is a crucial need to cooperate with other partners. A common strategic vision of the UN Police, Military and Civilian component will maximize the overall impact of the whole Peacekeeping Operation in order to support the host country.

Note to Instructor: For additional information: check unit 3 of the CIT: Working with other Mission Components.

Police and Military Cooperation

UN Police and UN Military are natural partners in a peacekeeping operation but, coordination between the two can be a challenge in the field. There should be close coordination of activities and shared responsibility for different aspects of security.

It is imperative for both components to remember that the police need to maintain a civilian profile distinct from military. This is important as it imparts a message to the host country partners who may be struggling to come out of the shadow of military policing styles caused by war.

Distinction from the military also helps to maintain the public trust and community involvement needed for effective policing. The ability to maintain separate profiles while establishing strong functional relationships between UN Police and UN Military is difficult to balance, but is critical to the success of policing in peacekeeping operations.

Concerning serious incidents of public disorder and the possibility of a wider destabilization, there might be a need for military engagement in support of or in lieu of FPU, where the situations exceed those for which the FPU is trained and equipped. In such situations, primacy could be given to the military component. Equally, after returning to a stable situation, the primacy should be given back to the police components.

Police and Civilian Cooperation

UN Police can benefit from close cooperation with UN funds, programmes and specialized agencies working in the mission area as well as Non-Governmental Organisations (NGOs) and civil society groups.

Human rights specialists, for example, can provide information on human rights conditions in the country and historical information on the record of state institutions. They can provide valuable inputs on human rights principles and standards for the police training curricula.

Humanitarian workers can provide crucial insights into the populations' opinion of the police and sensitive issues such as how to deal with human rights abuses, reconciliation and victim support. They often have a good understanding of issues related to persons/groups with special protection needs.

UN Police should seek input and advice from political affairs, civil affairs, human rights, gender and humanitarian assistance components when designing reform and restructuring programmes for the host country police. Public information officers are also important partners, as they can help UN Police develop public information strategies and key messages for the public to raise awareness and understanding about human rights issues and the role of police in society.

Direction Slide 10 Building sustainable institutional capacity

UN Police have proofed to be a valuable and often crucial component of multidimensional peacekeeping and can continue to be an important tool in helping consolidate peace and security in post-conflict societies. Mandates will continue to evolve based on the needs of future postconflict situations.

Future police activities in peacekeeping will concentrate on building institutional police capacity in post-conflict environments. In more complex, multidimensional missions, UN Police will increasingly move away from monitoring to active participation in the reform, restructuring and training and advising of host country police agencies so that they become self sustaining. There will be a shift in deploying rather quality than quantity. Emphasis will be placed on recruiting individual police officers with skills specific to peacekeeping operations.

UN Police may be engaged more proactively in initiatives to anticipate and prevent potential problems.

Summary of Key Messages	Slide 11
The core objective of UN Police is to build sustainable institutional capacity and to promote local ownership.	

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

- 1. What are the core tasks and activities of UN Police in current missions?
- 2. What are the core tasks of FPUs in current missions?
- 3. What are the principles of democratic policing?
- 4. Describe the cooperation with main partners.
- 5. Describe the direction of UN Police.

Expected Outcome:

- What the core tasks and activities of UN Police in current missions?
 The strategic mission of UN Police is to build institutional police capacity through:
 - Reforming and Restructuring, Rebuilding and Strengthening Institutions
 - Executive Law Enforcement
 - Electoral Assistance
 - Disarmament, Demobilization and Reintegration (Assistance)
 - Public Education and Information
 - Mentoring and Advising, Training and Skills Transfer
 - Community Based Policing
- 2. What are the core tasks of FPUs in current missions?

Their tasks and responsibilities include:

- Security for UN personnel and facilities
- Public order management
- Protection of civilians as required by the specific mandate

3. What are the principles of democratic policing?

Representative Policing ensures that:

- Police personnel sufficiently represent the community they serve;
- Minority groups and women are adequately represented through fair and non-discriminatory recruitment policies in police services; and
- The human rights of all people are protected, promoted and respected

Responsive Policing ensures that:

- Police are responsive to public needs and expectations, especially in preventing and detecting crime and maintaining public order;
- Policing objectives are attained both lawfully and humanely;
- Police understand the needs and expectations of the public they serve.

Accountable Policing is achieved in three ways:

- Legally: police are accountable to the law, as are all individuals and institutions in States:
- Politically: police are accountable to the public through the democratic and political institutions of government as well as through police and citizen liaison groups; and
- Economically: police are accountable for the way they use resources allocated to them.
- 4. Describe the cooperation with main partners

Police and Military Cooperation

- UN Police and UN Military are natural partners in a peacekeeping operation but coordination between the two can be a challenge in the field. There should be close coordination of activities and shared responsibility for different aspects of security.
- It is imperative for both components to remember that the police need to maintain a civilian profile distinct from military. This is important as it imparts a message to the host country partners who may be struggling to come out of the shadow of military policing styles caused by war.
- Distinction from military also helps to maintain the public trust and community involvement needed for effective policing. The ability to maintain separate profiles while establishing strong functional relationships between UN Police and UN Military is difficult to balance but is critical to the success of policing in peacekeeping operations.

 Primacy in operation can shift between military and police depending on the threat.

Police and Civilian Cooperation

- UN Police can benefit from close cooperation with UN funds, programmes and specialized agencies working in the mission area as well as Non-Governmental Organisations (NGOs) and civil society groups.
- Human rights specialists, for example, can provide information on human rights conditions in the country and historical information on the record of state institutions. They can provide valuable inputs on human rights principles and standards for the police training curricula.
- Humanitarian workers can provide crucial insights into the populations' opinion of the police and sensitive issues such as how to deal with human rights abuses, reconciliation and victim support. They often have a good understanding of issues related to persons/groups with special protection needs.
- UN Police should seek input and advice from political affairs, civil affairs, human rights, gender and humanitarian assistance components when designing reform and restructuring programmes for the host country police. Public information officers are also important partners, as they can help UN Police develop public information strategies and key messages for the public to raise awareness and understanding about human rights issues and the role of police in society.

5. Describe the direction of UN Police

- Building sustainable institutional capacity
- Move away from monitoring to active participation in the reform, restructuring and training and advising
- Shift in deploying rather quality than quantity
- Engaged more proactively in initiatives to anticipate and prevent potential problems

Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies Table of Contents

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Preparatory Notes to Instructor

Background

Law enforcement is a fundamental component of the rule of law. Most conflict and post-conflict societies suffer from endemic dysfunction or severe inadequacies in adherence to the rule of law. A breakdown in rule of law gives rise to high rates of crime, lawlessness and a general decline of individual security and safety and the internal security of the State. Without an adequate level of law enforcement, it is impossible to achieve sustainable peace and security or to reinforce the rule of law.

Reforming, strengthening or re-establishing law enforcement in conflict and post-conflict societies are some of the first positive signals that can be provided to gain momentum in peace implementation. Due to the conflict, the population generally has little or no confidence in the capacity of the State to provide for their individual safety and security. Effective law enforcement not only restores public law and order but also assists in re-establishing the confidence of the population in the capacity of the State to govern.

In this context, United Nations peacekeeping operations are often mandated to support the reform, restructuring and rebuilding of law enforcement agencies. United Nations Police mandates have evolved substantially beyond traditionally practiced and accepted activities of monitoring and mentoring local law enforcement.

UN Police began to be tasked with complex police-support and capacitybuilding mandates beginning in the late 1990s. The new mandates included significant training and reform and restructuring activities as well as executive law enforcement functions combined with capacity-building mandates. This module aims to update potential UN Police with the latest policy developments on reform, restructuring and rebuilding of law enforcement agencies. This module is underpinned by the strategic vision of what UN Police are supposed to achieve in a society coming out of a destructive, disruptive conflict and one in which the rule of law needs to be re-established.

Aim

The aim of this module is to provide participants with a clear understanding of the basic concepts and strategy of reform, restructuring and rebuilding of law enforcement agencies and the role of UN Police in support of this process.

Learning Outcomes

On completion of Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies Module, participants will be able to:

- Define reform, restructuring and rebuilding
- Understand the objectives of police reform

- List necessary activities to implement a successful RR & R process
- Know the challenges in a post conflict environment
- List indicators to evaluate the reform process
- Identify the different levels reform must address

Training Sequence

The material contained in this module could be delivered over one or two training units, depending on the number of learning activities that the instructor decides upon. The instructor can modify the duration to suit national training requirements.

This module provides an overview of the core function of UN Police in peacekeeping operations: the rebuilding – and often reform and restructuring – of law enforcement agencies in a post-conflict setting. It is recommended to be delivered in conjunction with the specialized training modules for police on Core Business of UN Police, Mentoring and Advising, Community Based Policing and Human Rights.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
60 minutes	45 min	15 min.	
Additional Options	Mission Specific	Optional Film	Optional Activity
	as needed		

Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. The aim is for the learning experience to be as interactive as possible. Trainees invariably bring to the course a rich pool of experience which must be actively drawn upon to enhance the learning experience. Trainees should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit from the session.

- Definition of key terms
- Objectives of police reform
- Reform, restructuring and rebuilding activities

- Challenges in post-conflict environments
- Implementation strategies
- Evaluation of reform process
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in the reform, restructuring and rebuilding of law enforcement agencies, who could share his/her experience with the group.

Instructor Preparations

Required Readings

- DPKO Policy on "Support for the reform, restructuring and rebuilding of police and law enforcement agencies", 18 December 2006.
- Security Council resolutions 1704 (2006), 1590 (2005), 1509 (2003) on Timor-Leste, the Sudan and Liberia, respectively.
- "Human Rights and Law Enforcement: A package on human rights training for the police", Office of the High Commissioner for Human Rights, United Nations, 1997. http://www.ohchr.org/english/about/publications/training.htm>
- The Rule of Law and Transitional Justice in Conflict and Post-conflict Societies, Report of the Secretary-General, August 2004.
- "Challenges in Police Reform: Promoting Effectiveness and Accountability", Charles Call, IPA Policy Report, New York, 2004.
 http://www.ipacademy.org/PDF_Reports/CHALLENGES_IN_POLICE.pdf
- "Identifying lessons in United Nations international policing missions", Eirin Mobekk, DCAF, Policy Paper, no 9, 2005.
 http://www.dcaf.ch/_docs/pp09_united-nations-international_policing.pdf>
- "Police Reform and Human Rights", William G. O'Neill, HURIST, United Nations, July 2004.
 http://www.undp.org/governance/docs/HR_Pub_PoliceReform&HR.pdf

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- "From Congo to Kosovo: Civilian Police in Peace Operations", Annika Hansen, Adelphi Papers, No. 343, 2002.
- "Democratizing the police abroad: what to do and how to do it", David H. Bayley, National Institute of Justice, US Department of Justice, June 2001.
- "From Peace to Governance: Police reform and the international community", Melissa Ziegler and Rachel Neild, Washington D.C., Washington Office on Latin America, 2002.

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Charts

Materials:

1. Copies of handouts...etc.

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- e.g Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Reform, Restructuring and Rebuilding of Police and Law **Enforcement Agencies**

Slide 1



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

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Slide 2

The aim of this module is to provide participants with a clear understanding of the basic concepts and strategy of reform, restructuring and rebuilding of law enforcement agencies and the role of UN Police in support of that process.

Learning Outcome

Slide 3

On completion of this module participants will be able to:

- Define reform, restructuring and rebuilding
- Understand the objectives of police reform
- Reform, Restructuring and Rebuilding Activities
- Know the challenges in a post conflict environment
- List indicators to evaluate the reform process
- Identify the different levels reform must address

Structure of the Presentation

Slide 4

- Definition of key terms
- Objectives of police reform
- Reform, restructuring and rebuilding activities
- Challenges in post-conflict environments
- Implementation strategies
- Evaluation of reform process

Defin	itions Slide 5	
 Reform 		
 Restructuring 		
 Rebuilding 		

- The DPKO policy on reform, restructuring and rebuilding of law enforcement agencies defines the terms as follows:
 - Reform The change process leading to greater capacity and integrity in the concerned law enforcement agency.
 - Restructuring The internal reorganization of the concerned law enforcement agency for the purpose of making it more efficient and able to fulfil its mandated functions.
 - Rebuilding The provision of the material and financial means to the concerned law enforcement agency to allow it to fulfil its mandated functions.

Note to instructor: Ask trainees if any of them have gone through a reform process within their own national police force and, if yes, to describe the process. Generate discussion around some of the elements of that reform process. Give examples of reform, restructuring and rebuilding activities and ask the trainees to identify which process each activity falls under.

Expected Outcome:

- 1. Reform is a comprehensive process which should be based on the specific situation and an assessment of needs.
- 2. It requires the engagement of all actors and should have an emphasis on local ownership.
- 3. It requires regular monitoring and readjustment, if necessary.
- 4. Restructuring and rebuilding are two means to achieve the goals of reform.
- 5. There are several measures that could contribute to a police reform process, for instance:
 - Change the name of the agency; the location of its offices and other premises to remove negative association with past misdeeds; the number of the stakeholders; the relevant legislation; the uniforms; the structure of the governing body; the leadership; the structure of some units; the number of the local offices and branches; performance evaluation standards.
 - Provide new equipment and new uniforms to create a positive image and pride in the agency.

- Open new offices in key areas to show a visible law enforcement presence and hence increased sense of security.
- Improve training and implement increased safety and security measures for the public.
- Create community participation in oversight and monitoring of police conduct.

Key Terms	Slide 6
 Capacity 	
 Integrity 	
 International Standards 	



Ask trainees what they think the definitions of "integrity" and "capacity" is. Note responses on a flip chart and facilitate agreement among the trainees on a common definition. Compare it with the given one.

Expected Outcome:

- "Capacity" means the ability of law enforcement officers and agencies
 to perform their mandated tasks effectively and legally. Capacitybuilding then includes developing not only the individual's ability to
 perform a law enforcement task effectively, but also the ability of the
 institution to be a legal and effective instrument of State authority
 according to international standards and democratic principles.
- "Integrity" means compliance with human rights and professional standards of law enforcement by the institution and the individual.
- Capacity and integrity both have individual and an organizational dimensions, as follows:
 - Individual capacity (knowledge/skills of the police officer)
 - Organizational capacity (human resources, organizational structure, etc.)
 - Individual integrity (human rights and professionalism)
 - Organizational integrity (i.e. existence of codes of conduct, disciplinary procedures, etc.)
- International Standards

International standards exist that govern the actions and behaviour of law enforcement officials in the performance of their duties. According

to the UN Code of Conduct for Law Enforcement Officials, the following legal principles must be fully respected and promoted by law enforcement agencies:

- Law enforcement officials must at all times fulfill the duty imposed on them by law, by serving the community and by protecting all persons against illegal acts, consistent with the high degree of responsibility required by their profession.
- Law enforcement officials must respect and protect human dignity and maintain and uphold the human rights of all persons.
- Law enforcement officials must not commit any act of corruption.

"Any national security agency that exercises police powers, especially powers of arrest and detention."

- The UN defines a "law enforcement agency" as any national security agency, such as police and the gendarmerie, which exercise police powers, especially the powers of arrest and detention.
- The number of law enforcement agencies may vary from country to country but it is important to highlight that:
 - The UN Police is usually mandated to assist the national government/authorities for the reform of some, if not all, of them.
 - The involvement of the UN Police component in the reform of all or some law enforcement agencies does not mean that the sphere of responsibility of the local police has been extended to cover the responsibility of the mentioned law enforcement agencies. The other law enforcement agencies remain in charge of their statutory designated areas. For instance, in Liberia, UN Police is mandated to assist all the law enforcement agencies, including the National Bureau of Immigration and Naturalization, airport security authorities and the secret service.

Objectives of Police Reform	Slide 8
Contribute to sustainable peace and security	
Strengthen the rule of law	
 Enhance capacity and integrity of the police 	

Support of the reform, restructuring and rebuilding of law enforcement agencies in a UN peacekeeping operation has several objectives. The UN Police vision includes ensuring:

- Long-term democratic foundation
- Operational sustainability
- Enhance Public trust
- Support training of adequate police officers
- Establishment of basic administrative and financial management arrangements
- Building of necessary infrastructure (i.e. training facilities, police stations, communications equipment, vehicles and uniforms).
- The national context, including cultural, political, economic and social realities has to be taken into account. Working closely together with national authorities is crucial to ensure local ownership. This will ensure sustainability.

Rule of Law Slide 9

"Principle of governance in which all persons, institutions and entities, public and private, including the State itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with the international human rights norms and standards."

 Sustainable peace and security cannot be achieved without a durable and reliable rule of law system.

The "rule of law" is defined by the United Nations as:

A "principle of governance in which all persons, institutions and entities, public and private, including the State itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with the international human rights norms and standards".

The national law enforcement system contributes to the effectiveness of the rule of law. In a mission, UN Police along with other mission components contribute to the strengthening of the rule of law as part of an overall effort to strengthen good governance and the rule of law. Coordination with other rule of law components in a mission is therefore essential.

To contribute in the reinforcement of the rule of law, UN Police must build or enhance the capacity and integrity of the law enforcement agencies.

Reform, Restructuring and Rebuilding Activities		
• M	apping of the sector	
• In	stitutional audit of LEAs	
• C	ensus and identification	
• V	etting, selection and recruitment	
• T	raining and certification	
• In	stitutional development	

- To implement a successful reform, restructuring and rebuilding process, UN Police may undertake the following activities:
 - Mapping and reform of the sector It is important to undertake a mapping of the overall criminal justice and security sector. This includes a clear identification of the strengths and weaknesses of relevant State and non-State actors, including law enforcement agencies, the judiciary, the military, correctional services, intelligence services and traditional justice mechanisms. Reform initiatives must be undertaken in all these sectors to strengthen the rule of law with a view to achieving sustainable peace and security.
 - Institutional audit A thorough audit of law enforcement agencies, at organizational, processes, financial, management and performance levels, must be done. This should also include a clear identification of the short-, mid- and long-term measures, with a clear implementation plan with the identification of human and financial resources implications, which are necessary to increase the capacity and integrity of such institutions in order to allow them to fulfil their mandated functions.
 - Census and identification of law enforcement officials A census and identification programme should be organized to clarify the number and status of law enforcement officials and to stop individuals from informally joining and departing from law enforcement agencies. This process should allow the State to re-establish control over law enforcement agencies and limit the arbitrary and illegal use of policing powers. It also permits the public to identify who is authorized to exercise policing powers, such as searches, arrests and detentions and who illegally are impersonating law enforcement officials and should be sanctioned.
 - Vetting, selection and recruitment of law enforcement officials Once a census and identification programme for law enforcement officials has been conducted, or the validity of the existing list for such

personnel has been certified, a screening process must be put in place to assess if they meet the criteria for continued employment, particularly in respect of past human rights violations. This should lead to the final or provisional certification of such officials. Moreover, adequate procedures that fully comply with United Nations criminal justice norms and standards must be in place for the recruitment of law enforcement officials.

- Training and certification Training initiatives include developing and delivering programmes and activities that contribute to short, medium and longer term capacity building of law enforcement officials, curriculum development for systematic instruction and education and the building of management and national training capacity. From the individual prospective, training and certification is the part of the individual capacity building which means the ability of the person to deliver the law enforcement service effectively (individual capacity) and in line with human rights and professional standards (individual integrity).
- Institutional development The development of the capacity and the integrity of law enforcement agencies is central to the overall process. Institutional development should be undertaken at all levels, including by effecting changes to the policy and legal framework, administrative procedures and the provision of the financial and material means to allow the concerned law enforcement agencies to fulfil their mandated functions. A specific emphasis should be given to building administrative systems including budget, finance, personnel, procurement and assets management.

Challenges in Post-conflict Environment

Slide 11

- Lack of political will
- Absence or ineffective governance structure and framework
- Lack of human resources
- Degraded physical infrastructure
- Inadequate funding
- Implementation strategies must be designed to overcome common challenges encountered in conflict and post-conflict environments. These could include one or more of the following:
 - Lack of will or resistance to change national and local authorities
 - Absent or ineffective legal, budgetary and regulatory frameworks, including the absence of a supervisory, departmental, ministerial or other governance structures

- Inadequate numbers of well-trained and appropriately equipped law enforcement officials and support staff
- Dysfunctional, destroyed or highly degraded physical infrastructures
- Inadequate funding.
- Note to instructor: Ask trainees what they consider to be additional challenges to reform and rebuilding of LEA in post-conflict and conflict settings. Note these on a flip chart.



Expected Outcome:

Open discussion

Implementation Strategy

Slide 13

- Planning
- National ownership
- Involvement of civil society
- Compliance with UN human rights and criminal justice standards
- Reform of justice system and security sector reform
- Adapting to local needs and situation
- Coordination with other international actors
- Sustainability
- The implementation strategy for the reform should layout the goals and tasks; the means and tools to be used; the challenges and threats to be taken into account; the precautions and preparations to be undertaken; principles and rules to abide by to ensure success of the reform, restructuring and rebuilding of law enforcement agencies.
- The following may be considered in the framework of the implementation strategy:
 - The success of the reform, restructuring and rebuilding depends heavily on proper planning, which must be based on the institutional audit and produce clear objectives.
 - Committed and consistent involvement of the local authority (national will and local ownership) from the beginning to the end of the reform process.
 - Community engagement is essential. The community must be provided with information relating to the adequate functioning of law

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enforcement agencies. If the local population is largely illiterate, this information could be delivered through the mass media, including UNrun radio and television programmes, and through community policing activities. These should aim at educating the public on police procedures, availability of the law enforcement services for the community, complaint procedures, etc. Law enforcement officials and UNPOL officers must be in close contact with the civil society leaders and opinion-makers, local social groups and be sensitive to public opinion.

- Law enforcement procedures must comply with internationally accepted UN human rights and criminal justice standards.
- UN Police should consider the agencies for which it is responsible, as a part of the law enforcement system. UN Police contribution to the reform must be planned and performed in strong and relevant linkages with other parts of the law enforcement system, pursuing international standards in the process of changing the capacity, integrity, structure, personnel related issues (rank policy, salary composition and level) etc.
- The goals of reform, restructuring and rebuilding must correspond to the social needs and circumstances prevailing on the ground;
- Strong coordination should take place between UN Police and other UN, multilateral and bilateral actors in the reform process;
- Financial sustainability should include clear donor aid policy and the financial capability of the local government to carry the burden of the expenditures in the process of reform and after the UN leaves the host country.

Levels of Reform	Slide 14
Reform addresses different levels:	
 Systems 	
 Sector 	
 Organization/institution 	
 Individual 	

- Strategically, the reform must address the needs that can arise at different levels:
 - Systems level refers to the rule of law system as a whole, e.g. prisons, courts, prosecutors, judges, defence lawyers, law

- enforcement, victims assistance and systematic oversight and governance.
- Sector level refers to the sector of the government such as law enforcement services (including border, military police etc.) and the governance structure such as Ministry of Interior, parliamentary and independent oversight bodies.
- Organizational level refers to individual institutions, such as the police, and involves the review of general aspects like its number of personnel, structure, composition, accountability, legitimacy, oversight, condition of the service, type and the service delivering;
- Individual level refers to the assessment of individual capacity and integrity. This is particularly relevant to the vetting process, which should be based on assessment of individual conduct (large scale removals on the sole basis of group or party affiliation risks removing public employees who have integrity and bear no responsibility for past abuses by that institution or its employees.

Note to instructor: Ask trainees to identify which UN Police activities affect which level. Try to identify activities that affect each level. Use the matrix below:

Matrix				Slide 15	
	Individual	Organization	Sector	System]
Mapping of the sector					
Institutional audit of LEAs					
Census and identification					
Vetting, selection and recruitment					
Training and certification					
Institutional development					

16 • Reform, Restructuring and Rebuilding of Police and LEAs

Expected Outcome:

Note to instructor: Use the matrix to further discuss and exemplify practical activities undertaken at relevant steps of the RR&R process.

Matrix				Slide 15	
	Individual	Organization	Sector	System	
Mapping of the sector		x	х	X	
Institutional audit of LEAs		x	x		
Census and identification	X				
Vetting, selection and recruitment	X				
Training and certification	X	x			
Institutional development		x	x	x	

Evaluation	Slide 16
ProcessIndicatorsTools	

- A system for monitoring and evaluating the reform process should be built into the reform strategy from the very beginning. There are several courses of action that could be suitable for law enforcement agencies:
 - Conduct periodic evaluations to allow for adjustments. This helps to correct mistakes, direct additional efforts and resources towards vulnerable areas, revise the plan for short- and long-term. For instance, in Kosovo, Haiti and other missions, periodic evaluations are/were required as part of the benchmarking process for the

Mandate Implementation Plan. Benchmarking generally includes a comparison between the plan and the achievements. It helps in keeping the plan flexible and responsive to the situation.

- Conduct a final evaluation to determine the success of the reform, prepare the ground for accreditation of the local law enforcement agencies and their ability to exist and perform without external assistance.
- Depending on the level, the evaluation could be conducted for the whole law enforcement system, the particular law enforcement agency or a specific division/unit of the law enforcement agency (the police academy, for instance).
- Indicators for evaluating the success of police reform may include the existence of law enforcement policies and procedures in line with various indices, including:
 - Adherence to UN standards
 - Official accountability
 - Level of corruption and human rights violations
 - Sustainability
- Information on those indicators can be obtained from different sources. including the local police authorities, surveys of the community, UN Police reports (daily, weekly, monthly), crime analysis information gathered by UN Police, other UN reports (such as those prepared by human rights monitoring mechanisms and bodies), reports from nongovernmental organizations, media reports, etc.
- For UN Police, evaluation should be cross-referenced to the mission's Mandate Implementation Plan. The final evaluation usually is the basis for the decision by the Security Council to terminate the UN Police mandate or end UN Police activities. It is an indication of whether the mandate has been implemented successfully or not.

Summary of Key Messages	Slide 17
Sustainability of Reform	
Capacity Building	
 Activities in a Successful RR&R Process 	
Implemenation Strategy	
 Levels of Reform 	

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

- 1. Define reform, restructuring and rebuilding
- 2. List objectives of police reform
- 3. List necessary activities to implement a successful RR & R process
- 4. List indicators to evaluate the reform process
- 5. Identify the different levels reform must address

Expected outcome

- 1. Reform, restructuring and rebuilding
 - Reform: the change process leading to greater capacity and integrity in the concerned law enforcement agency.
 - the internal reorganization of the concerned law Restructuring: enforcement agency for the purpose of making it more efficient and able to fulfil its mandate functions.
 - Rebuilding: the provision of the material and financial means to the concerned law enforcement agency to allow it to fulfil its mandate functions.
- 2. Objectives of Police Reform
 - Contribute to sustainable peace and security
 - Strengthen the rule of law
 - Enhance capacity and integrity of the police
 - Operational sustainability

- Enhance public trust
- Support training of adequate police officers
- Establishment of basic administrative and financial management arrangements
- Building of necessary infrastructure (i.e. training facilities, police stations, communications equipment, vehicles and uniforms).
- The national context, including cultural, political, economic and social realities has to be taken into account. Working closely together with national authorities is crucial to ensure local ownership. This will ensure sustainability.
- 3. Necessary activities to implement a successful RR & R process
 - Mapping of the sector
 - Institutional audit of LEAs
 - Census and identification
 - Vetting, selection and recruitment
 - Training and certification
 - Institutional development
- 4. Indicators to evaluate the reform process
 - Adherence to UN standards
 - Official accountability
 - Level of corruption and human rights violations
 - Sustainability
- 5. Different levels reform must address
 - System level
 - Sector level
 - Organization/institution level
 - Individual level

United Nations Police and Different Legal Systems

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Preparatory Notes to Instructor

Background

The mandate of the United Nations to bring peace and stability and to reinforce the rule of law to nations in crisis will often require operating in regions with different laws and legal practices amongst a variety of cultures. For UN Police to carry out their mandated functions within the UN Police framework it is important that they be aware of these differences and the necessity of being familiar with the host country legal system. Furthermore, they must be sensitive to the fact that UN Police is composed of police officers from countries representing various legal systems as well.

Aim

To provide participants with an understanding of:

- the basic concepts, characteristics and peculiarities of the different main legal systems
- the practical aspects of working within those particular legal systems in a UN mission.

Learning Outcomes

On completion of Different Legal Systems Module, participants will be able to:

- 1. List the three most common Legal Systems in mission areas
- 2. List the three pillars of the Criminal Justice System and describe their roles
- 3. Describe the importance for peacekeepers to have a common knowledge of the legal systems of the world

Training Sequence

It is suggested that the material contained in this module be delivered over two training periods; however, it is designed in such a way it can be condensed according to the needs of individual nation's training requirements.

This module is intended to highlight the differences in various legal systems and to provide guidance to police officers working within those systems in the various mission areas. As such it is not projected to give detailed instruction about the legal systems. It is recommended to be delivered in conjunction with the specialized training modules for police on human rights standards in use of force and arrest and detention.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
100 minutes	20 min	15 min.	65 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
	as needed		

Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit from the session.

- Legal Systems
- Common Law, Civil Law, Islamic (Shari 'a) Law, Mixed & Customary (Traditional) Legal Systems
- Models of Policing
- Fair Trial
- Excercises
- Conclusion
- Learning Outcome Assessment
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by a police instructor with mission experience. It is not intended that the topic be delivered by a legal expert or lawyer. If there is more than one instructor, at least one should have practical experience.

Instructors should encourage questions from the participants and aim for an interactive discussion. All participants should be encouraged to contribute to the group discussions, case study discussions and in any other activity. Further 'mission specific pre-deployment' or 'in mission' training will address the specifics of the legal system of the particular country of deployment.

Instructor Preparations

Required Readings

- Universal Declaration of Human Rights
- Covenant on Civil and Political Rights
- African Charter
- American Convention on Human Rights
- European Convention on Human Rights
- Islam & Justice Lawyers Committee for Human Rights
- UNODC, Cross Cutting Issues, Criminal Justice Assessment Toolkit, NY 2006
- Guidelines for United Nations Police Officers on Assignment with Peacekeeping Operations, UN DPKO 2007
- "Human Right and Law Enforcement: a package on human right training for the police", Office of the High Commissioner for Human Rights, UN, 1997
- Nader Aspects of Saudi Arabian Law
- United Nations Police Handbook" Police Division, DPKO, UN, 2005

General Preparations

Equipment:

- Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Chart

Materials:

1. Copies of handouts...etc.

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- (e.g) Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

United Nations Police and Different Legal Systems

Slide 1



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

Aim

Slide 2

To provide participants with an understanding of:

- the basic concepts, characteristics and peculiarities of the different main legal systems
- the practical aspects of working within those particular legal systems in a UN mission.

Learning Outcome

Slide 3

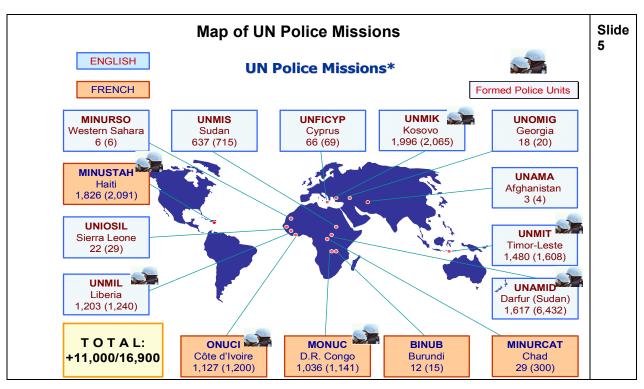
On completion of this module participants will be able to:

- List the three most common Legal Systems in mission areas
- List the three pillars of the Criminal Justice System and describe their roles
- Describe the importance for peacekeepers to have a common knowledge of the legal systems of the world

Structure of the Presentation

Slide 4

- Legal Systems
- Common Law, Civil Law, Islamic (Shari 'a) Law, Mixed
 & Customary (Traditional) Legal Systems
- Models of Policing
- Fair Trial
- Learning Outcome Assessment
- Conclusion

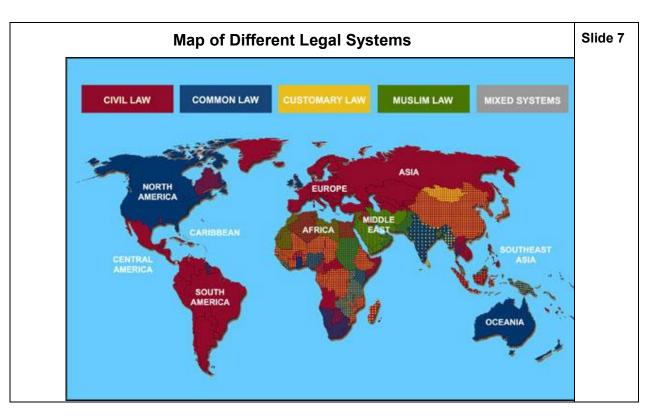


June 2008 - For map updates go to www.un.org/Depts/dpko/police/map.pdf

Note to instructor: After showing the map, ask the participants for their ideas on how many different legal systems are operating in the mission countries (as shown on the map) and ask them to outline which problems they might encounter working within the legal systems of these countries.

Different Legal Systems Civil Law Common Law Islamic Law Customary Law (Traditional) Mixed Legal Systems

- Civil Law and Common Law systems in mission host-countries generally result from a colonial past. Customary Law (Traditional) systems are usually locally grown forms of administration of justice.
- In addition to the Islamic legal system, in some countries religion also plays an important part in the administration of justice.
- In many mission host-countries, Mixed Legal Systems combine elements of several legal traditions.



Note to Instructor: The map shows participants where the different legal systems are applied and allow them to identify which system is present in the various missions.

Different Legal Systems - General Remarks

Slide 8

- Parallel existence of sets of international norms and diverse national legal systems.
- · Trend towards globalisation
- Reflect culture and history of the country
- Despite an ever-increasing body of international law (e.g. treaties, resolutions of international organisations, covenants, declarations and agreements), there is no universal legal system that replaces the various national legal systems worldwide. The regime of international norms taking effect in a country depends on the nature of the international norm (binding or not, self-executory or not), on the set of norms accepted by the State (ratification of treaties, declarations), as well as on the methods of application and realities of implementation of international law in the country. Very often, the obligations that exist for a State under international law are not satisfied on the national level.

The roles of culture and history are indispensable to understand a country's legal system. Cultural influence on a legal system exists no matter what kind of legal system.

The Function of the Law	Slide 9
Law serves two functions:	
 Governs the activity of private individuals, the State and legal subjects such as corporations, associations, etc. 	
 Provides standards of conduct and regulates behaviour 	



Learning Activity: Functions of the Law

The purpose of this group discussion activity is for participants to identify the functions of the law and the factors that affect it.



Learning Activity Time Required:

5 minutes	for activity introduction and instructions	
10 minutes	for work small groups discussions	
10 minutes	for small group reports in large group*	
25 minutes	*total time dependent number of groups	

Total time: 25

Activity Guidelines:

- 1. Divide the participants into groups to discuss and report back on the following:
 - What do they consider are the functions of the law?
 - What are the factors that influence the law?
- 2. Ask participants to present their results in the plenary (the large group).
- 3. Complement the results of the participants with the expected outcome.

Expected Outcome:

- 1. In contemporary society the law has two functions:
 - Governs the activity of individuals, corporations and governments
 - Provides standards of conduct and regulates behaviour.

2. Influencing Factors

Legal systems reflect a country's form of government, its economy, its religious and cultural beliefs and practices, and its history. As a result legal systems can vary greatly between countries and sometimes within countries.

Legislative Guidelines for Police

Police officers must work within the framework of the legal system in the country they serve. Legislation determines the extent of police powers and these can vary from country to country.

A functioning legal system provides important checks and balances to ensure the protection of individual rights and guide public officials in their duties.

Three Pillars of the Criminal Justice System			Slide 10
•	Police	Enforcement	
•	Justice sector	Legislation and administration of justice	
•	Corrections	Incarceration, Rehabilitation	



Learning Activity: Criminal Justice System

The purpose of this group discussion activity is for participants to determine the imbalances within the three pillars of the criminal justice system.



Learning Activity Time Required:

5 minutes	for activity introduction and instructions		
15 minutes	for work small groups discussions		
15 minutes	for small group reports in large group*		
35 minutes	*total time dependent number of groups		

Total time:

Activity Guidelines:

- 1. Divide the participants into groups to discuss what could be the consequences if there is an imbalance between the police, the justice sector and correction facilities.
- 2. Ask participants to present their results in the plenary (the large group).
- 3. Complement the results of the participants with the expected outcome.

Expected Outcome:

- UN Police must operate within the legal framework of the country to which they are deployed. An individual UN Police officer does not have any influence regarding the host country's legal system, but he/she has to understand the national law in order to be able to operate accordingly.
- To operate effectively, UN Police must work in partnership with the justice sector and corrections personnel. The law will not be adequately served without co-operation between these agencies. There must be balance and capacity so that arrested persons can be processed in the justice system in a timely manner. Adequate detention facilities must also be available.
- A detainee may be incarcerated; however, without adequate prison records and a system that provides due process, the detainee could remain in prison for a prolonged period without the benefit of bail or the prospect of a fair trial.
- Inadequacies in the justice system can lead to Human Rights abuses.
- In implementing the mission mandate, UN Police shall respect the legislation applicable in the mission area, insofar as it is not in conflict with internationally recognised Human Rights Standards or United Nations Rules and Regulations.
- In exercising their functions, UN Police shall observe internationally recognised Human Rights Standards, and shall not discriminate against any person on any grounds, such as gender, ethnicity, language, religion, political or other opinion, national, ethnic, or social origin, sexual orientation, association with a national community, property, birth or other status. They must uphold International Criminal Justice Standards in all aspects of their work. They should report Human Rights violations they witness to their superiors for transmission to the Human Rights component, or equivalent, of the peacekeeping operation.

Civil Law System

Slide 11

Also referred to as:

- Most commonly found in current mission areas
- Predominantly based on written legal codes
- Judges take an active role in establishing the facts of a case and seek to obtain all incriminating and exculpatory evidence

- The Civil Law System is one of the oldest systems in the world as it has its origins in the Roman Empire.
 - The Civil Law System is considered the most common legal system in the world and is found in Western Europe, Latin America, French speaking Africa and parts of the Far East. It is also the system most commonly found in current mission areas.
 - It is a legal system predominantly based on written legal codes like the extensive "Code Napoleon" developed in Europe.
 - Cases are considered by a judge based on the law and only secondarily based on prior judicial decisions if the law does not provide a clear answer or was interpreted in a particular way by precedent.
 - Judges have an active part in establishing the facts of a case, questioning witnesses and soliciting or collecting evidence it is an inquisitorial system (typically with an investigative judge who carries out or supervises criminal investigations carried out by the so-called judicial police). However, the pure inquisitorial system is rare. In most cases adversarial elements such as the questioning of witnesses and presentations of arguments by defence lawyers and prosecutors are important parts of the criminal procedure.

Common Law System

- Slide 12
- Originally derives its force and authority from the universal consent and immemorial practice of the people
- Importance of the interpretation of laws by judicial decision making
- The common law system:
 - Originates in the Anglo-Saxon legal tradition.
 - Serious offences are considered indictable and the accused is able to elect a trial by judge or jury,
 - Trials are conducted through an adversarial process where the prosecutor and the defence counsel (lawyer) present evidence, make argument and question witnesses. The judge has very little investigative power and refers to the presented arguments of both sides in order to make a decision, but the judge is able to make certain inquiries that are considered part of the collection of evidence.
 - A minor offence is often heard and decided by a judge sitting alone

Islamic Law (Shari'a Law)

Slide 13

- Fundamental basis of Islamic Law manifested will of God
- Source of this law is the Qur'an, the Muslim Holy Book, Hadith & Sunnah

Islamic Law

- Described by Nader in Aspects of Saudi Arabian Law as "the body or rules of conduct revealed by God to his Prophet whereby the people are directed to lead their life in this world."
- The most important source of this law is the Qur'an, the Muslim Holy Book and the Hadith, which is what the prophet Mohammad said and Sunnah, what was practiced by him.
- The fundamental basis of Islamic law is that it is the manifested will of God and does not depend on the authority of any earthly lawgiver.

Mixed Legal System and Customary (or Traditional) Law

Slide 14

A Mixed System combines elements of:

- Civil Law
- Common Law
- Customary Law
- Islamic Law
- Mixed legal system and customary (or traditional) law
 - Sudan is an example of Islamic, Common Law and Customary law.
 - Botswana, Mauritius, Namibia, South Africa are examples of mixed Common and Civil laws.
 - Ghana, Liberia, Malawi, Sierra Leone, Uganda, Zambia are examples of mixed common and Customary law. (Reference to Slide 8 "Map of Different Legal Systems").
 - Iran adopted the Civil Law system, but rejected it in 1979 in favour of a return to Islamic Law; however, in some areas of Iran Civil Law remains, relating in particular to trade and commerce.

Fair Trial	Slide 15	
Appeal System		
Importance of Human Rights		

- The right to a fair trial is a norm of international human rights law designed to protect individuals from the unlawful and arbitrary curtailment or deprivation of other basic rights and freedoms, the most prominent of which are the right to life and liberty of the person. It is guaranteed under Article 14 of the International Covenant on Civil and Political Rights (ICCPR), which provides that "everyone shall be entitled to a fair and public hearing by a competent, independent and impartial tribunal established by law."
- Everyone convicted of a crime shall have the right to his conviction and sentence being reviewed by a higher tribunal according to law" [Article 14(5)].109 The right to appeal is aimed at ensuring at least two levels of judicial scrutiny of a case, the second of which must take place before a higher tribunal.
- The following international and regional Human Rights Treaties addresses this issue:
 - Article 10 of the Universal Declaration of Human Rights
 - Article 15 of the Covenant on Civil and Political Rights
 - Article 7 of the African Charter
 - Article 8 of the American Convention on Human Rights
 - Article 6 of the European Convention on Human Rights
 - Islam & Justice Lawyers Committee for Human Rights, 1997, p.127

Conclusion	Slide 16
Expect Differences	

Expect differences:

Every country has differences in their legal procedures. These
differences will manifest themselves in the performance of the host
country police. Some systems allow the police wide ranges of
authority and the right to take actions, i.e. in relation to crime
investigation. Other systems require investigating judges or
prosecutors to direct specific actions from the police.

14 • Different Legal Systems

 It is important that you carefully follow the induction training on this issue and adapt your mentoring and advising (and executive) roles to the host country's legal system.

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written guiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

- 1. What are the three most common Legal Systems in mission areas?
- 2. What are the three pillars of the Criminal Justice System?
- 3. Describe the main role of the three pillars.
- 4. Why is it important for Peacekeepers to have a common knowledge of the legal systems of the world?
- 5. What does it require to make UN Police work effectively in the rule of law context?
- 6. To what extent does local law influence police operations in the mission area?

Expected Outcome

- 1. The three most common Legal Systems are Civil Law, Mixed Legal System and Islamic Law.
- 2. The three pillars of the Criminal Justice System are the Police, the Justice Sector and Corrections.
- 3. The Justice Sector interprets the laws, hold trials and hears appeals; the police enforce the laws and corrections incarcerate, rehabilitate and punish offenders.
- 4. It is important for UN Police to have common knowledge of the legal systems of the world because once in mission, they must adapt to the legal framework of the host country. Furthermore, they must be sensitive to the fact that UN Police is composed of police officers from countries representing various legal systems as well.
- 5. To operate effectively they must work in partnership with the justice sector and corrections personnel. The law will not be adequately served without co-operation between these agencies. There must be balance and capacity so that arrested persons can be processed in the justice system a timely manner.

16 • Different Legal Systems

6. Local law influences UN Police operations in the mission area because of differences in the various legal systems throughout the world. UN Police may have to adapt their investigative techniques, arrest and detention procedures and court preparation accordingly.

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Preparatory Notes to Instructor

Background

In the context of post-conflict societies, United Nations Peacekeeping Operations are frequently mandated to assist in the reforming, restructuring and rebuilding of law enforcement agencies. A substantial part of this process is, amongst others, the interaction between UN Police and the host country police in order to achieve defined objectives.

Due to the conflict, the population generally has little or no confidence in the capacity of the State to provide for their individual safety and security. Effective law enforcement not only restores public law and order but also assists in re-establishing the confidence of the population in the capacity of the State to govern. Crucial to this confidence-building are the activities of mentoring, advising and training the host country police, in particular with respect to lawful, effective law enforcement.

Aim

To provide participants with:

a clear understanding of the basic concepts and strategies of mentoring and advising in support of the reforming, restructuring and rebuilding process of the host country law enforcement agencies

Learning Outcomes

On completion of Mentoring and Advising Module, participants will be able to:

- Define mentoring and advising
- 2. Outline the aim of mentoring and advising
- 3. List the objectives and skills needed for mentoring and advising
- 4. Explain the role mentoring and advising plays in the process to reform, restructure and rebuild law enforcement agencies
- 5. Apply mentoring and advising activities in an exercise

At the end of the module participants should understand the overall process of mentoring and advising of law enforcement personnel and agencies in a post-conflict environment.

Training Sequence

The material contained in this module could be delivered over one or two training units, depending on the number of learning activities upon which the instructor decides. The instructor can modify the duration to suit national

2 • Mentoring and Advising

training requirements and reflect the subject matter comprehension level of the students.

This module should be delivered in conjunction with or with due attention to the modules on Human Rights, Community Based Policing, Respect for Diversity, Child Protection and Women, Peace and Security.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
70 minutes	25 min	15 min.	30 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
45 min	as needed		45 min.

Methodology

This module provides an overview of the overall task of mentoring and advising in support of the reforming, restructuring and rebuilding of law enforcement agencies and lays the groundwork for further modules on specific tasks and phases of the process.

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

- Definition of mentor and advisor
- The role of UN Police as mentors/advisors
- Objectives of mentoring/advising
- Mentors'/Advisors' tasks and skills
- Feedback
- Learning Outcome Assessment
- Summary
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In

either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in mentoring and advising, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Required Readings

- UN Police Handbook
- Handbook on United Nations Multidimensional Peacekeeping Operations, Peacekeeping Best Practices Unit, Department of Peacekeeping Operations, United Nations, December 2003, pp. 85 – 94.
- United Nations Civilian Police Principles and Guidelines

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Chart

Materials:

1. Copies of handouts...etc.

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- e.g Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Mentoring and Advising

Slide 1



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

Aim

Slide 2

The aim of this module is to provide participants with a clear understanding of the basic concepts and strategies of mentoring and advising in support of the reforming, restructuring and rebuilding processes of the host country law enforcement agencies.

Learning Outcome

Slide 3

On completion of the module, participants will be able to:

- Define and distinguish mentoring and advising
- Outline the aim of mentoring and advising
- List the objectives and skills needed for mentoring and advising
- Explain the role mentoring and advising plays in the process to reform, restructure and rebuild law enforcement agencies
- Apply mentoring and advising activities in an exercise

	Structure of the Presentation	Slide 4
	 Definition of mentor and advisor 	
	 The role of UN Police as mentors/advisors 	
	 Objectives of mentoring/advising 	
	 Mentors'/Advisors' tasks and skills 	
	 Feedback 	
	 Learning Outcome Assessment 	
	 Summary 	
L		

Strategic Mission of UN Police

Slide 5

Building institutional police capacity through:

- Reforming and Restructuring, Rebuilding and Strengthening Institutions
- Executive Law Enforcement
- Electoral Assistance
- Disarmament, Demobilization and Reintegration
- Public Education and Information
- Mentoring and Advising, Training and Skills Transfer
- Community-Based Policing
- UN Police responsibilities encompass a wide range of activities that can be broadly categorized as mentioned on the slide above in order to build institutional police capacity.
- Note to Instructor: The role as mentor and advisor is manifested as core UN Police task (see Chapter 2.2 of the UN Police Handbook).

Definitions	Slide
Mentor	
 A wise trusted counselor or teacher 	
Advisor	
 An expert who proposes solutions to a probler 	m

- As these definitions demonstrate, mentoring should not be confused with advising. Advising is typically a short-term relationship aimed at "directing" solutions to individual problems in a longer term development process. In contrast, mentoring is a more comprehensive, long-term, one-on-one relationship between a more experienced professional and a less experienced individual. Mentoring is a developmental mechanism involving counselling, guidance, instruction and a mixture of personal and professional growth. An advisor might or might not be a mentor, depending on the quality of the relationship.
- Mentoring is a way of encouraging professional growth. It is a fundamental form of human development where one person invests time, energy, and personal know-how in assisting the growth and ability of another person. The mentor provides advice on how the mentee can develop his or her skills, competencies, knowledge, and experience in order to improve their professional performance.
- UN Police perform both mentoring and advising roles, depending on the needs of the mission and the context of the process and/or individuals being assisted.

Key Skills and Competencies of a Mentor/Advisor	Slide 7	
Interpersonal competency		
 Management/leadership skills 		
Negotiation/mediation skills		

- Despite the differences in mentoring and advising similar skills and competencies are needed to fulfil the tasks.
- Note to Instructor: Brainstorm with the participants which skills and competencies a mentor and an advisor needs. Collect the results of the participants on a flipchart and complement it with the expected outcome.

Expected Outcome:

Mentors/Advisors should be:

- Reliable
- Committed
- Lead by example
- Knowledgeable
- Competent
- Professional

- Motivating
- Responsible
- Responsive
- Solution orientated
- Encouraging
- Fair
- Impartial

And be able to:

- Assess
- Evaluate
- Define and set goals
- Set timelines
- Define performance indicators
- Share ideas
- Advise
- Follow up
- Think strategically

Phases in Mentoring

Slide 8

- Phase 1 Forming a Partnership
- Phase 2 Establishing Trust
- Phase 3 Challenging for Professional Growth
- Phase 4 Sustaining and Nurturing the Relationship



Learning Activity: Phases in Mentoring

The purpose of this group discussion activity is to raise the participants' awareness of the different phases a mentor/advisor should be aware off, in order to build capacity.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions
	10 minutes	for work small groups discussions
	15 minutes	for small group reports in large group*
Total time:	30 minutes	*total time dependent number of groups

Activity Guidelines:

- 1. Divide the participants into four groups.
- 2. Ask the participants to list activities a mentor/advisor should perform during the different phases.
- 3. Ask the participants to present their results in the plenary.
- 4. Compliment the results with the expected outcome
- Note to instructor: You may want to include the following points as a handout or write them up on flipcharts.

Expected Outcome:

- 1. Phase 1 Forming a Partnership
 - Understand and respect culture, beliefs, and the history of the host country police force
 - Get to know each other as individuals and develop a foundation for the partnership
 - Keep professional distance
 - Listen to the needs and expectations of the mentee
 - Develop a common set of expectations
 - Initiate an open and honest approach of communicating
 - Develop goals
- 2. Phase 2 Establishing Trust
 - Probe for information that will be useful in order to develop trust
 - Develop a style of problem-solving
 - Provide feedback positive and constructive that helps the mentee grow

- Keep commitments/promises
- Share your personal experiences that are relevant to the discussion but always be aware that what works in your country might not work in the host country
- Maintain confidentiality
- Offer the right help at the right time
- Problem-solving orientated
- 3. Phase 3 Challenging for Professional Growth
 - Jointly identify ways that can broaden his/her experiences
 - Discuss what's working and not working
 - Find ways to improve the way you work together
 - Challenge the mentee when his/her actions are leading to negative consequences
 - Explore how he/she may change attitudes/behaviour to better achieve the set goals
 - Be open to feedback on your performance as a mentor
 - Give responsibilities
- 4. Phase 4 Sustaining and Nurturing the Relationship
 - Review lessons learned in relationship
 - Reinforce positive actions taken
 - Support the mentee in taking the initiative to gather information from a variety of sources
 - Celebrate progress and growth of the relationship

Objectives of Mentoring

Slide 9

- Create positive attitude
- Develop professional skills
- Prepare for higher responsibilities
- Reinforce training and delivery of democratic police service
- Reinforce democratic principles of policing

Objectives of Mentoring

- Among the tasks of UN Police, changing the attitude and behaviour of host country police is the most important objective of mentoring/advising as well as the most difficult one.
- It is essential to emphasise that the participants themselves are to apply the UN core values (integrity, professionalism, respect for diversity) in order to achieve these objectives. Leading by example is crucial!
- Changes in attitudes, professionalizing the police officers and a
 fostering of "pride in the uniform" enable the police to become more
 effective and efficient within their communities. Additionally, the
 compliance with international standards for democratic policing
 rebuilds the confidence of the population in law enforcement
 agencies.
- One of the most important principles of mentoring/advising is to promote "policing as a service", which is unusual for local police in post-conflict societies. "Policing as a service" stands for a responsive, representative and accountable police.
- In the democratic model of policing the following prevails:
 - Power held by many
 - Equality before the law
 - Enforcement of the law
 - Service to the community
 - Honesty and accountability
 - Confidence in policing
 - Respect for policing
 - Support from the community
 - Partnership with the community

Objectives of Advising

Slide 10

Assisting by proposing solutions in the context of a broader development process, including:

- Organisational issues
- Administrative issues
- Operational issues

Objectives of Advising

- In addition to the above mentioned objectives of mentoring, advising is focusing on the institutional side in terms of bringing about organisational, operational and tactical changes.
- Reforming, restructuring and rebuilding the host country police in order to strengthen their capacity and to establish democratic standards and guidelines is crucial for the success of a peacekeeping operation.

Duties and Responsibilities

Slide 11

- Assist, train, mentor and advise as appropriate
- Search for solutions
- Ensure compliance with International Policing Standards
- Evaluate performance
- Document and report through UN Police chain of command

Duties and Responsibilities

- The main goal of mentoring and advising host country police is to enhance competency and capacity as well as to strengthen police services by bringing about change.
- Search together with your mentee for solutions and ensure that he/she is complying with international policing standards.
- Evaluate his/her performance, document and report it through the chain of command of UN Police.

Do's Slide 12

- Set achievable goals and timelines
- Share experiences
- Enable officer to perform
- Facilitate independent action
- Encourage decision making
- Emphasise the success
- Discuss the ways to improve

Pote to Instructor: After going through the slide, brainstorm with the participants the Don'ts in mentoring/advising and complement with the expected outcome.

You may want to include the following points as a handout or write them up on flipcharts.

Expected Outcome:

- Do not "rescue" officer by doing his work
- Avoid acting as a "know-it-all" person
- Do not become only a friend rather than a mentor
- Do not only criticize, but provide positive and useful feedback
- Do not discourage the officer when he/she failed

	Giving Feedback	Slide 13
•	Honest and Positive	
•	Timely and Specific	
•	Describe behaviour	
•	Only criticise things that can be changed	

Feedback rule: POSITIVE - NEGATIVE - POSITIVE

Feedback should:

- Give praise for things that went well
- Refer to concrete observable behaviour
- Only describe behaviour, avoid "analysing", and don't make it personal
- First refer to positive observations, then turn to the negatives and conclude on an encouraging note
- Be constructive, give examples for a better way to act
- Be timely, give feedback as soon as possible
- Be specific, give examples of each point
- Only criticize things that can be changed
- Take a positive approach

Mentor should work closely with her/his officer providing her/him with a constant feedback. One cannot expect changes to happen in a short time.

Receiving Feedback	Slide 14
 Listen 	
Don't justify	
React constructively	
Find solutions	

Receiving Feedback

- It is crucial that feedback should be given from both the mentor and the mentee! The above mentioned rules apply for both.
- First listen carefully to the observations without justifying, leave the criticism uncommented. After having listened, attempt to find a solution in order to be better prepared for a similar situation the next time and only comment if you feel the criticism was unjustified.

	Summary of Key Messages	Slide 15	
•	Impact of mentoring/advising on reforming, restructuring and rebuilding the host country police		
•	Four phases of mentoring/advising		
•	Key skills of mentors/advisors		



Note to Instructor: If time allows divide class in three groups and hand out the activity/case studies in the Optional Learning Activity:

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

- 1. What is mentoring and advising?
- 2. What is the aim of mentoring and advising?
- 3. List the objectives and skills needed for mentoring and advising.
- 4. What role does mentoring and advising plays in the process to reform, restructure and rebuild law enforcement agencies?
- 5. What are the Do's and Don'ts in Mentoring and Advising?
- 6. List feedback rules.

Expected outcome

- 1. Mentoring and advising are:
 - Mentor: A wise trusted counselor or teacher
 - Advisor: An expert who proposes solutions to a problem
- 2. The aim of mentoring and advising is:
 - Mentoring is a way of encouraging professional growth. It is a fundamental form of human development where one person invests time, energy, and personal know-how in assisting the growth and ability of another person. The mentor provides advice on how the mentee can develop his or her skills, competencies, knowledge, and experience in order to improve their professional performance.
 - Advisors are more focused on the assistance of leaders and managers to further develop and improve the host country law enforcement agencies. Although similar skills and competencies are needed for both mentoring and advising, the latter is mainly performed on a more strategic level in order to enhance the host country law enforcement agencies.

3. The objectives and skills needed for mentoring and advising are:

Objectives of mentoring

- Create positive attitude
- Develop professional skills
- Prepare for higher responsibilities
- Reinforce training and delivery of democratic police service
- Reinforce democratic principles of policing

Objectives of advising: Assisting by proposing solutions in the context of a broader development process, including:

- Organisational issues
- Administrative issues
- Operational issues

Skills needed: Mentors/Advisors should be:

- Reliable
- Committed
- Lead by example
- Knowledgeable
- Competent
- Professional
- Motivating
- Responsible
- Responsive
- Solution orientated
- Encouraging
- Fair
- Impartial

And be able to:

- Assess
- Evaluate
- Define and set goals
- Set timelines
- Define performance indicators
- Share ideas

- Advise
- Follow up
- Think strategically
- 4. The role mentoring and advising plays in the process to reform, restructure and rebuild law enforcement agencies is:

The main goal of mentoring and advising host country police is to enhance competency, capacity and to strengthen police services by bringing about change. Changes in attitudes, professionalizing the police officers and a fostering of "pride in the uniform" enable the police to become more effective and efficient within their communities. Additionally the compliance with international standards for democratic policing rebuilds the confidence of the population in law enforcement agencies.

One of the most important principles of mentoring/advising is to promote "policing as a service", which is normally unusual for local police in post-conflict societies. "Policing as a service" stands for a responsive, representative and accountable police.

In the democratic model of policing the following prevails:

- Power held by many
- Equality before the law
- Enforcement of the law
- Service to the community
- Honesty and accountability
- Confidence in policing
- Respect for policing
- Support from the community
- Partnership with the community
- 5. The Do's and Don'ts in Mentoring and Advising are:

Do's

- Set achievable goals and timelines
- Share experiences
- Enable officer to perform
- Facilitate independent action
- Encourage decision making
- Emphasise the success

- Discuss the ways to improve
- Assist in planning the career of officer

Don'ts

- Do not "rescue" officer by doing his work
- Avoid acting as a "know-it-all" person
- Do not become only a friend rather than a mentor.
- Do not only criticize, but provide positive and useful feedback
- Do not discourage the officer when he/she failed

6. The feedback rules are:

- Honest and Positive
- Timely and Specific
- Describe behaviour
- Only criticise things that can be changed
- Give praise for things that went well
- Refer to concrete observable behaviour
- Only describe behaviour, avoid "analysing", and don't make it personal
- First refer to positive observations, then turn to the negatives and conclude on an encouraging note
- Be constructive, give examples for better way to act
- Be timely, give feedback as soon as possible
- Be specific, give examples of each point
- Only criticize things that can be changed
- Take a positive approach



Optional Learning Activity: Role Plays

The purpose of this group activity is for the participants to identify difficulties and problems in mentoring/advising through role plays. The three exercises are: Difficulties in Mentoring/Advising, Positive and Negative experience, and Feedback Rule.



Learning Activity Time Required:

	10 minutes for activity introduction and instructions	
	15 minutes	for work small groups discussions: exercise 1
	20 minutes	debrief in the large group*
Total time:	45minutes	*total time dependent number of groups

Exercise 1: Positive and Negative Experience

Activity Guidelines:

- 1. You have probably been mentored / advised by one or more people but may not have recognised it. Look back and identify one person who you think was a good mentor / adviser and another who you think was a bad one.
- 2. Give reasons for both cases.

Expected Outcome:

The below mentioned points are only meant as examples and should complement the outcome of the participants.

For the positive experience the mentor/advisor:

- Set achievable goals and timelines
- Shared experiences
- Enabled the officer to perform
- Facilitated independent action
- Encouraged decision making
- Emphasised the success
- Discussed ways to improve

Assisted in planning the career of officer

For the negative experience the mentor/advisor:

- The mentor/advisor didn't do the above mentioned actions
- Did the work him/herself
- Was a "know it all" person
- Was more a friend than a mentor
- Only criticised, no encouragement
- · Feedback was personal

Exercise 2: Difficulties in Mentoring/Advising

Activity Guidelines:

- 1. Think of problems that might arise in a mentoring / advising partnership.
- 2. How would you address difficulties?

Expected Outcome:

The below mentioned points are only meant as examples and should complement the outcome of the participants.

Problems:

- Past experiences of UN Police
- Seemingly lack of results
- Lack of motivation
- Political interference
- Cultural aspects, religion, ethnicity
- First "bad" impression
- UN Police feeling superior
- Broken promises
- Lost credibility
- High turn-over of UN Police

How to address:

- Proper introduction
- Explain mandate and role of UN Police
- Active listening

- Demonstrate a sincere interest
- Seek agreement on how to do business
- Demonstrate knowledge and respect of host country, demographics, legislation, culture

Exercise 3: Feedback Rule

Activity Guidelines:

1. You are a mentor and this situation involved your officer:

During one night patrol with two host country police officers in a dangerous part of the city, two young men from a local gang harassed a young woman in the street. The police officers stopped them and started to interfere verbally in order to solve the situation. In the beginning they stayed calm and tried to convince the young men to let off the young woman. When the young men started to offend and insult the officers, they got agitated but still tried to keep calm. But when the young men started to push the officers, they themselves became rude and even started to hit the young men with their batons.

2. How would you give feedback to the officers?

Expected Outcome:

Assess performance in role play on the basis of feedback rules:

Feedback rule: POSITIVE - NEGATIVE - POSITIVE

Feedback should:

- Give praise for things that went well
- Refer to concrete observable behaviour
- Only describe behaviour, avoid "analysing", and don't make personal comments
- First refer to positive observations, then turn to the negatives, conclude on an encouraging note
- Be constructive, give examples for better way to act
- Be timely, give feedback as soon as possible
- Be specific, give examples of each point
- Only criticize things that can be changed
- Take a positive approach

Community Based Policing Table of Contents

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Preparatory Notes to Instructor

Background

United Nations Peacekeeping Operations are frequently mandated to assist in the reforming, restructuring and rebuilding of host country police service.

Based on the principle that police can only be successful if it operates in close cooperation with the community, the Community Based Policing concept is regarded as key to effective policing.

Due to the conflict, the population generally has little or no confidence in the capacity of the State to provide for their individual safety and security. Effective law enforcement not only restores public law and order but also assists in re-establishing the confidence of the population in the capacity of the State to govern.

In order to re-establish confidence in the rule of law, UN Police have a great responsibility to ensure that law enforcement is exercised lawfully and effectively. This often includes mentoring, advising, training, and the implementation of the principles of Community Based Policing, and establishes a focus on service delivery and communication with the community at large.

As has been proven in many developed countries, a focus on Community Based Policing will strengthen the public's trust in police service. Community Based Policing not only strengthens the bond between police service and the community by addressing security concerns, it also enhances the ability to provide long term solutions to community problems in addition to protecting life and property effectively and efficiently.

There are different versions and interpretations of Community Based Policing in different countries all over the world. This module is based on a generic approach that must be tailored to the specific needs and the approach desired by the host country.

Aim

To provide peacekeeping personnel with an understanding of:

- the basic concepts of Community Based Policing
- practical aspects of implementing Community Based Policing measures tailored to local needs and local context

Learning Outcomes

On completion of Community Based Policing Module, participants will be able to:

1. Understand the philosophy of Community Based Policing as it relates to post-conflict environments.

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- 2. Understand the principles, theory and practice of Community Based Policing
- 3. Explain the importance of local context and the ways in which a partnership with local communities can be established
- 4. Explain the strategy of Community Based Policing and the forms it takes in practice
- 5. Explain the benefits of Community Based Policing
- 6. Describe the practical challenges that police may have in implementing Community Based Policing successfully
- 7. Explain the application of collaborative, community based problem solving

Training Sequence

The material contained in this module is to be delivered over two training units, depending on the number of learning activities that the instructor decides upon. The instructor can modify the duration to suit national training requirements.

This module is a cross-cutting module that provides an overview of the overall philosophy and implementation of Community Based Policing. It should be delivered with due attention to the modules on Human Rights in Peace Operations, Conduct and Discipline, Respect for Diversity, Child Protection and Women, Peace and Security.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
105 minutes	25 min	15 min.	65 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
45/75 min	as needed		45/75 min

Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

- Introduction and rationale for Community Based Policing within a post conflict context
- Four basic principles of Community Based Policing
- Relationship with host country police, communities and partner agencies
- Constraints, risks and challenges to Community Based Policing in post-conflict environments
- Implementation and problem solving
- Summary
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in the principles of Community Based Policing in post-conflict situations who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Required Readings

- A consultancy report prepared for United Nations Police Division by Prof. David Bayley, State University of New York at Albany (2005).
- Office of the United Nations High Commissioner for Human Rights. Professional Training Series No. 5/Add.3 'Human Rights Standards and Practice for the Police' (Pocket Book on Human Rights for the Police) (2004).
- Bayley, David H. 1996. "Measuring Overall Effectiveness." In Larry T. Hoover, Quantifying Quality in Policing. Washington, DC: Police Executive Research Forum).
- High Commissioner of the United Nations for Human Rights, 2001, 'Police – Community Integral Policy and Human Rights' (Available through UN/OHCHR Geneva).

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- High Commissioner of the United Nations for Human Rights, 2002 'Implementation of the Integral Policy, Police – Community and Human Rights (Available through UN/OHCHR Geneva).
- High Commissioner of the United Nations for Human Rights, 2001, 'Instructive for Specialists of Community Police and Human Rights' Policía Nacional, 2001 (HRE/AME/NIC/6) (Available through UN/OHCHR Geneva).
- Police Reform through Community-Based Policing: Philosophy and Guidelines for Implementation http://www.ipacademy.org/PDF Reports/POLICE REFORM.pdf.

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Chart

Materials:

1. Copies of handouts...etc.

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- (e.g) Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Community Based Policing

Slide 1



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

Aim

Slide 2

To provide peacekeeping personnel with an understanding of:

- the basic concepts of Community Based Policing
- practical aspects of implementing Community Based Policing measures tailored to local needs and local context

Learning Outcome

Slide 3

On completion of this module, participants will be able to:

- Understand the philosophy of Community Policing as it relates to post-conflict environments
- Understand the principles, theory and practice of Community Policing
- Explain the importance of local context and the ways in which a partnership with local communities can be established
- Explain the strategy of Community Policing and the forms it takes in practice
- Explain the benefits of Community Policing
- Describe the practical challenges police may have in implementing Community Policing successfully

Slide 4

Structure of the Presentation

- Introduction and rationale for Community Based Policing within a post- conflict context
- Four basic principles of Community Based Policing
- Relationship with host country police, communities and partner agencies
- Constraints, risks and challenges to Community Based Policing in post-conflict environments
- Implementation and Problem Solving
- Summary

Definition of Community Slide 5

A specific group of people, often living in a defined geographic area, who share a common culture, religion, ethnicity, values, norms and concerns and who are arranged in a social structure according to relationships the community has developed over a period of time. The term "community" includes worksites, schools, churches, private and public agencies, social groups and health care sites.

Note to instructor: Before showing the slide, generate a discussion around what a community may be and identify key words to develop a class definition. Complement the result with the expected outcome.

Expected Outcome:

Community is a group of individuals who have something in common which identify themselves as part of the wider group.

Commonalities can be based on:

- culture
- religion
- ethnicity
- values
- norms and
- concerns

For example, churches, schools, hospitals, social groups, private and public agencies and people who work in a special area are vital members of a community.

Obvious differences within a community may be based on gender, culture or ethnicity; however, less obvious but possibly more important differences may be background, belief systems including religion, age or level of education.

What is Community Based Policing

Slide 6

Police participating in the community and responding to the needs of the community, and the community participating in its own policing and supporting the police

Note to instructor: After having given the 'definition' on the above slide, brainstorm with the participants on characteristics of Community Based Policing in their personal understanding or experience. Complement the results with the expected outcome.

Expected Outcome:

Community Based Policing is centred on a philosophy in which the police need to:

- Practice policing by consent not coercion
- Be part of the community not apart from it
- Encourage the public to become partners with the police in controlling and preventing crime
- Identify (together with the community) what the community's needs are
- Work in partnership with other agencies and the public
- View public cooperation as essential for successful crime control
- Tailor policing to meet the community's needs
- Be accountable for the policing service' and
- Provide a quality service
- Develop strategies for obtaining public assistance
- Solve problems, including work with governments, nongovernmental and community groups in a coordinated way to reduce crime and increase community safety and reassurance.



Pote to Instructor: Highlight that effective mobilisation of community support requires different approaches in different communities. Community Based Policing has to be adjusted to the needs, conditions, conflicts and concerns of the particular community. Emphasize that the most appropriate Community Based Policing solutions have to be found in the local context and not in the background of the home countries of UN Police officers.

	Why Community Based Policing	Slide 7
•	Crime prevention, reduction and detection benefits	
•	Gain the respect and trust of the public, which has been lost in conflict	
•	Contribute to legitimacy of new governments and structures	



Learning Activity: Positive Examples of Community Based **Policing**

The purpose of this group discussion activity is for participants to discuss the positive examples of Community Based Policing in post conflict societies.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions
	15 minutes	for work small groups discussions
	10 minutes	for small group reports in large group*
Total time:	30 minutes	*total time dependent number of groups

Activity Guidelines:

- 1. Divide participants into small groups.
- 2. Ask participants to list further positive effects of Community Based Policing in post conflict societies.
- Ask participants to present their results in the plenary (the large group).
- 4. Complement the results with the expected outcome

Expected Outcome:

- Improves the trust and confidence levels of the community
- Improves public safety and reassures the community
- Police are assisted by the community in reducing actual and perceived crime and in improving safety

- Important tool in reassuring the public about the current situation and what the police are doing (reducing the fear of crime)
- Promotes a positive perception of the police and fosters a partnership between police and the community
- Can make a visible positive impact on the situation for vulnerable person(s) / groups
- Intelligence gathering tool. "Community Intelligence" is thought to be more effective and reliable in assisting to evaluate threats than intelligence gained from other areas
- Improves the community's satisfaction and confidence levels towards police
- Strengthens the community in a way to combat ethnic differences that can deeply affect marginalised groups
- Emphasizes the need for strong relationships and engagement with the community to promote harmony and social cohesiveness.

Implementing Community Based Policing

Slide 8

Assess the:

- Ability of the police to respond, consult, mobilise, and solve a problem in partnership with the community
- Nature and capacity of the community
- Political commitment
- Reform and restructuring strategies of the mission
- Willingness of support of local authorities



Note to Instructor: The above mentioned factors need to be assessed in order to implement community based policing.

Brainstorm with the participants which essential groups/persons the police should consult to be able to implement community based policing effectively and complement with the expected outcome.

Expected Outcome:

- Residents' associations based on geography, such as housing estates and neighbourhoods
- Economic interests, such as banks, shopkeepers, taxi drivers, and apartment owners
- Health clinics, hospitals, shelters for battered women, orphanages etc.
- Leaders of ethnic / religious groups

- Village elders
- Schools/educational institutions
- Various community organisations
- **Note to Instructor:** Choosing partners is a sensitive matter. Although working with communities can be enormously beneficial, police must be alert to the impact of their involvement on the communities themselves.
 - Are there traditional justice / mediation systems that the police should be aware of in implementing Community Based Policing?
 - Police must be cautious that their activities work with, rather than against traditional systems of social control and discipline. At the same time, the police need to be alert to the fact that some traditional practices may be against the law and should not be encouraged. The police should be very careful that they do not ally themselves with groups that are fundamentally opposed to human rights and the rule of law.
 - The ability of community groups to work with police depends on their ability to act and think independently. In situations where they cannot, there is a danger that they will be seen as agents of the police, weakening their standing and causing them to become alienated.
 - Community Based Policing is easily established amongst prosperous middle-class and professional groups; however, it requires more effort with communities that are poor, unemployed, lacking education, and have high concentrations of persons with special protection needs.

Requirements for Implementation in a Post-Conflict Context Formulated in consultation with local authorities Commitment from the entire policing service, from senior management to junior officers Implementation to be aligned to integrated reform and restructuring strategies Strong political commitment

The fostering of local ownership is essential to any sustainable changes of the host country police. The first step in developing Community Based Policing in the police services requires a political and senior management acceptance and commitment on the strategic level. Failing to do so and only focusing efforts on the operational and tactical level have in most cases proven unsuccessful.

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- If the culture of the local police supports behaviour that is unsympathetic and authoritarian, efforts to develop Community Based Policing must begin with changing their attitudes and behaviour. Such attitudes and behaviour are counter-productive and must be corrected and monitored by UN Police. The management style of the organisation must include collaborative decision-making and cannot be traditionally directive or quasi-military.
- Changing attitudes and behaviour is in any context difficult and requires a consistent and long-term approach.

Community Based Policing	Slide 10
Four essential elements:	
 Responsiveness 	
 Consultation 	
 Mobilisation 	
Problem Solving	

Community Based Policing as practiced around the world consists of four essential elements – responding to individuals, consulting with communities, mobilizing communities, and solving recurring problems. These elements are designed to encourage the community to become partners in controlling and preventing crime. The variety of practices that give concrete form to these elements will be addressed below.

Responsiveness	Slide 11
 Pro-activeness 	
 Visibility 	
 Accessibility 	
 Timeliness 	
 Effectiveness 	

Note to Instructor: Emphasize the fact that Community Based Policing must be responsive to the varying needs of all sections of the community.

In order to obtain the public cooperation that is essential for successful crime control and prevention, the police must demonstrate that they are willing and able to respond to the security needs of individuals and groups. The police must show that they give priority to the needs of individual citizens. They do so by actively soliciting requests for assistance from the public and responding promptly, courteously, and

sympathetically to them. If they cannot provide what is needed, they give advice about alternative avenues of help and assistance.

- In short, police treat the public as clients to be served rather than as problems to be managed or exploited.
- Responsiveness includes the following:
 - Timely and effective response to calls
 - Thorough investigations
 - Evidence-based policing
 - Proactive/preventive policing
 - Being visible, accessible and familiar to public; e.g. emergency telephone numbers or hotlines, 'high visibility' officers on the beat or in community police stations
 - Providing opportunities for community participation
 - Flexibility with accountability for achieving local community outcomes
 - Listening to the community, which will include attending local meetings or events where the communities are, to identify issues, jointly prioritise concerns and keep the community informed
 - Effective resolutions
 - Sensitive to gender issues and persons/groups with special protection needs
 - Supportive programmes for victims and witnesses

Consultative	Slide 12
Information gathering and analysisParticipation through collaboration and coordinationPartnership	



Note to Instructor: Consultative behaviour means that the police establish the mechanisms for two way communication with the communities about problems requiring their attention, about prioritising problems and about approaches to their resolution.

- Consultation is critical to demonstrate that police give high priority to the security needs and fears of individuals. Because the public knows more about criminal events than the police, their input is essential to the effective use of police resources.
- Therefore the police should:

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- Gather information and carry out analysis in consultation with others such as local councils, other government departments and the community to establish better shared understanding in developing solutions
- Participate in interagency meetings to ensure co-ordination and collaboration to best effect
- Work in partnership with other law enforcement agencies and other emergency services
- Create liaison offices with various community groups (business leaders, taxi drivers, religious leaders, women's groups etc.)

	Mobilisation	Slide 13
	Modification	
•	Crime prevention advice	
	Translating and simplifying laws and procedures into common language	
	Training local leaders to solve problems at the local level	
	Activate Community participation; e.g. Neighbourhood Watch	



Note to Instructor: Mobilisation refers to the activities police undertake to ensure the assistance of communities to protect them and solve problems that generate crime.

- Mobilisation includes:
 - Providing crime prevention advice and promoting positive stories
 - Trained staff who respond promptly, intelligently, and sympathetically
 - Translating and simplifying laws and procedures people encounter in daily life into local languages
 - Training local leaders in dispute resolution and mediation problem solve at the local level.
 - Offering crime prevention advice to the community
 - Active community participation; e.g. Neighbourhood Watch, Police Liaison

Definition of "Problem" in the Community Based Policing Context	Slide 14	
What is a Problem?		
 A recurring set of related harmful events in a community 		
 Events that members of the public expect the police service to address 		
 Events such as domestic violence, which tend to be ignored/accepted by some communities 		



Note to Instructor: Discuss the information in the slide with the participants.

Problem Solving – Defining Elements			Slide 15	
	There are six defining elements:			
	С	Community	Whom does it affect?	
	Н	Harmful	How does it affect them?	
	Е	Expectations How is the problem addressed?		
	Е	Events	A problem has more than one event	
	R	Recurring	Acute (short) / Chronic (long)	
	S	Similarity	Victim, offender, location, commodity	

Problem solving involves:

- Identifying a problem (in consultation with others)
- Understand the conditions that gave rise to the problem
- Taking action (involving others) develop and implement long-term solutions tailored to the problems
- Determine the solutions impact on the problem (assess whether action made a difference (for community and for police)



Note to Instructor: The expression "cheers" is drawn from the Center for Problem Oriented Policing.

Problem Solving	Model	(S.A.R.A.)
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Scan

Scanning involves identifying neighbourhood crime and disorder problems

Analyse

Analysis creates an understanding of the conditions that cause problems

Respond

Response develops and implements solutions to the problem based on the analysis

Assess

Assessment determines the impact of the response on the problem and, if necessary, develops ways to improve the response

Note to instructor: Brainstorm with participants how problem solving changes the way police work and complement with the expected outcome.

Expected Outcome:

- Police work preventively: rather than responding to individual incidents of law breaking or requests for assistance, police change or remove the conditions that lead to repeated incidents
- Police broaden the range of their actions, not relying exclusively on arresting and detaining
- Police work with other institutions and agencies in the creation of solutions to problems
- Police effectiveness is not only measured by the number of arrests but in terms of incident recurrence.

Constraints, Risks and Challenges

Slide 17

Slide 16

- Resistance of host country authorities
- Long term approach (years)
- Lack of support (this can be within UN Police and / or the host country police)
- Perceptions of community
- Security considerations
- Lack of interpersonal skills of UN Police
- Communications problems



Learning Activity: Overcoming Community Based Constraints

The purpose of this group discussion activity is to raise participants awareness of what can be done to overcome the constraints of Community Based Policing. This section is related to resilience and the fact that there may be struggles with the host country police to change behaviour.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions
	15 minutes	for work small groups discussions
	15 minutes	for small group reports in large group*
Total time:	35 minutes	*total time dependent number of groups

Activity Guidelines:

- 1. Divide the participants into three groups.
- 2. Ask participants to consider what the constraints of Community Based Policing may be. Ask them to consider what can be done to overcome them.
- 3. Ask participants to present their results in the plenary (the large group).
- 4. Complement their findings with the Expected Outcomes.

Expected Outcome:

- Resistance of host country police current corrupt practices breed
- Lack of top level support in mission Community Based Policing not 'mainstreamed' (this can be within UN Police and / or the host country police)
- Lack of political will
- Host country police argue that tough measures are needed and that they are already doing as much as they can to work with the community
- Funding equipment training all lacking or non-existent
- Perceptions of community
- **Conflict Analysis**
- Personal security considerations of UN Police is the environment ready for Community Based Policing?

- Local people more interested in basic needs food/shelter/safety (Maslow's Hierarchy of Needs)
- Lack of interpersonal / mediation skills by UN Police
- Distorted messages through Language Assistants
- Short-term postings of UN Police (consistency of message and method)
- Long-term approach (years)



Note to Instructor: Participants should be aware that they may need to convince host country police that there are practical benefits to Community Based Policing.

Summary of Key Messages Key elements for success: Local ownership Consolidation in the organisation Long-Term Approach



Note to Instructor: If time allows divide class in three groups and hand out exercises in the Optional Learning Activity which can be found at the end of the module: IDP – Persons/Groups with special protection needs, Rape, extortion, gang violence and mob justice and Protection for money exchangers increasing violence.

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written guiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

This questionnaire comprises of five true/false questions and five short answer guestions. Fifteen minutes is allocated for this guestionnaire.

TRUE/FALSE QUESTONS (Circle either T or F)

- T/F 1. Community Based Policing is based on international needs
- 2. Community Based Policing should always seek political commitment T /F
- 3. Community Based Policing empowers community members to arrest suspects T/F
- 4. The S.A.R.A model involves problem solving

T/F

5. Community Based Policing is limited to control of serious crime only T/F

Give short answers to the following questions:

- 1. Define a community
- 2. What are the four basic principles of Community Based Policing
- 3. Name at least four of the factors that make Community Based Policing difficult to conduct
- 4. Name the six elements of a problem
- 5. Name at least four benefits of Community Based Policing in post-conflict countries
- 6. Describe the stages of problem solving

Expected Outcome

This questionnaire comprises of five true/false questions and five short answer questions. Fifteen minutes is allocated for this questionnaire.

TRUE/FALSE QUESTONS

- 1. Community Based Policing is based on international needs T/F (F)
- 2. Community Based Policing should always seek political commitment T/F (T)
- 3. Community Based Policing empowers community members to arrest suspects T/F (F)
- 4. The S.A.R.A model involves problem solving T/F (T)
- Community Based Policing is limited to control of serious crime only T/F(F)

Short answers

- 1. Define a community
 - Community A specific group of people, often living in a defined geographic area, who share a common culture, religion, ethnicity, values, norms and concerns and who are arranged in a social structure according to relationships the community has developed over a period of time.
 - The term "community" encompasses worksites, schools, churches, private and public agencies, social groups and health care sites.
 - A particular emphasis should be placed on vulnerable communities, however their community is based.
- 2. What are the four basic principles of Community Based Policing

Four basic principles are:

- Responsiveness
- Consultation
- Mobilization
- Problem Solving
- 3. Name at least four of the factors that make Community Based Policing difficult to conduct
 - Resistance of host country police current corrupt practices breed distrust
 - Lack of top level support in mission Community Based Policing not 'mainstreamed' (this can be within UN Police and / or the host country police)
 - Lack of political will
 - Host country police argue that tough measures are needed and that they are already doing as much as they can to work with the community
 - Funding equipment training all lacking or non-existent

- Perceptions of community
- Conflict analysis
- Personal security considerations of UN Police is the environment ready for Community Based Policing
- Local people more interested in basic needs food/shelter/safety (Maslow's Hierarchy of Needs)
- Lack of interpersonal / mediation skills by UN Police
- Distorted messages through Language Assistants
- Short term postings of UN Police (consistency of message and method)
- 4. Name the six elements of a problem
 - C Community
 - H Harmful
 - E Expectations
 - E Events
 - R Recurring
 - S Similarity
- 5. Name at least four benefits of Community Based Policing in post-conflict countries
 - Crime prevention, reduction and detection benefits
 - Gain the respect and trust of the public, which has been lost in conflict – "winning hearts and minds"
 - Contribute to legitimacy of new governments and structures
 - Improve pubic safety and reassure the community
 - Police are assisted by the community in reducing actual and perceived crime, road trauma and in improving safety
 - Important tool in reassuring the public about the current situation and what the police are doing (reducing the fear of crime)
 - Generate a positive perception of the police and fosters a partnership between police and the community
 - Can make a visible impact on groups/persons with special protection needs.
 - Improves the trust and confidence levels of the community
 - Intelligence gathering tool. "Community Intelligence" is thought to be more effective and reliable in assisting to evaluate threats than intelligence gained from other areas

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- Improves the community satisfaction and confidence levels towards police
- Strengthens the community as a way to combat ethnic differences that can deeply affect marginalised groups
- Emphasizes the need for strong relationships and engagement with the community to promote harmony and social cohesiveness
- 6. Describe the stages of problem solving
 - Scan
 Scanning involves identifying neighbourhood crime and disorder problems
 - Analyse
 Analysis creates an understanding of the conditions that cause problems
 - Respond
 Response develops and implements solutions to the problem based
 on the analysis
 - Assess
 Assessment determines the impact of the response on the problem and, if necessary, develops ways to improve the response



Optional Learning Activity: Case Studies

The purpose of this activity is to discuss case studies on Community Based Policing.



Note to Instructor: The instructor can give one scenario to each group and save time.





Learning Activity Time Required:

10 minutes	for activity introduction and instructions	
15 minutes	for work small groups discussions: exercise 1	
15 minutes	for work small groups discussions: exercise 2	
15 minutes	for work small groups discussions: exercise 3*	
20 minutes	minutes debrief in the large group*	
75 minutes	*total time dependent number of groups	

Total time: | 7

☐ Case Study 1: Carana IDP – Persons/Groups with Special Protection Needs

The Carana police service is divided into the Carana National Police (CNP) and Gendarmerie. CNP are located in population centres and are controlled by the provincial administration. The Gendarmerie is part of the Ministry of Interior, maintains the police presence in rural areas and is responsible for border security. However, in recent years the Gendarmerie was used more often to suppress opposition political groups than for rural security or border control. In addition, Carana Defence Force units often exercise police tasks, representing government power in the internal security role.

In recent years, CNP and Gendarmerie have suffered a critical shortage of qualified personnel, logistical and financial resources, and training. In addition, they have been plagued by heavy politicisation, corruption and mismanagement. Police presence in Carana is very low. The estimated number for CNP and Gendarmerie officers amounts to 10,000 officers, or one officer for every 1,400 citizens. Out of this number, only 5 per cent are female officers.

Crime rates particularly in population centres are high and there are numerous reports of abuses perpetrated by the police service. This inefficiency and erosion of professional standards has led to a widespread loss of credibility in the eyes of the population.

There are problems with Internally Displaced People (IDPs). The IDPs are mostly women and children, and many of these women are being abused by

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local youths. Several reports have been made to the CNP but actions have not been taken.

Activity Guidelines:

1. Ask participants to discuss and suggest the best Community Based Policing course of action. Responses should consider the following proactive processes / measures:

Expected Outcome:

- Joint patrol with CNP/Gendarmerie
- Education and information flow
- Open avenues for report and assistance
- Meeting with all stakeholders, victims, etc- in order to build confidence and trust
- Talk to IDPs on one to one basis-depending on the cultural parameters within which you are operating
- Be polite, responsive and show empathic understanding
- Provide security to victims and provide first aid where applicable
- Facilitate processes of counselling and Medical services
- Ensure all stakeholders who should make the system work should be up to their task
- Establish referral systems to put victims in touch with organizations that provide community services.

Case Study 2: Carana Village – Rape, Extortion, Gang Violence and Mob Justice

There have been rampant and consistent rape and extortion by gang members in a village in Koloni, northern Carana.

There have been several reports to the local police. The public blame the police and the judiciary for being corrupt and failing to respond positively to their problems. There has been a further loss of confidence and trust in both institutions.

The situation is becoming volatile and some members of the public have threatened to take matters into their own hands by lynching the next person they catch.

Activity Guidelines:

1. Ask participants which steps a police officer has to take in order to stop the violence and return the situation to normalcy.

Expected Outcome:

- Build credibility of police.
- Engage community in solution.
- Demonstrate respect for rule of law.
- Build public confidence in the police service.
- Measures to engage higher level authorities (local, regional and national).

Suggested steps can include:

- Patrols (both mobile and foot) to improve visibility and reassurance of public.
- Series of meetings with victims, chiefs, clan leader, youth etc.
- Public meetings to emphasise rule of law.
- Provide safety advice to persons/groups with special protection needs
- Joint radio talks with members of the judiciary.
- Organise arrests and screening of suspects demonstrate results.
- Quick response to reported incidents firm policing with respect for human rights.
- Thorough investigation of incidents.
- Support for victims (involvement of female officers).
- Request court to keep suspects in legal custody liaise with other rule of law components.
- Provide regular public updates through radio, TV and stakeholders community outreach.

Case Study 3: Carana Capital City – Protection for MoneyExchangers – Increasing Violence

In Galasi, the capital city of Carana, a thriving money exchange business has developed as a 'curb market'. Gangs have been preying upon several of the street dealers and robbing them.

The money dealers have come together and are appealing to the police for protection. They point out that if the police cannot help them they will be forced

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to buy 'protection' from armed gangs (allied to former fighting factions). There is a risk of organized crime taking root.

Activity Guidelines:

1. Ask participants to discuss in groups the options for dealing with the above situation.

Expected Outcome:

- Prevent organised crime spreading
- Build credibility of police.
- Engage community in solution.
- Demonstrate respect for rule of law.
- Build public confidence in the police service.
- Measures to engage higher level authorities (local, regional and national) – longer term, to seek to regulate money exchange more formally.

Suggested steps can include:

- Patrol (fixed posts) to improve visibility and reassurance of dealers.
- Set up designated 'safe area' (pending regulation).
- Series of meetings with victims and financial regulatory authorities.
- Public meetings to emphasise rule of law.
- Provide safety advice to dealers.
- Organize arrests and screening of suspects demonstrate results.
- Quick response to reported incidents Firm policing with respect for human rights.
- Dedicated resources to tackle organised crime.
- Engage with gang leaders (link to DDR and alternative livelihood).
- Telephone 'hotlines'.
- Thorough investigation of incidents.
- Support for victims
- Request court to keep suspects in legal custody liaison with other rule of law bodies.
- Appeals for information on culprits

Human Rights Standards in Arrest and Detention

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Preparatory Notes to Instructor

Background

United Nations Peacekeeping Operations are frequently mandated to assist in the reforming, restructuring and rebuilding of host country police service. In past conflicts, police often have been directly involved in hostilities and/or associated with human rights violations. Based on this the population generally has little or no confidence in the capacity of the State to provide for their individual safety and security. Effective law enforcement not only restores public law and order but also assists in re-establishing the confidence of the population in the capacity of the State to govern.

In order to re-establish confidence in the rule of law, UN Police have a great responsibility to ensure that law enforcement is exercised lawfully and effectively.

In exercising their functions, UN Police must fully adhere to United Nations human rights norms and standards. Making sure that human rights are respected is central to the work of UN Police components, whose roles can vary from mentoring and advising, training the national police services to actual law enforcement.

Abuse of power might occur in the enforcement of policing functions, such as arrest and detention and in those cases human rights may be violated. Therefore, it is essential for the UN Police to have a clear understanding of the international human rights standards to prevent abuses and to provide for effective investigations and sanctions in case of human rights violations.

Aim

The aim of this module is to provide participants with a clear understanding of human rights standards for the arrest and detention of persons.

The module will also familiarize participants with actions to be taken to prevent and respond to human rights violations in regards to arrest and detention.

Learning Outcomes

On completion of HR Arrest and Detention Module, participants will be able to:

- 1. Understand the human rights implications related to procedures of arrest and detention and the actions to be taken to prevent and respond to human rights violations in regards to arrest and detention.
- 2. Define the terms "Arrest", "Detention", "Detainee", "Prisoner", "Force" and "Body Search"
- 3. Identify which human rights can be affected by arrest and detention

- 4. List the correct post-arrest procedures in conformity with human rights standards
- 5. Indicate when and how the law allows a police officer to exercise legal powers in accordance with international law
- Mentor and advise local law enforcement agents on how to apply lawful arrest and detention procedures, paying particular attention to female and child suspects/detainees
- 7. Recognise the sensitivities of search of persons and properties and other intrusive measures

This training module sets out obligations in arrest and detention activities of UN police as required by international law. These are the minimum standards to be observed. National law of host countries may provide for higher standards, which must then be observed.

Training Sequence

It is suggested that the material contained in this module be delivered over two training units, depending on the number of learning activities decided upon by the instructor. The module, however, is designed to be condensed according to the needs of individual nation's training requirements.

This module provides an overview of the human rights standards applicable to arrest and detention and refers to reporting procedures for human rights violations. It should be delivered after Different Legal Systems and be closely linked to the module on Human Rights Standards in the Use of Force and Mentoring and Advising

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
95 minutes	30 min	15 min.	50 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
45 minutes	as needed		45 min. activity

Methodology

The module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. The aim is for the learning experience to be as interactive as possible. Participants invariably bring to the course some experiences, which must be actively drawn upon to enhance the overall learning experience. Participants should be fully

involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit from the session.

- Definition of key terms
- Human rights affected in arrest procedure
- Post-arrest procedures
- Conditions of detention
- Special requirements for female and child detainees
- Police powers under international law
- **Exercises and Summary**
- Learning Outcome Assessment
- Optional Learning Activity
- Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written guiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in international human rights law and practice, who could share his/her experience with the group.

Instructor Preparations

Required Readings

- Code of Conduct for Law Enforcement Officials (1979) [http://www2.ohchr.org/english/law/codeofconduct.htm];
- Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (1988) [http://www.unhchr.ch/html/menu3/b/h comp36.htm];
- Basic Principles for the Treatment of Prisoners (1990) [http://www2.ohchr.org/english/law/basicprinciples.htm];

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- Standard Minimum Rules for the Treatment of Prisoners (1977)
 [http://www2.ohchr.org/english/law/treatmentprisoners.htm];
- OHCHR Training Series N.5, Human Rights and Law Enforcement: A Manual on Human Rights Training for the Police, pages 67-83 [http://www.ohchr.org/Documents/Publications/training5en.pdf];

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Chart

Materials:

1. Copies of handouts etc.

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- e.g Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Human Rights Standards in Arrest and Detention

Slide 1



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

Aim

Slide 2

The aim of this module is to provide participants with a clear understanding of human rights standards for the arrest and detention of persons.

The module will also familiarize participants with actions to be taken to prevent and respond to human rights violations in regards to arrest and detention.

Learning Outcome

Slide 3

On completion of this module participants will be able to:

- Understand the human rights implications related to procedures of arrest and detention and the actions to be taken to prevent and respond to human rights violations in regards to arrest and detention.
- Define the terms "Arrest", "Detention", "Detainee", "Prisoner", "Force" and "Body Search"
- Identify which human rights can be affected by arrest and detention
- List the correct post-arrest and detention procedures
- Indicate when and how a police officer can exercise legal powers in accordance with international law
- Mentor and advise local law enforcement agents on how to apply lawful arrest and detention procedures, paying particular attention to female and child suspects/detainees

Structure of the Presentation	Slide 4
Definition of key terms	
 Human rights affected in arrest procedure 	
 Post arrest procedures 	
Conditions of detention	
 Special requirements for female and child detainees 	
 Police powers under international law 	
 Summary 	

Definitions	Slide 5
 Arrest 	
Arrested person	
 Detention 	
Detainee	
 Prisoner 	
• Force	
Body Search	
	1



Note to instructor: Go through the definition with the participants as follows:

- 1. Arrest: "The act of depriving the liberty of someone in accordance with the law with charges against him/her" Purposes of arrest are to:
 - Prevent a person from committing or continuing to commit unlawful acts:
 - Enable an investigation in relation to an alleged unlawful act committed by the person
 - Present the person before a court in order to consider the charges against him/her
- 2. Arrested person: "a person who has been apprehended for the alleged commission of an offence or by the action of an authority".
- 3. Detention: "A period of temporary custody prior to a trial or hearing, following the lawful powers of arrest by police or following the decision of a judge or other legal authority".

- 4. Detainee: "A person who is deprived of personal liberty by the state, but has not been convicted of an offence".
- 5. Prisoner: "A person deprived of personal liberty as a result of conviction for an offence".
- 6. Force: "Any verbal command or physical action to gain subject control".
- 7. Body Search: A body search is conducted after the arrest and is done to identify and secure dangerous items and/or potential evidence. Body searches must be conducted by a person of the same sex as the detainee."

Key Human Rights Relating to Arrest and Detention

Slide 6

- Right to liberty and security of person and to freedom of movement
- Prohibition of arbitrary arrest
- Right to be informed of reasons at time of arrest and of any charges
- Rights to be brought promptly before a judge
- Right to trial within reasonable time, or release
- Right to prompt access to a lawyer
- Right not to confess or testify against oneself
- Right to an interpreter when necessary
- Right to prompt notification of family

Note to Instructor: Before showing the slide, brainstorm with the participants and ask them to list the human rights that relate to arrest and/or detention. Put the participants' answers on a flipchart, compare with the bullet points on the slide and complement the results with the expected outcome.

Expected Outcome:

- Right to liberty and security of person and to freedom of movement:
 Freedom of movement is one of the fundamental rights of individuals. In
 certain cases, this right can be limited by the State, but only within very
 strict parameters. Restrictions must be clearly specified in the law, and
 must be necessary to protect national security, public order, public health
 or morals or the rights and freedoms of others.
- Prohibition of arbitrary arrest and detention: deprivation of liberty is an extremely serious matter and can be justified only when it is both lawful and necessary. No one can be deprived of

his/her liberty without legal reason or process, by an act of Government or with its complicity, tolerance or consent.

What is an arbitrary arrest?

- Not based on legal grounds
- Not respecting legal procedures
- Not reasonable/appropriate in the circumstances
- Not proportional to the legal objectives
- Discriminatory
- Without fair, solid and substantial cause
- Unduly intrusive vis-à-vis other rights
- 3. Right to be informed of the reason for arrest: Any arrested person shall be informed at the time of his/her arrest the reason for the arrest. This shall be done in non technical language that the arrested person can easily understand. The arresting officer is not required to fulfil this obligation if the arrested person makes it impossible to do so at the time of the arrest. If this occurs, the arresting officer shall inform the person the reason for his arrest at the earliest possible time.
- 4. Right to be informed of any charges: Promptly after the arrest, the arrested person has the right to be informed of any charges that will be filed against him. This right can, in certain circumstances, include the legal counsel of the accused.
- 5. Right to be brought before a judicial officer: A person who has been arrested for an offence has the right to be taken promptly before a judicial officer.
- 6. Right to trial or release: The judge can confirm validity of the arrest and order detention or order the release of the person.
- 7. Right to prompt access to a lawyer: Any arrested person must be provided with the opportunity to make contact/engage with a lawyer.
- 8. Right not to confess or testify against oneself: An arrested person cannot be forced to testify against himself or make any comments or confessions regarding the incident; there is an implied right to silence.
- 9. Right to prompt notification of family: The family of the arrested person shall be promptly notified.
- 10. When necessary, language assistance has to be provided.

- Personal data on Arrestee (name, address, age, gender, description, etc.)
- Arresting officer(s)
- Reason for Arrest
- Date/time of Arrest
- Place of Arrest
- Date/time of transfer to place of custody
- Custodial officer receiving Arrestee
- Precise information on place of custody
- Details of interrogation
- Time of appearance before judge
- Details of judicial appearance (who, where)
- Information on all other involved officers

Note to Instructor: Before showing the slide, brainstorm with the participants about which are the mandatory arrest record information and list the result. Show the slide above to complement the result of the brainstorming.

Post-Arrest Procedures

Slide 8

Slide 7

- Time limitations for arrest and detention
- Every person arrested and detained should be brought before a court as soon as reasonably possible in order to:
- review the grounds for detention
- consider bail or release



Note to Instructor: As a general rule UN Police have to seek information as to the laws and regulations of the host country/mission in regards to arrest and detention.

- In principle the arrested or detained person should be brought before a court as soon as reasonably possible in order to:
 - review the grounds for detention
 - consider for bail or release

The act of arrest and detention, if carried out in an arbitrary manner. can result in violations of human rights. However a person's liberty can be lawfully taken away and the police and courts can, under specific defined conditions, decide in favor of arrest and detention.

In this context deprivation of liberty must be limited to the accomplishment of the lawful and necessary purpose of the arrest and/or detention.

Any person arrested or detained has to be brought "promptly" before a judge. This should not exceed two or three days and preferably is less.

If the defined time frame of the host country/mission is not observed, the accused must be released.

The purpose of the defined time frame is to ensure court supervision in all matters of detention in order to preserve the rule of law and to protect human rights.

The defined time frame does not mean:

- automatic bail for the accused (the accused may, for example, be ordered a new period of detention and remanded in custody)
- that the investigation must be completed within that time frame
- that the police must wait for the time frame to be expired before bringing the person in front of a judge

It is up to YOU as UN Police to make yourself aware of the judicial requirements in the country of your mission.

Conditions of Detention	Slide 9
 Adequate facilities for detention Humane and respectful treatment of detainees Outside contacts 	



Learning Activity: Conditions of Detention

The purpose of this group discussion activity is to raise participants' awareness of the conditions required during detention.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions
	10 minutes	for work small groups discussions
	10 minutes	for small group reports in large group*
Total time:	25 minutes	*total time dependent number of groups

Activity Guidelines:

- 1. Divide the participants into three groups.
- 2. Ask each group to brainstorm regarding one bullet point in the slide and come up with a list regarding their topic.
- 3. Ask participants to present their results in the plenary (the large group), and complement with the expected outcome.

Expected Outcome:

- 1. Adequate facilities for detention:
 - Officially recognized places of detention only
 - Humane
 - Healthy
 - Adequate food
 - Adequate water (both drinking water and for bathing/showering)
 - Adequate shelter (minimum floor space, lighting, ventilation...)
 - Adequate clothing
 - Adequate medical services
 - Adequate exercise facilities and opportunities
 - Adequate items and facilities for personal hygiene
- 2. Humane and respectful treatment of detainees:
 - Presumption of innocence
 - Respect of the inherent dignity
 - Absolute prohibition of torture and cruel, inhuman or degrading treatment or punishment
 - Prohibition of violence or threats

- Protection from torture and violence by other detainees
- Respect for religious and moral beliefs
- Respect for the special status and rights of women
- Respect for the special status and rights of children
- Prohibition on taking advantage of a detainee's situation to force confession or self-incrimination
- Law and regulations set out the measures for discipline and order
- Limitations of measures for discipline and order to those only necessary for safe custody

3. Outside contacts for detainees:

- Legal representatives
- Family
- National prison inspectors and international monitors (national commissions and agencies, UN, ICRC, others)
- Medical personnel
- Judge
- Religious authorities

Principle:

All people deprived of their liberty are vulnerable to violations of human rights. Some categories of detainees such as women and juveniles are particularly at risk. Furthermore, detainees in police custody usually have not been convicted of any crime. Therefore they are to be presumed innocent.

General principles are set out in Article 10 of the International Covenant on Civil and Political Rights which require:

- All persons deprived of liberty to be treated with humanity and respect for the inherent dignity of human person.
- Accused person to be segregated from convicted person and given separate treatment appropriate to their status as non-convicted person.
- Accused juveniles are to be separated from adult detainees.

Working with partners:

UN police and other mission partners such as UN human rights officers and UN correction officers, as part of their functions, regularly visit detention places and engage with detainees. UN police can cooperate with these partners to support local police to notify detainees' family members or communities.

Definition of Torture in the Human Rights Context

Slide 10

Any act committed by a public official or person acting in official capacity intentionally causing severe pain and suffering, whether mental or physical, for purposes such as:

- Obtaining information or a confession
- Punishing, intimidating or coercing
- Discrimination

Definition of Torture:

- Any act committed by a public official or person acting in official capacity intentionally causing severe pain and suffering, whether mental or physical, for purposes such as:
- Obtaining information or a confession
- Punishing, intimidating or coercing
- Discrimination

Torture, according to the United Nations Convention Against Torture, is "any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him/her or a third person information or a confession, punishing him/her for an act he/she or a third person has committed or is suspected of having committed, or intimidating or coercing him/her or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions."

- Prohibition of Torture: Torture is prohibited by:
 - Article 5 of the Universal Declaration of Human Rights (UDHR) and Art. 7 of International Covenant on Civil and Political Rights, which both read: "No one shall be subject to torture or cruel, inhuman or degrading treatment or punishment"; and
 - Article 2 of the UN Convention Against Torture, which reads:
 - "1. Each State Party shall take effective legislative, administrative, judicial or other measures to prevent acts of torture in any territory under its jurisdiction.

- 2. No exceptional circumstances whatsoever, whether a state of war or a threat or war, internal political instability or any other public emergency, may be invoked as a justification of torture.
- 3. An order from a superior officer or a public authority may not be invoked as a justification of torture."
- The Article 5 of the Code of Conduct for Law Enforcement Officials indicates the full extent of the prohibition of torture:

"No law enforcement official may inflict, instigate or tolerate any act of torture or other cruel, inhuman or degrading treatment or punishment, nor may any law enforcement official invoke superior orders or exceptional circumstances such as state of war or a threat of war, a threat to national security, internal political instability or any other public emergency as a justification of torture or other cruel, inhuman or degrading treatment or punishment."

Special Requirements for Female Detainees

Slide 11

- Female officer to be present during all contact with female offenders/detainees.
- Female detainees must be housed separately from male detainees
- Female officers to supervise and search female detainees.
- Special facilities for pregnant detainees and detained nursing mothers

Human Rights Standards

- Arrested or detained females must not suffer discrimination and must be protected from violence, including sexual harassment, abuse, exploitation and humiliating or degrading treatment. Rape and other forms of sexual violence are a form of torture
- Special protection for pregnant detainees and nursing mothers (pregnant detainees and nursing mothers should be detained as a last resort)

Requirements

- Female officer to be present during all contact with female offenders/detainees
- Female detainees must be housed separately from male detainees and have separate sanitary facilities. Preferably female and male detainees must be housed not only in separate cells but also in separate buildings

- Female officers to supervise and search female detainees
- Special facilities, including medical care, for pregnant detainees and detained nursing mothers

Special Requirements for Child Detainees

Slide 12

Children are to benefit from all human rights guarantees. In addition, the following rules need to be applied to child detainees.

- Detention or imprisonment of children must be an extreme measure of last resort
- Their families or, in absence, their communities must be notified of their detention to arrange for meals and quick release from custody
- Children must be separated from adult detainees

Note to instructor: Discuss the age limit of children in the country of the participants. Complement their answer with the information provided in the expected outcome.

Expected Outcome:

The instructor will advise the participants that the host country will have legislated the legal age relating to juveniles and it will be the responsibility of the UN Police to make him/her aware of that information once in mission.

In the context of UN Peacekeeping Operations, persons under the age of 18 are considered children.

1. Children must benefit from all human rights guarantees.

In addition the following rules shall be applied to children:

- Detention or imprisonment of children shall be an extreme measure of last resort, and detention shall be for the shortest possible time
- Children shall be separated from adult detainees, unless this is not in their best interests, for example if the family adults are also being held and the child wishes to stay with them (a case by case approach is required)
- Children must be treated in a manner that promotes their sense of dignity and worth
- Detained children shall receive visits and correspondence from family members
- Parents are to be notified of any arrest, detention, transfer, sickness, injury or death

- Upon arrest and during detention the age of the person must be immediately recorded. If the police is in doubt about the exact age of the teenager, the arrested/detainee in question has to be treated as a child.
- 2. Special requirements for other groups:
 - Groups such as persons with disabilities, elders, refugees and IDPs, migrant workers, minorities and indigenous persons require special protections measures, including upon arrest and during detention. UN Police should become familiar with the specific standards for these groups and apply them accordingly.
 - In exercising their functions, UN Police officers must not discriminate against any person on any grounds, such as gender, race, colour, language, religion, political or other opinion, national, ethnic or social origin, sexual orientation, association with a national community, property, birth or other status.

UN Responsibilities under a Non-Executive Mandate

Slide 13

Under a non-executive mandate. UN Police have a responsibility to ensure that the host country police carry out the arrest and detention process in full compliance with international human rights standards.

UN Responsibilities under a Non-Executive Mandate (cont.)

Slide 14

If a UN Police witnesses, discovers, or in any other way is made aware of a human rights violation, the UN Police officer is to:

- Put an end to the violation and/or prevent further violations
- Ensure assistance to the victim as necessary
- Mentor and advise accordingly
- Report the human rights violation to his/her immediate supervisor
- Report the human rights violation to the Human Rights component of the mission and consult on further necessary action
- When witnessing or being informed about a human rights violation the UN Police officers shall:

- Intervene with local police or other state officers in view of putting a stop to the human rights violation (type and level of engagement will depend on the specific situation and mandate);
- Ensure assistance to the victim as necessary (the person may be wounded and requiring medical assistance and/or be seeking ways to file a complaint for reparation);
- Determine on what and how to mentor/advise local police to avoid further violations
- Document the human rights violation properly
- Promptly share the information and report the human rights violation to Human Rights components in the mission through appropriate mission procedures;
- Consult with the Human Rights component of the mission on further or coordinated action necessary
- Support Human Rights components monitoring, investigations and advocacy activities

Note to Instructor:



Use a current non-executive mission, Sudan (UNMIS)/Liberia (UNMIL) as an example.

- UN Police's role is also crucial to prevent human rights violations by the local police:
 - By knowing the international standards and mentoring, advising and training the host country police accordingly, UN Police can limit the occurrence of violations
 - By reporting on human rights violations, UN Police can help to determine responsibilities through investigations and sanctions. Accountability is an effective deterrent against human rights violations
 - By actively collaborating with mission partners such as human rights officers, judicial affairs and correction officers, UN Police can facilitate coordinated action by the mission in support of human rights and the rule of law

If a UN Police officer witnesses, discovers, or in any other way is made aware of a human rights violation, he/she is to approach the host country police officer concerned and report the findings to his/her superior officer, and decide on an appropriate intervention to stop the human rights violation.

UN Police are required to report human rights violations to their supervisors for transmission to the Human Rights components.

However under the general mandate to mentor and advise the situation has to be appropriately addressed.

Working with partners:

UN Police must be familiar with the work of partners working in the same operation, such as human rights officers and corrective officers, who, as part of their functions, also engage with police authorities and visit detention places. For example, Human Rights Officers monitor the national police and interview detainees, and advise the police on respect for human rights in their procedures and practice.

UN Responsibilities under an Executive Mandate

Slide 15

Under an 'executive' mandate UN Police have the responsibility to carry out the arrest and detention processes. Any arrest and subsequent detention have to be carried out in accordance with the law of the host country and full respect for international human rights standards.



Note to Instructor:



Use the current executive mission (Timor Leste) as an example. Let them read the mandates of the mission and discuss the responsibilities of UN Police.

- The instructor should emphasize that in addition to the mandate there are specific mission 'Directives of Use of Force and Firearms' (DUF) or 'Directive on Detention, Searches and Use of Force for United Nations Police Officers on Assignment with the United Nation' and the 'Rules of Engagement for UN Police Formed Units of the United Nation' (ROE). These specific DUF and/or ROE (which are confidential) will be provided once the participant arrives to his/her mission. Upon arrival in the mission it is the participant's responsibility to make him-/herself familiar with these documents
- In situations when arrest and detention are carried out directly by the UN Police, they must fully comply with human rights standards. Abuse of authority, excessive use of force and other serious misconducts possibly committed by UN Police have to be reported to the Head of Mission who will start a preliminary investigation.

Summary of Key Messages

Slide 16

- Human Rights relating to arrest and detention
- Formal procedures for arrest and detention

- Police powers under international law in regards to arrest and detention
- Mentor and advise host country police in regard to arrest and detention



Note to Instructor: If time allows divide class in groups and hand out the exercises in the Optional Learning Activity: Child Detainees, Arrest of Alleged "Freedom Fighters" and Arrest for Alleged Prostitution. See the last pages of the module

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written guiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

- 1. What is 'arrest', 'detention' and 'force'?
- 2. List the HRs relating to arrest and detention.
- 3. What are the specific requirements relating to female and child detainees?
- 4. What are the UN Police requirements when a HR violation is identified?

Expected Outcome:

1. The definitions of "arrest', "detention" and "force" are:

Arrest: "The act of depriving the liberty of someone in accordance with the law with charges against him/her". Purposes are to:

- Prevent a person from committing or continuing committing unlawful acts:
- Enable an investigation in relation to an alleged unlawful act committed by the person
- Present the person before a court in order to consider the charges against him/her

Detention: "A period of temporary custody prior to a trial or hearing, following the lawful powers of arrest by police or following the decision of a judge or other legal authority.

Force: "Any verbal command or physical action to gain subject control"

- 2. The key HRs relating to arrest and detention are:
 - Right to liberty and security of person and to freedom of movement
 - Prohibition of arbitrary arrest
 - Right to be informed of reasons at time of arrest
 - Right to be promptly informed of any charges

- Right to be brought promptly before a judge
- Right to judicial determination of legality of arrest/detention, and to release where so decided
- Right to trial within reasonable time, or release
- Right of prompt access to a lawyer
- Right not to confess or testify against oneself
- Right to an interpreter where necessary
- Right to prompt notification of family
- 3. The specific requirements relating to female and child detainees are:

Female detainees:

- Arrested or detained females must not suffer discrimination and shall be protected from violence, including sexual harassment, abuse, exploitation and humiliating or degrading treatment. Rape and other forms of sexual violence are a form of torture
- Special protection/facilities for pregnant detainees and nursing mothers (detention as last resort)
- Female officer to be present during all contact with female offenders/detainees.
- Female detainees must be housed separately from male detainees (preferably in different buildings)
- Female officers to supervise and search female detainees.

Child detainees:

- Children must benefit from all of human rights guarantees. In addition the following rules need to be applied to children.
- Their families must be notified of their detention to arrange for meals and fast release from custody.
- Detention or imprisonment of children must be an extreme measure of last resort
- Children must be separated from adult, unless this is not in their best interests, for example if the family adults are also being held and the child wishes to stay with them (a case by case approach is required)
- State which actions UN Police has to take when a HR violation is identified:
- Mentor and advise accordingly
- Report the human rights violation to his/her immediate supervisor for transmission to the human rights component
- 4. Following a HR violation further action should be taken:

- Intervene and stop the violation (as the mandate allows)
- Determine on what and how to mentor/advise
- Document the violation properly
- Report the violation to Human Rights components in the mission
- Support Human Rights components with possible investigations
- Follow up with the Human Rights components



Optional Learning Activity: Case Studies

The purpose of this activity is for participants to learn about human rights violations and procedures through real case scenarios. The three exercises are: Child Detainees, Arrest of Alleged "Freedom Fighters" and Arrest for Alleged Prostitution.



Learning Activity Time Required:

	10 minutes 15 minutes	for activity introduction and instructions for work small groups discussions: exercise 1, 2 or 3
	20 minutes	debrief in the large group*
Total time:	45 minutes	*total time dependent number of groups



You are a UN Police officer in a mission where the host country police have executive authority. You arrive at your workplace and during a morning cell inspection you locate two male children of 16 years old in the cells. You speak to the officer in charge of the cells who informs you that the two young males were arrested the previous night for drunkenness and are being held until they are sober and 'to teach them a lesson'. You also establish that no attempt has been made to contact either boy's families.

Activity Guidelines:

- 1. Divide the participants into small groups and ask them read the exercise
- 2. Ask them to establish if there has been a human rights violation and what actions you would take in this situation.

Expected Outcome:

- 1. Human Rights Issues:
 - Detention, arrest or imprisonment of children must be an extreme measure of last resort, and detention shall be for the shortest possible time

- Detained children shall receive visits and correspondence from family members
- Parents are to be notified of any arrest, detention, transfer, sickness, injury or death
- Keep separated from adult detainees

2. Actions:

- Check the mandatory arrest record information and the cell book
- Engage/speak with the two detainees
- Mentor and advise accordingly the national police
- Report incident in writing to immediate supervisor
- 3. Following further action could be taken:
 - Intervene and stop the violation (as the mandate allows)
 - Determine if there is need for water, food or medical assistance for the detainees and be in contact with the two boys' community and UN partners
 - Determine on what and how to mentor/advise
 - Document the violation properly
 - Report the violation to Human Rights components in the mission
 - Support Human Rights components with the investigation
 - Follow up with the Human Rights components

Exercise 2: Arrest of Alleged "Freedom Fighters"

Late one evening a man, accompanied by his brother and a neighbour, was driving his truck on a main road between two towns. The vehicle was stopped by two police officials who asked the driver to produce the papers of the vehicle in which they were traveling. Although the driver was in fact the legal owner of the truck, he could only provide papers that were in the name of the former owner of the vehicle. The truck did not have any registration plates. The police impounded the truck and its contents.

The three people in the vehicle were taken to a nearby police station and put in a detention cell, but none of the three men was ever told the reason for their detention. At the police station the driver was questioned for several hours to determine whether he was a "freedom fighter" or not.

At no time was he questioned about the ownership of his truck. The man was not ill-treated during his period in detention, and was released with his brother at 0300hrs the next morning. However, the neighbour who had been traveling with them was kept in custody. Eventually it was established that the

neighbour had been accused of war crimes during the "rebel regime", and he has been detained in prison pending trial.

Activity Guidelines:

- 1. Divide the participants into small groups and ask them read the exercise.
- 2. Ask them to determine the police officers procedures and action towards the three men.
 - Whether the arrest of the three persons by police officers was legal.
 - What was the offence committed by the driver?
 - What was the offence committed by his brother?
 - What was the offence committed by the neighbour?
 - Whether the interrogation and detention of the driver was legal.
 - Whether the detention of his brother was legal.
 - Whether the detention of the neighbour is legal?
 - Whether any human rights violations were committed by the police officers in respect of the driver.
 - Whether any human rights violations were committed by the police officers in respect of his brother.
 - Whether any human rights violations were committed by the police officers in respect of the neighbour.

Expected Outcome:

- Though the driver was the legal owner he was not in possession of the documents to prove it.
- He was in possession of the documents of the previous owner.
- The vehicle was without registration plates.
- There is a reasonable suspicion regarding the ownership of the vehicle.
- They were not informed about the reasons of their arrest. Discuss whether the arrest of the driver, his brother and the neighbour was legal.
- The driver was not questioned regarding the ownership of the truck.
- The driver and his brother were detained until 0300 hrs in the following morning. Discuss whether the interrogation of the driver and his detention, like the one of his brother, was legal.

Exercise 3: Arrest of Alleged Prostitution

At 1900 hrs, while she was returning from her work place in market X, a woman was arrested by three men dressed in civilian clothes, and when she tried to inquire about who they were and why she was being arrested, she was handcuffed hard and commanded to walk to the police station which was about 500 meters from that point.

While they were walking to the police station the woman was continuously insulted by one of the three men. He stated that she was a prostitute and that was the reason she went home at that late hour. He claimed in a harsh way that her husband had reported her to the police for going out with a couple of men in the town. When she asked to call her husband, the police denied her the chance reminding her that she was under arrest and had no right to talk to anybody.

Upon arrival at the police station, the woman was dumped into a dirty and smelly police cell with three other men who apparently were very drunk.

The next day, she was released and told, that she should report back to the police in a week's time.

Activity Guidelines:

- 1. Divide the participants into small groups and ask them read the exercise
- 2. Ask them the following questions:
 - Identify which human rights were violated during her arrest and detention.
 - The woman confidentially tells her experience to a friend who is a cleaner at the UN Police station. The cleaner gets concerned and shares the information with UN Police. What would you do if you were a UN Police in that station?
 - What advise would you give to the local police in regard to their action towards this woman?

Expected Outcome:

- 1. Identify which human rights were violated during her arrest and detention
 - 1900hrs do not seem to be too late.....
 - Arresting officers dressed in civilian clothes and never identified themselves to the woman
 - They never told her the reason for her arrest

- Handcuffs just on mere asking why she was being arrested she was not violent
- Degrading treatment insults
- Denial to communicate with her husband
- Detained without any charge deprivation of her liberty without any legal ground.
- Detained with male suspects
- Conditions of detention were below standards (smell, dirty)
- Told to report back to the police (intimidation)
- 2. The woman confidentially tells her experience to a friend who is a cleaner at the UN Police station. The cleaner gets concerned and shares the information with UN Police. What would you do if you were a UN Police in that station?
 - Monitor closely and verify information
 - If confirmed, report the violation to UN Police supervisor for transmission to UN human rights component.
 - Advise the woman to seek legal redress and help her get in contact with appropriate UN components/organisations
 - Follow up the issue, including the need for appropriate investigation to determine responsibilities of the officers
- 3. What advise would you give to the local police in regard to their action towards this woman?
 - Arrested or detained females shall not suffer discrimination and shall be protected from violence, including sexual harassment.
 - Female officer to be present during all contact with female offenders/detainees
 - Female detainees must be housed separately from male detainees
 - Female officers to supervise and search female detainees.

Human Rights Standards in the Use of Force

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Preparatory Notes to Instructor

Background

United Nations Peacekeeping Operations are frequently mandated to assist in the reforming, restructuring and rebuilding of a host country police service. In past conflicts, police often have been directly involved in hostilities and/or associated with human rights violations. Due to this, the population generally has little or no confidence in the capacity of the State to provide for their individual safety and security. Effective law enforcement not only restores public law and order but also assists in re-establishing the confidence of the population in the capacity of the State to govern.

In order to re-establish confidence in the rule of law UN Police have a great responsibility to ensure that law enforcement is exercised lawfully and effectively.

In exercising their functions, UN Police must fully adhere to United Nations human rights norms and standards. Making sure that human rights are respected is central to the work of UN Police components, whose role can vary from mentoring and advising and training the national police services to actual law enforcement.

Problems related to abuse of power can arise where police misuse force and/or fail to follow the internationally accepted procedures for the use of firearms and protection of human rights. Therefore, it is essential for the UN Police to have a clear understanding of international human rights standards regulating the use of force and firearms so that steps are taken to prevent abuses and to provide for effective investigations and sanctions in case of human rights violations.

Aim

The aim of this module is to provide participants with an understanding of human rights implications related to the use of force by law enforcement officials.

The module will also familiarize participants with the procedures to follow once human rights violations, as a result of the use of force, have been detected and with actions to prevent them from occurring.

Learning Outcomes

On completion of HR in the Use of Force Module, participants will be able to:

- 1. List and explain the principles on use of force based on the relevant international human rights standards
- 2. Explain the permissible circumstances for the use of firearms
- 3. Explain the procedure when use of force and firearms is unavoidable

4. Determine the appropriate means of force and/or firearms in different situations on the basis of case studies

This training module sets out obligations in the use of force of UN police as derived from international law. These are the minimum standards to be observed. National law of host countries may provide for higher standards, which must then be observed.

Training Sequence

It is suggested that the material contained in this module be delivered over two training units, depending on the number of learning activities the instructor decides upon. The module however is designed in such a way it can be condensed according to the needs of individual nation's training requirements.

This module provides an overview of the overall human rights standards applicable to the use of force and refers to reporting procedures for human rights violations. It is best delivered after Different Legal Systems and should be linked to the modules on human rights standards in arrest and detention, and mentoring and advising.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
90 minutes	30 min	15 min.	45 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
45 minutes	as needed		45 min.

Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. The aim is for the learning experience to be as interactive as possible. Participants invariably bring to the course some experiences, which must be actively drawn upon to enhance the learning experience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

- Legal basis for the use of force
- Basic principles in the use of force
- Different means of force

- Principles and procedures for using force and firearms
- Accountability for use of force and firearms
- Summary
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in international human rights law and practice, who could share his/her experience with the group.

Instructor Preparations

Required Readings

For further guidance on police implementation of standards, and suggestions for discussions and exercises, trainers delivering the module are also encouraged to refer to the relevant chapters of the OHCHR training publications (see references below).

- Basic Principles on the Use of Force and Firearms by Law Enforcement Officials (1990) [http://www.unhchr.ch/html/menu3/b/h comp43.htm];
- Code of Conduct for Law Enforcement Officials (1979)[http://www2.ohchr.org/english/law/codeofconduct.htm];
- OHCHR Training Series N.5, Human Rights and Law Enforcement: A Manual on Human Rights Training for the Police, pages 84-90 [http://www.ohchr.org/Documents/Publications/training5en.pdf]:

General Preparations

Equipment:

- Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Charts

Materials:

1. Copies of handouts etc.

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- e.g Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Human Rights Standards in the Use of Force

Slide 1



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

Aim

Slide 2

The aim of this module is to provide participants with a clear understanding of human rights implications related to the use of force by law enforcement officials.

The module will also familiarize participants with the procedures to follow once human rights violations in regards to the use of force have been detected and with actions to prevent them from occurring.

Learning Outcome

Slide 3

On completion of this module participants will be able to:

- List and explain the principles on use of force based on the relevant international human rights standards
- Explain the permissible circumstances for the use of firearms
- Explain the procedure when use of force and firearms is unavoidable
- Determine the appropriate means of force and/or firearms in different situations on the basis of case studies

Structure of the Presentation

- Legal basis for the use of force
- Human rights relating to use of force
- Basic principles in the use of force
- Different means of force
- Procedures for using force and firearms
- Accountability for use of force and firearms
- Summary

Defining Force

Slide 5

Slide 4

Any verbal command or physical action to gain subject control.



Note to the Instructor: Before showing the slide, brainstorm with participants on a definition of force and complement with the expected outcome

Expected Outcome:

Force: "Any verbal command or physical action to gain subject control".

There is no internationally defined concept of "force" and definitions found in main dictionaries usually refer to a variety of terms such as "strength", "power", "violence". Someone can be i.e. against the 'use of force' intended in a military way but determined to use force to avoid that a person will hurt another person. The police itself are often referred to as "police force" focusing on the power aspect of the institutional cohesion. UN Police are often familiar with the ways in which "force" has been defined under their own domestic laws and codes and that represents certainly a good starting point for discussions

Legal Basis for Use of Force

Slide 6

- International mandates, SOPs, ROEs/DUF (executive/not executive?)
- Host Country Law
- International customary and treaty law
- International non-treaty standards on policing

International mandates

- The authority for UN Police to use force directly and/or carry out other functions such as mentoring and advising will derive, in each specific situation, from the mandate established by the UN Security Council.
- The instructor should emphasise that, in addition to the mandate, there are specific mission 'Directives of Use of Force' (DUF) or 'Directive on Detention, Searches and Use of Force for United Nations Police Officers on Assignment with the United Nations' and the 'Rules of Engagement for UNPOL Formed Units of the United Nations' (ROE). These specific DUF and/or ROE (which are confidential) will be provided once the participant arrives to his/her mission. Upon arrival in the mission it is the participant's responsibility to make him-/herself familiar with these documents.

Host Country Law

• The basic principle for legitimacy is the national law of the host country. UN Police using force and firearms will assume that the local law is applicable to them and the local population being policed. In training, mentoring and advising local police, UN Police will also need to know the national legal framework for law enforcement. The laws of the host country are very important both in the implementation of executive and non executive mandate since they constitute the setting for the law enforcement in that country. In case of contradiction, UN Police will have to follow the international rules, unless the national law provides for human rights standards which exceed international legal requirements. Mission guidance should be sought.

International Law

- International instruments such as the Universal Declaration of Human Rights, the International Covenant of Civil and Political Rights and the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment contain very important provisions relevant to policing functions, including the use of force.
- UN Police must comply with both treaty based and customary international human rights. When there is a discrepancy between national law and the international law that binds that country or the UN mission, UN Police will have to observe international law (except of course if national law provides for better human rights protection). Obviously, UN Police are not expected to check every piece of relevant legislation for compliance, and UN Police leadership should make sure that the SOPs and DUFs regulating those policing functions are consistent with applicable international law and that proper training is provided. If carrying out policing functions, UN Police must observe the international rules; when mentoring,

advising and training host country police officers they have to make sure that those rules are understood and observed.

- There are also regional instruments (African Charter, Inter-American Convention, European Convention) which regulate respect of human rights put at risk by the use of force.
- Other International Standards on Policing
 - There are numerous and detailed international human rights non-treaty standards dealing specifically with the work of law enforcement officials such as the Basic Principles on the Use of Force and Firearms by Law Enforcement Officials and the Code of Conduct for Law enforcement officials. These provide detailed guidelines for the conduct of law enforcement functions, covering issues such as use of force and firearms, arrest and detention, special rules for women and for children.

Human Rights Affected by the Use of Force

Slide 7

- Right to life, liberty and security of person
- Prohibition of torture or other cruel, inhuman or degrading treatment or punishment
- Respect for the inherent dignity of the human person

Note to instructor: Before showing the slide, brainstorm with participants on which Human Right affected by the Use of Force and complement with the expected outcome.

Expected Outcome:

The exercise of the power to use force may violate the most basic human rights such as the right to life, liberty and security of person and the respect for his/her inherent dignity. Police use of force which adds to a violation of the right to life represents a clear defeat of one of the prime purposes of policing, that of maintaining the safety and security of the persons.

Right to life, liberty and security of person

- Article 3 of the Universal Declaration of Human Rights states:
- Everyone has the right to life, liberty and security of person.
- Art. 6 of the International Covenant on Civil and Political Rights, states that "Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life".

Prohibition of torture or other cruel, inhuman or degrading treatment or punishment

- Art. 7 of International Covenant on Civil and Political Rights, which both read: "No one shall be subject to torture or cruel, inhuman or degrading treatment or punishment"; and
- Article 2 of the UN Convention Against Torture, which reads:
 - "1. Each State Party shall take effective legislative, administrative, judicial or other measures to prevent acts of torture in any territory under its jurisdiction.
 - 2. No exceptional circumstances whatsoever, whether a state of war or a threat or war, internal political instability or any other public emergency, may be invoked as a justification of torture.
 - 3. An order from a superior officer or a public authority may not be invoked as a justification of torture."

Respect for the inherent dignity of the human person

- Article 1 of the Universal Declaration of Human Rights states:
- All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

	Slide 8	
Pr	inciples always to observe ("PLAN")	
Р	Proportionality	
L	Legality	
Α	Accountability	
N	Necessity	
	,	



Learning Activity: "PLAN"

The purpose of this group discussion activity is for participants to understand the "PLAN" principles.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions
	10 minutes	for work small groups discussions
	10 minutes	for small group reports in large group*
Total time:	25 minutes	*total time dependent number of groups

Activity Guidelines:

- 1. Divide the participants into small groups.
- 2. Ask them to list which essential elements have to be considered before using force based on PLAN.
- 3. Ask participants to present their results in the plenary (the large group).
- 4. Complement the results with the expected outcome

Expected Outcome:

The response should be based on the "PLAN" principles.

- 1. Proportionality:
 - Use of force is unavoidable
 - Use of force to be proportional in all cases to lawful objectives
 - Damage and injury to be minimized
 - Range of means for differentiated use of force to be made available

2. Legality:

- Force to be used only for lawful enforcement purposes
- No exceptions or excuses for unlawful use of force

3. Accountability:

- Incidents to be immediately reported and reviewed by superiors
- Superior officials to be held responsible for the actions of police under their command if the superior official knew or should have known of abuses but failed to take concrete action
- Immunity should be given to police official who refuse unlawful orders
- No excuse for abuses!
- No excuses for following unlawful orders!
- All officers to be trained in the use of various means for the differentiated use of force
- All officers to be trained in the use of non-violent means

4. Necessity:

- Force to be used only when strictly necessary
- Non-violent means to be attempted first
- Restraint to be exercised in the use of force, only the minimum level required and only for the time necessary

In general when applying force, every officer or commander must constantly observe the development of the situation whether it is stable, it escalates or deescalates and graduate the means of force accordingly.

Slide 9 **Different Means of Force** Non violent means: Presence of authority "Show of force" Violent means: Physical human force Handcuffs Baton/Gas/Water



Verbal

Note to Instructor: Based on the mentioned examples of different means of force, discuss how the participants apply them in their own national context in order to sensitise them to UN standards.

Permissible Circumstances for the Use of Firearms

Slide 10

Only in extreme circumstances when strictly unavoidable for:

Less than lethal firearms

Lethal firearms

- Self-defence or defence of others against imminent threat of death or serious injury
- Preventing a particularly serious crime that involves a severe threat to life
- Arresting or preventing the escape of a person posing such a threat and who is resisting efforts to stop the threat, in every case, only when less extreme measures are insufficient



Note to instructor: Before showing the slide, brainstorm with participants on the permissible circumstances for the Use of Firearms and complement with the expected outcome.

Expected Outcome:

- Firearms to be used only in extreme circumstances
- Firearms to be used only in self-defence or defence of others against imminent threat of death or serious injury -orto prevent a particularly serious crime that involves a grave threat to life -orto arrest or prevent the escape of a person posing such a threat and
 - who is resisting efforts to stop the threat -and-In every case, only when less extreme measures are insufficient
- Intentional lethal use of force and firearms shall be permitted only when strictly unavoidable in order to protect human life.

	Procedures for the Use of Firearms	Slide 11
•	Officer to identify himself/herself as police official	
	- and -	
•	Officer to give a clear warning	
	- and -	
•	Officer to allow adequate time for warning to be obeyed	

Note to the Instructor: Before showing the slide, brainstorm with participants on the procedures and the exception for the Use of Firearms and complement with the expected outcome.

Expected Outcome:

- Officer to identify himself/herself as police official
- Officer to give a clear warning
- Officer to allow adequate time for warning to be obeyed
- This shall not be required if:
 - the delay would result in death or serious injury to the officer or others, or
 - it is clearly pointless or inappropriate in the circumstances to do so.

Procedures After the Use of Firearms

Slide 12

- Provide medical aid to all injured persons
- Notify relatives or friends of those affected
- Allow for investigation where requested or required
- Provide a full and detailed report of the incident

Note to Instructor: Before showing the slide, brainstorm with participants on the procedures after the Use of Firearms and complement with the expected outcome.

Expected Outcome:

After using firearms it is important to minimize damage and injury.

Whenever the lawful use of firearms is unavoidable and individuals are hurt, the following action should be taken:

- Medical assistance to any injured persons at the earliest possible moment
- Notify victims' relatives/friends: ensure that relatives or close friends of the injured or affected person are notified at the earliest possible moment
- Allow and cooperate with the necessary investigation
- Report promptly incident to superiors

UN Police Responsibilities under a Non-Executive Mandate

Slide 13

- If a UN Police witnesses, discovers, or in any other way is made aware of a human rights violation, the UN Police officer is to:
- Put an end to the violation and/or prevent further violations
- Provide assistance to the victim as necessary
- Mentor and advise accordingly
- Report the human rights violation to his/her immediate supervisor
- Report the human rights violation to the Human Rights component of the mission and consult on further necessary action

- Note to Instructor: Use an example from a current non-executive mission, Sudan/Liberia.
 - In a non-executive mission, UN Police have a responsibility to ensure that the host country police use force and firearms in full compliance with international human rights standards.
 - Highlight that despite the difference in the authority given to UN Police, by the mandate human rights standards related to the use of force and firearms have to be applied regardless.

When witnessing or being informed about a human rights violation related to the use of force and firearms, UN Police will:

- Intervene with local police or other state officers in view of putting a stop to the human rights violation (type and level of engagement will depend on the specific situation and mandate);
- Ensure assistance to the victim as necessary (the person may be wounded and requiring medical assistance or seek help to file a complaint for reparation);
- Determine on what and how to mentor/advise local police to avoid further violations
- Document the violation properly
- Promptly share the information and report the violation to Human Rights components in the mission through appropriate mission procedures;
- Support Human Rights components' monitoring, investigations and advocacy activities;
- Remain informed on steps taken by UN Police leadership and Human Rights components
- UN Police's role is also crucial to prevent human rights violations by the local police:
 - By knowing the international standards and mentoring, advising and training the host country police accordingly, UN Police can limit the occurrence of violations
 - By reporting on human rights violations, UN Police can help to determine responsibilities through investigations and sanctions. Accountability is an effective deterrent against human rights violations
 - By actively collaborating with mission partners such as human rights officers, judicial affairs and correction officers, UN Police can facilitate coordinated action by the mission in support of human rights and the rule of law

UN Police Responsibilities under an Executive Mandate

Slide 14

Under an 'executive' mandate UN Police are responsible for the use of force.

Any use of force has to be carried out in accordance with the law of the host country and full respect for international human rights standards.

Note to Instructor: Use an executive mission (Timor Leste) as an example. Let them read the mandates of those missions and discuss the responsibilities of UN Police.

In carrying out policing functions, UN Police must respect the legislation applicable in the host country insofar as it is not in conflict with United Nations human rights norms and standards or United Nations rules, regulations and other issuances.

In situations when use of force and firearms are carried out directly by the UN Police, they are required to fully respect human rights. Abuse of authority, excessive use of force and other serious misconducts possibly committed by UN Police have to be reported to the Head of Mission who will start a preliminary investigation.

It should be emphasized that, in addition to the mandate, there are specific mission 'Directives of Use of Force and Firearms' (DUF) or 'Directive on Detention, Searches and Use of Force for United Nations Police Officers on Assignment with the United Nation' and the 'Rules of Engagement for UN Police Formed Units of the United Nation' (ROE). These specific DUF and/or ROE (which are confidential) will be provided once the participant arrives to his/her mission. Upon arrival in the mission it is the participant's responsibility to make him-/herself familiar with these documents.

Summary of Key Messages

Slide 15

- Human Rights affected by use of force
- Formal procedures for use of firearms
- Police powers under international law in regards to use of force
- Mentor and advise host country police in regard to use of force



Note to Instructor: If time allows divide class in groups and hand out the exercises in the Optional Learning Activity: Fleeing Thief and Unplanned Demonstrations.

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written guiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

- 1. List and explain the principles on use of force in relation to the human rights standards.
- 2. List the different legal basis for the use of firearms for UN Police.
- 3. What are the human rights relating to the use of force?
- 4. What are the permissible circumstances for the use of firearms?
- 5. What are the procedures for the use of firearms and exceptions to these procedures?
- 6. What are the procedures after the use of force?

Expected Outcome

1. The principles on use of force and firearms in relation to the human rights standards are:

The response should be based on the "PLAN" principles.

Proportionality:

Use of force is unavoidable

Use of force to be proportional in all cases to lawful objectives

Damage and injury to be minimised

Range of means for differentiated use of force to be made available

Legality:

Force to be used only for lawful enforcement purposes

No exceptions or excuses for unlawful use of force

Accountability:

Incidents to be immediately reported and reviewed by superiors.

Superior officials to be held responsible for the actions of police under their command if the superior official knew or should have known of abuses but failed to take concrete action

Immunity should be given to police official who refuse unlawful orders

No excuse for abuses

No excuses for following unlawful orders!

All officers to be trained in the use of various means for the differentiated use of force

All officers to be trained in the use of non-violent means

Necessity:

Non-violent means to be attempted first

Force to be used only when strictly necessary

Restraint to be exercised in the use of force, only the minimum level of force required and only for the time necessary

- 2. The different legal basis for the use of force and firearms for UN Police
 - International mandates, SOPs, ROEs/DUF (executive/not executive?)
 - Host Country Law
 - International customary and treaty law
 - International non-treaty standards on policing
- 3. The human rights relating to the use of force and firearms
 - Right to life, liberty and security of person
 - Prohibition of torture or other cruel, inhuman or degrading treatment or punishment
 - Respect for the inherent dignity of the human person
- 4. The permissible circumstances for the use of firearms are only when less extreme measures are considered insufficient.
 - Firearms to be used only in extreme circumstances
 - Firearms to be used only in self-defence or defence of others against imminent threat of death or serious injury

to prevent a particularly serious crime that involves a grave threat to life

-or-

to arrest or prevent the escape of a person posing such a threat and who is resisting efforts to stop the threat

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- 5. The procedures for the use of firearms and exceptions to these procedures are:
 - Officer to identify himself/herself as police official
 - and -
 - Officer to give a clear warning
 - and -
 - Officer to allow adequate time for warning to be obeyed

This shall not be required if:

- the delay would result in death or serious injury to the officer or others, or
- it is clearly pointless or inappropriate in the circumstances to do so.
- 6. The procedures after the use of force and firearms are:
 - Render medical aid to all injured persons
 - Notify relatives or friends of those affected
 - Allow for investigation where requested or required
 - Provide a full and detailed report of the incident



Optional Learning Activity: Case Studies

The purpose of this activity is for participants to learn about police officers and FPU procedures through real case scenarios. The two exercises are: Fleeing Thief and Unplanned Demonstrations.



Learning Activity Time Required:

	10 minutes 15 minutes	for activity introduction and instructions for work small groups discussions: exercise 1 or 2
	20 minutes	debrief in the large group*
Total time:	45 minutes	*total time dependent number of groups



Activity Guidelines:

- 1. Divide the participants into two groups and give each group an Exercise.
- 2. For Exercise 1, participants are asked to identify if the police acted appropriately in a scenario.
- 3. For Exercise 2, participants are asked to determine the FPU procedures are appropriate in a real case scenario.



Exercise 1: Fleeing Thief

You are co-located with host country Police station in a sensitive area with a significant minority population. The police are mainly recruited from the majority group and as such considered biased by the minority. One afternoon an inhabitant belonging to the minority breaks into the station and steals a portable computer and a radio set. He attempts to exit the front gate. Coming back to the station after a joint host country/UN police foot patrol your two armed host country police colleagues challenge the thief. He pulls out a knife, taking a step towards the police officer, before he turned and ran out of the gate and across a dirt road into an open field. The two host country officers assume that the computer has sensitive files, and anyway they are angry as this is the third thief this week. While running after him, one of the host country officers shoots the thief.

He is badly injured but alive. Local bystanders of minority origin witnessed the events and start shouting in the local language. A crowd begins to gather and another three host country officers join their two colleagues.

The thief is bleeding profusely and cries out. The host country officers are talking amongst themselves, and preventing the people from helping the man. Some villagers race up with a van to take the injured man to the hospital, but as the vehicle approaches the officers they fire a few shots deflating the front tires. It is barely 5 minutes since the shooting; the crowd is building; the thief stops breathing and dies.

Activity Guidelines:

- 1. Divide the participants into small groups and ask them to read the exercise.
- 2. Ask them to determine the police officers procedures and action towards the thief.
 - Was the attempt to arrest the suspected thief legal?
 - What would have been the appropriate action, when the thief pulled his knife?
 - What would have been the appropriate action when the thief escaped into the field?
 - After having shot the thief, what would have been the appropriate actions?
 - What should have been done in regards to the angry crowd?
 - What is your role as UN Police during and after the situation?



Expected Outcome:

1. Was the attempt to arrest the suspected thief legal?

The attempt to arrest must be considered legal, assuming the suspect was seen leaving police premises with the computer and handset. At least, in the light of the recent thefts, the police had the right to address the suspect and inquire into his reasons for his presence and the possession of the items.

2. What would be the appropriate action, when the thief pulled his knife?

Try to freeze the situation and to verbally encourage the suspect to put down the knife and surrender. At the same time preparatory actions in regard to use of force could be taken; in order for self defense and if necessary to enforce an arrest.

3. What would be the appropriate action when the thief escaped into the field?

Again use verbal means to stop the suspect.

With due consideration of own safety pursue the suspect with the purpose of making an arrest.

4. After having shot the thief, what would have been the appropriate actions?

In order to minimize damage and injury

- Medical assistance to any injured persons at the earliest possible moment:
- Notify victims' relatives/friends: ensure that relatives or close friends of the injured or affected person are notified at the earliest possible moment:
- Allow and cooperate with the necessary investigation;
- Report promptly incident to superiors.
- 5. What should have been done in regards to the angry crowd? The police should have approached the crowd in order to try to calm the situation
- 6. What is your role as UN Police during and after the situation?
 - Report to your supervisor and to the Human Rights component;
 - Ensure that the incident is investigated properly
 - Information to the local community and victims about action taken
 - Communicate with local officials and community leaders in order to encourage better relations with the host country police and crime prevention means

Exercise 2: Unplanned Demonstrations

- 1. News spreads of the peacekeepers who in a roadside accident killed a mother and a child. An angry crowd of about 50 people gathers at the UN HQ main gate and protests angrily. The crowd within 20 minutes grows to about 200 men, women and children throwing stones. Windows and vehicles inside the HQ compound are being damaged. Tires are set on fire outside in the streets.
- 2. One FPU platoon armed with automatic rifles forms up outside the gate and orders the demonstrators to disperse. A young male protestor throws a bottle, hitting one of the FPU members. Three other FPU members chase the protester who resists arrest, punching and kicking the officers. Using rifle butts the FPU members knock the man to the ground and handcuff him. The protester although handcuffed refuses to hold still and manages to spit into the face of an officer. In a moment of rage the officer orders to drag the man to the front gate and handcuffs him to the barricade in full sight of the crowd. The village leader arrives on the scene but the FPU ignore his presence.
- 3. By now the crowd is really getting violent and the FPU platoon starts to retreat back into the compound. Rocks and bottles are hitting the

officers who are ordered to form a line at the compound gate and aim their weapons at the protesters. One FPU member is hit by a rock and falls to the ground. Reinforcement arrives, and surrounds the protesters. Some protesters drop to the ground clutching children and friends; others continue to advance on the FPU. As the situation disintegrates, several officers open fire and four protesters collapse with gunshot wounds. The crowd flees and the dust settles.

Activity Guidelines:

- 1. Divide the participants into small groups and ask them to read the exercise.
- 2. Ask them to determine the FPU procedures and action towards the incident.
 - Was the deployment of the unit correct and sufficient?
 - What other actions could be taken?
 - Was the conduct of the arrest legal and appropriate?
 - Which actions should be taken in the case of the excess force used against the protester?
 - What should have been done in regards to the angry crowd?
 - How should the FPU have dealt with the village leader?
 - Was the use of firearms against crowd appropriate?
 - What is your role as UN (individual) Police during and after the situation?

Expected Outcome:

1. Was the deployment of the unit correct and sufficient?

Reflecting the deployment of the FPU it should be emphasised that in order to meet international standards the FPU has to take a graduated approach and the risk of escalation of violence has to be minimized. A more de-escalating way to respond to this situation might have been to position the FPU inside the compound, which could have served the purpose of increasing their own security and reducing the need for self-defence.

Consideration must be given to sufficient equipment of the FPU. Also consideration is needed on dispatching other tactical units to be engaged, and eventually to "show of force" to deter further escalation.

2. What other actions could be taken?

Try to identify the leader and establish contact in order to explain the situation, the UN course of action to investigate the traffic accident and

thereby make an attempt to calm down the situation; call host country authorities, especially the host country police, asking to intervene.

3. Was the conduct of the arrest legal and appropriate?

In principle the arrest was legal and justified. The tactic to chase the man is however questionable since his actions did not pose a significant threat to the FPU. Strategies to diffuse rather than increasing tensions should be privileged.

Consideration has also to be made as to consequences of the arrest. In a unit under command, such arrests must be planned and coordinated.

4. Which actions should be taken in the case of the excess force used against the protester?

The acts of excess use of force should be stopped immediately. The same applies for the protester being handcuffed to the barricade. It is both exposing him to danger and to violating human rights standards for handling arrested persons. The protestor should have been given medical assistance immediately.

5. What should have been done in regards to the angry crowd?

Negotiations with the village leader should have been initiated; verbal warnings and encouragement to disperse should have been given to the crowd.

6. Was the use of firearms against the crowd appropriate?

It could have only been justified in response to a serious threat to the life of a person. The scenario does not give any indication that this was the case. Therefore the use of firearms was not justified. In addition none of the mandatory procedures before using firearms has been applied.

7. What is your role as UN (individual) Police during and after the situation?

Your role as individual police is mainly to observe. A general role of anybody is to stop the abuse of power immediately, if possible. After the action, report the incident to the appropriate authorities and follow up on the case by:

- Report to your supervisor and to the Human Rights component
- Ensure that the incident is investigated properly
- Information to the local community and victims about action taken
- Communicate with local officials and community leaders in order to encourage better relations with the host country police and crime prevention means

Negotiation/Mediation and the Use of Language Assistants Table of Contents

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Preparatory Notes to Instructor

Background

In the context of post-conflict societies, United Nations Peacekeeping Operations can contain elements of both small and large scale confrontations which have to be dealt with during the de-escalation efforts. In a Peacekeeping Operation negotiation, mediation and even diplomatic activities not only have to be covered on the management/command level but especially on the practical level by all UN peacekeepers.

On the mission level peacekeepers might have to use operational and structural techniques to prevent and manage conflict and to de-escalate potential violence whenever tension arises. The main objective is to support the peace process in the post conflict society.

It is emphasized that people often use negotiation and mediation techniques in their daily lives without realizing it. This occurs in an environment that is known to them, in their own language and in their own culture, and under circumstances that are far from a conflict or post conflict environment.

Communication in a Peacekeeping Operation is much more complex. Peacekeepers have to be prepared to negotiate and mediate conflicts on a daily basis, with people from different cultures, many times in a language that is not their mother tongue and often under tense or even threatening situations.

Additionally peacekeepers will often have to deal with complaints, criticism and demands, that will require good negotiation and mediation skills.

Negotiation and mediation skills will improve the peacekeepers' potential to de-escalate a conflict situation, promote a secure environment, and develop peaceful and lasting solutions to a conflict on any scale.

Aim

To enable participants to:

- Employ negotiate and mediate skills as necessary when employed in a UN peacekeeping operation
- Work with language assistants

Learning Outcomes

On completion of Negotiation and Mediation Module, participants will be able to:

- 1. Describe the characteristics of a conflict
- 2. Define communication, negotiation and mediation

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- 3. Identify the three principles of negotiation/mediation
- 4. Identify the phases of a negotiation/mediation process and list some needed action within the phases
- 5. Describe preparation steps when working with language assistants
- 6. Apply negotiation/mediation skills including the use of a language assistant in an exercise

Training Sequence

The material contained in this module could be delivered over three to four training units, depending on the number of learning activities upon which the instructor decides. The instructor can modify the duration to suit national training requirements and reflect the subject matter comprehension level of the students.

This module should be delivered in conjunction with or with due attention to the modules on Respect for Diversity, Working with Different Partners and Security.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
115 minutes	45 min	15 min.	55 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
80 min	as needed		80 min.

Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

Structure of the presentation

- Definition of Conflict
- Definition of communication, negotiation, mediation

- Purpose of Negotiation/Mediation
- Phases of Negotiation/Mediation
- Use of Language Assitants
- Learning Outcome Assessment
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in negotiation and mediation and the use of language assistants, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Required Readings

Conflict Management for Peacekeepers and Peacebuilders. The African Centre for the Constructive Resolution of Disputes (ACCORD) January 2008: First Edition

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Chart

Materials:

1. Copies of handouts...etc.

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Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Negotiation/Mediation and the **Use of Language Assistants**

Slide 1



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

Aim

Slide 2

To enable participants to:

- Employ negotiate and mediate skills as necessary when employed in a UN peacekeeping operation
- Working with language assistants

Learning Outcome

Slide 3

On completion of the module, participants will be able to:

- Describe the characteristics of a conflict
- Define communication, negotiation and mediation
- Identify the three principles of negotiation/mediation
- Identify the phases of a negotiation/mediation process and list some needed action within the phases
- Describe preparation steps when working with language assistants
- Apply negotiation/mediation skills including the use of a language assistant in an exercise

Structure of the Presentation

- Definition of Conflict
- Definition of communication, mediation, negotiation
- Purpose of Negotiation/Mediation
- Phases of Negotiation/Mediation
- Use of Language Assitants
- Learning Outcome Assessment

Definition of Conflict

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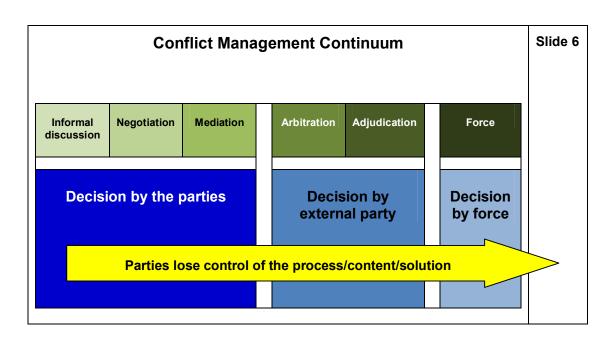
Slide 5

Slide 4

 Conflict is a state of human interaction where there is disharmony or a perceived divergence of interests, need or goals. There is a perception that interests, needs or goals cannot be achieved due to interference from the other person or people (ACCORD)

Note to instructor: Even though negotiation/mediation skills are used in the every day life, participants should be aware that in a peacekeeping operation they are going to be confronted with a conflict or post conflict environment. It is important for them to understand the background of the conflict.

- Characteristics of a conflict
 - Conflict is a state or relationship characterized by disharmony
 - Conflict emerges when parties/people opinions differ over goals, values and/or interests
 - Due to the the differences parties/people start to compete
 - Parties/people confront each other
 - The confrontation might escalate into violence and escalate into destruction and devastation if not managed
 - Management of conflict starts with communication, negotiation, mediation
 - A managed conflict can create an opportunity to positive change



Note to instructor. Before showing the slide above ask the participants which options they have to respond to a conflict and which are the main tools the participants will use in the mission.

Expected Outcome:

- 1. Decisions by the parties
 - Informal Discussion: An unstructured process, where parties attempt to resolve their problems on their own (also useful to prepare for formal negotiations)
 - Negotiation: An informal or formal process, where parties actively talk about their conflict for the purpose of reaching agreement and bringing resolution to their problems.
 - Mediation: A "facilitated negotiation", where an independent third party helps parties to come to a resolution of their problems, but does not decide on their behalf.
- 2. Decision by external party
 - Arbitration: Parties jointly commit to a third party making a decision about how to resolve the conflict, which will be binding on all parties. This is often used in industrial or business conflicts.
 - Adjudication: A legal process, backed up by the power of institution -e.g. a medical board governing doctors, or a court governing society. The "adjudicator" makes a decision for the parties, which is binding on the parties.

3. Decision by force

This is the last resort, and often the most destructive, costly way of resolving conflicts. Use of force can lead to loss life; destruction of property and the social order; massive financial costs associated with the financing of a war and peacekeeping intervention; and the loss of trade, resources and functioning economic systems

The participants will mainly use the first three options:

- Informal Discussion
- Negotiation
- Mediation

	Definitions	Slide 7
•	Communication	
•	Negotiation	
•	Mediation	



Learning Activity: Define Communication, Negotiation and Mediation

The purpose of this group discussion activity is for participants to find their definition for communication, negotiation and mediation, and to compare them with the expected outcome.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions	
	5 minutes for work small groups discussions		
	5 minutes	for small group reports in large group*	
Total time:	15 minutes	*total time dependent number of groups	

Activity Guidelines:

- 1. Divide participants into three small groups.
- 2. Ask each group to explain one of the terms in the slide.
- 3. Ask participants to present their results in the plenary (the large group).
- 4. Complement the results with the expected outcome

Expected Outcome:

Communication:

A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours or a technique for expressing ideas effectively as in:

- Speech
- Non verbal communication
- Body language

Taking into consideration

- **Cross Cultural Communication**
 - Show of respect
 - Identify expectations in the cultural context

Negotiation

- Involves two or more parties
- Happens when there is a problem, a conflict of interest or a common concern between parties
- Appropriate when the parties have a more or less even power balance
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires parties to identify the issues of a conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)

Mediation

In most cases, mediation:

- Involves two or more parties
- Occurs under the invitation of the parties to a conflict
- Involves an acceptable, impartial third party whose role is to assist the parties to reach their own mutually acceptable agreement, and who has no authoritative decision-making power
- Happens when there is a problem, a conflict of interest or common concern between parties
- Appropriate when the parties have an uneven power balance

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- Can only occur when parties are willing to negotiate
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires a mediator to assist parties to identify the issues of conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)

Purpose of Negotiation/Mediation

Slide 8

- Identification and isolation of areas of conflict/disputes
- Prevention of escalation
- Reduce differences in areas of conflict/disputes
- Resolution of conflict/disputes
- Preventive action against recurrence of conflict/disputes

Principles of Negotiation/Mediation

Slide 8

- Understand your mandate
- Understand the interests of the people/parties
- Understand the cultural context

Principles of Negotiation/Mediation

Successful communication and negotiation/mediation depend on how well peacekeepers understand the following three principles:

- Understand the mandate and role of the United Nations in the conflict.
 - You need to have a clear understanding of the UN interests / mandate in order to achieve a positive outcome.
- Understand the interest(s) of the people/parties
 You need to know, anticipate and understand the peoples'/parties'
 interests and their objective. The focus should be on their real
 interests, not their stated positions.
- Understand the cultural and historical context within which you operate in order to evaluate the situation on the local needs.

Slide 9

Techniques of Negotiation/Mediation	
Separate the people from the problem	
Focus on interests not positions	

- Generate a variety of possibilities
- Result has to be based on objective criteria
- The four bullet points describe techniques how to achieve a positive result in the negotiation/mediation process.
 - Separate the people from the problem
 - Be hard on the problem, easy on the people
 - Focus on interests not positions
 - Positions are yes-or-no obstacles
 - Interests present problems to be solved, perhaps more than one way
 - Generate a variety of possibilities
 - Look for ways to create value before trying to claim it
 - Result has to be based on objective criteria
 - Build a joint model of the problem kick your model of the problem around, not each other

Phases of Negotiation/Mediation

Slide 10

- Preparation
- Conduct of negotiation/mediation
 - Opening talks, main talks and summary
- Follow up



Learning Activity: Phases of Negotiation/Mediation

The purpose of this group discussion activity is for participants to think of their approach to negotiation/mediation, to think of some tips for the negotiator/mediator and to compare them with the expected outcome.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions
	15 minutes	for work small groups discussions
	20 minutes	for small group reports in large group*
Total time:	40 minutes	*total time dependent number of groups

Activity Guidelines:

- 1. Divide participants into three groups.
- 2. Ask the groups to list needed action in the phases and consider some good tips for the negotiator/mediator. Take the differences in negotiation and mediation into account as well.
- 3. Ask participants to present their results in the plenary (the large group).
- 4. Complement the results with the expected outcome and distribute them the suggested handout.

Expected Outcome (it is recommended to provide a handout)

Handouts/Note to instructor: Instructors may wish to provide participants with the following handouts. These handouts provide an overview of the points to take into consideration during the different negotiation/mediation phases.

1. Negotiation

1.1 Preparation of Negotiation

As in all matters and tasks, the planning and preparation is key to success. Therefore: Do your homework!

Advanced preparations/considerations

- What is the conflict/dispute about?
- Who are the people/parties involved? Name, rank, personality, authority, religion, ethnicity, culture, attitudes?
- Has the conflict/dispute been dealt with before?
- Why has it come up at this time?
- What is the background/history?
- Obtain all possible information about the immediate conflict/dispute and outline the options for a settlement

- Read previous reports on the matter; what was the UN conclusion and how does it relate to previous/future arrangements?
- What are your options, limitations, frame, mandate, etc.?
- When and where will the negotiation take place (get confirmation)
- Establish an agenda for the meeting
- What do you hope to achieve, what is the minimum desired result?
- What are the objectives/interests of the people/parties involved?
- Can you identify some common ground?

Internal preparations

- Who is going to do the talking?
- Who is taking notes and writing minutes (can notes be taken a tape recorder be used)?
- Decide on the role of the language assistant/interpreter
- Are you all going to attend the meeting (driver, extra team)?
- Decide on need for specialists (weapons, mines, economic, cultural, etc.)

Final preparations

- Be at the place for the meeting in due time, in good shape and well dressed
- Make ready for seating, security, parking and communication
- Consider coffee, drinks, food
- Place agenda, pencils and writing pads on the table

1.2 Conduct of negotiation

The opening talks

- Take your time and be patient
- Remember the customary salutations and exchanges of courtesies (in accordance with the local habit)
- Some introductory small talk may be useful and polite (gives everybody a chance to get used to the way the common language is used and it offers a chance to assess the mood)
- Offer/take refreshments
- Introduce yourself and your team (wear name tag)
- Introduce the agenda of the meeting
- Find agreement on the agenda

The main talks

- If possible let your counterpart start, and listen to him, do not interrupt, be patient
- If incorrect information is given, state the actual facts (supported by evidence) but do not argue
- State the UN point of view (facts only)
- If there are differences in points of view, note the view of the counterpart and highlight the point of view of the opposite side (eventually also the UN approach). Declare that you will come back to the issue after an examination of the key problems. Carry out your examination and negotiation in a similar manner with the other party
- In some cases the task of the UN team includes conveying complaints, either from the opposing party or from the UN itself.
 Make sure that the complaint is clear in all its details - preferably confirmed in writing
- Make no promises or admissions, unless the situation or your mandate clearly states you can do so. Do not reveal anything about one party that could be exploited by the other party. To be impartial and correct is of the greatest importance
- Always be restrained if one of the parties expresses a negative view about the UN, the opposing party's morale, politics or methods. Try to make everybody accept the UN mandate and the solution it promotes. Make careful reminders about agreements, actual arrangements and past practices

Summary

- Summarize the meeting
- Complete the meeting by repeating what has been agreed upon, if possible have it confirmed in writing
- Agree upon a time and place for further negotiations
- Do not forget final polite phrases, etc.

1.3 The follow up

The reporting of results and the follow-up on the meeting is very important for the credibility of the UN operation:

- Post meeting analysis
- Prepare a short verbal briefing for your headquarters (involve all UN members present at the meeting)

- Prepare a detailed written report on the negotiation, facts, conclusions, recommendations and arrangements
- Contribute to other general information systems in accordance with the SOP

Mediation 2

2.1 Preparations of Mediation

The technique applied in mediation is basically the same as for negotiation. The most important difference is that representatives for the opposing parties are present in the same location. This calls for careful considerations concerning security measures as well as preaccepted subjects for the meeting.

- Meet the parties separately before the meeting
- Discuss the conflict/dispute internally, make an approved agenda and distribute it before the meeting
- Select a meeting-place (neutral ground and/or secured area)
- Establish the conditions for the meeting armed/unarmed how many persons – language assistants/interpreters - communications - seating - who goes first - separate rooms
- Consider possible solutions to the main conflict/dispute

2.2 Conduct of mediation

- Start the meeting by reading the agreed agenda
- If there has been a previous meeting give the result and the status of what has been implemented
- Appear impartial, observe objectivity and remain respectful
- Try to balance the outcome (one for you and another one for me)
- Guide/mediate the parties through their negotiatiation
- If no agreement/result can be reached, agree to meet again

No one can change the past, but you may be able to change the future.

2.3 The follow up

(As mentioned under negotiation)

3. General Tips for the Negotiator/Mediator

- Pay social compliments.
- Cordiality, dignity and respect
- Define the common ground

- Remain calm
- Avoid criticism
- Do not be arrogant
- Be fair
- Use terminology known by all
- Complaints are clear, complete and in writing
- Make no promises
- Do not reveal anything about any party
- If you make a statement that you will do something do it
- Maintain eye contact with the speaker

Language Assistants

Slide 11

- Not professionally trained interpreters
- Regard the language assistant as your host country ambassador
- Most interpreters in peacekeeping operations are not professionally trained. They have some knowledge of the mission language, which is usually English, and the local languages, and have been hired by the mission as "language assistants". Very few language assistants would have received any formal training in interpretation.
- Think of your language assistant as your ambassadors to the local community. Language assistants are normally influential in their communities because they are more educated than most others.
- Language assistants usually live and stay within their own communities and will be asked by family and friends about their experience of working with the United Nations. This can lead to potential security risks for both the language assistant and the mission due to confidential issues.
- Take care of your language assistant do not put him into dangerous situations.

Communication

Slide 12

A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours

- Note to the instructor: Recall the definition of communication after slide 7 and see slide above.
 - A technique for expressing ideas effectively as in:
 - Speech
 - Non verbal communication
 - Body language

Taking into consideration

- **Cross Cultural Communication**
 - Show respect
 - Identify expectations in the cultural context
- The major impact (more than 50 %) of communication happens through body language, postures, gestures, and eye contact, the tone of voice has a high impact as well (app. 40 %), and the least impact happens through the content or the words used. (research results, see WIKIPEDIA)

Challenges of Working with Language Assistants	Slide 13
 Misunderstandings/misinterpretations 	
 Timing has to be adjusted 	
Incomplete interpretation	

- Interpreting a conversation between two people of different languages and cultures requires special sensitivity to and knowledge of those languages and cultures so that the words, together with the substance, emotion and context of the statements, can be accurately communicated. Due to these facts some of what you say to the other party might not be conveyed and understood in the same way as you said it or intended it to be understood. Likewise, you might not hear what the other party wanted to communicate to you.
- Remember to devote twice the amount of a regular time estimate when you conduct a meeting, negotiation or mediation with interpretation.
- Due to a lack of professional training the interpretation might not be complete or accurate.

Preparation of Language Assistants	Slide 14
Information in advance	
Written information where possible	
Proper briefing on the subject	
Security issues	
Sensitive issues	

Note to the instructor: After having shown the slide brainstorm with the participants how to prepare their language assistants for the meeting and what has to be considered in advance. Complement the results with the expected outcome.

Expected Outcome:

- Inform the language assistant in advance as many working days ahead of time as possible to allow scheduling and preparation
- Provide as much written information as possible, as far ahead as possible

This will allow familiarization with materials, checking for meaning and context. Include:

- Agenda, list, titles and backgrounds of speakers
- Copies of speeches, talking points, documents to be distributed
- List of technical words
- Brief the language assistant about the event and the exact role expected
 of him/her
 - Will they be expected to provide consecutive translation of an unseen presentation?
 - Will a copy of the presentation be provided ahead of time?
 - Will there be interpretation into a number of different languages?
 - How many people will be speaking?
 - Will there be a panel, group or one speaker?
- Be aware of what potential security problems exist and inform the language assistant.
 - Be aware of the possibility of being in a location where the language assistant's ethnicity, role or relationship to others may put

them at risk or compromise. In some cases another language assistant may be required.

- Ensure adequate security for language assistants.
- Pay specific attention to needs of female language assistants. Examples:
 - Can they travel away from home?
 - Is it appropriate to travel with males by themselves or should it be separately or with another female or family chaperone?
 - Are there separate toilet facilities at the venue?
 - Is the venue one that is accessible and open to women?
 - What transport / security requirements need to take place?
- Be aware of the sensitivity of a topic, questions / answers. Interpreters may be reluctant to interpret these or change the meaning to avoid embarrassment or causing offence. It may be culturally inappropriate or embarrassing for male / female interpreters to interpret certain topics in public or in front of the opposite sex.

Working with Language Assistants

Slide 15

- Briefing on how the job should be done
- Since your language assistant most likely hasn't received formal training as an interpreter, you have to brief him/her on how you want to conduct the session.
 - Instruct your language assistant on the physical position you want him or her to take, such as 6 inches behind you on your right when standing and talking, or seated to your left when sitting down.
 - Keep looking at the person to whom you are speaking, not the language assistant, and keep eye contact — or show that you are focused on the other person in whatever way may be culturally appropriate under the circumstances.
 - Instruct the language assistant to repeat what is being said, not give you a summary or evaluation.
 - Brief the language assistant not to analyse, edit, purge or "valuejudge" any of the statements. The language assistant may, however, explain the cultural nuances or context for you where

necessary, in addition to interpretation, and clearly distinguish the interpretation from the contextualisation.

- The obligation of the negotiator/mediator is to make the work of the language assistant as easy as possible:
 - Use short sentences and encouraging others to do the same.
 - Avoid technical terms and abbreviations (where unavoidable, discuss the issues with the interpreters beforehand so that they can prepare appropriate translations).
 - Avoid idioms and jokes that are culturally specific.

Summary of Key Points

Slide 16

- Characteristics of a conflict and conflict management continuum
- Communication, negotiation and mediation
- Be aware of the mandate, cultural context and interests of people/parties
- Prepare your language assistant thoroughly



Note to Instructor: If time allows divide class in three groups and hand out exercises in the Optional Learning Activity which can be found at the end of the module: IDP – Persons/Groups with special protection needs, Rape, extortion, gang violence and mob justice and Protection for money exchangers increasing violence.

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written guiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

- 1. Define conflict and describe the characteristics of a conflict
- 2. Define communication, negotiation and mediation
- 3. Identify the three principles of negotiation/mediation
- 4. Identify the phases of a negotiation/mediationprocess
- 5. Describe preparation steps when working with language assistants

Expected outcome

1. Define conflict and describe the characteristics of a conflict Definition

Conflict is a state of human interaction where there is disharmony or a perceived divergence of interests, need or goals. There is a perception that interests, needs or goals cannot be achieved due to interference from the other person or people (ACCORD)

Characteristics

- Conflict is a state or relationship characterized by disharmony
- Conflict emerges when parties/people opinions differ over goals, values and/or interests
- Due to the the differences parties/people start to compete
- Parties/people confront each other
- The confrontation might escalate into violence and escalate into destruction and devastation if not managed
- Management of conflict starts with communication, negotiation, mediation
- A managed conflict can create an opportunity to positive change

2. Define communication, negotiation and mediation

Communication:

A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours or a technique for expressing ideas effectively as in:

- Speech
- Non verbal communication
- Body language

Taking into consideration

- Cross Cultural Communication
 - Show of respect
 - Identify expectations in the cultural context

Negotiation

- Involves two or more parties
- Happens when there is a problem, a conflict of interest or a common concern between parties
- Appropriate when the parties have a more or less even power balance
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires parties to identify the issues of a conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)

Mediation

In most cases, mediation:

- Involves two or more parties
- Occurs under the invitation of the parties to a conflict
- Involves an acceptable, impartial third party whose role is to assist the parties to reach their own mutually acceptable agreement, and who has no authoritative decision-making power
- Happens when there is a problem, a conflict of interest or common concern between parties
- Appropriate when the parties have an uneven power balance

- Can only occur when parties are willing to negotiate
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires a mediator to assist parties to identify the issues of conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)
- 3. Identify the three principles of negotiation/mediation

Successful communication and negotiation/mediation depend on how well peacekeepers understand the following three principles:

- Understand the mandate and role of the United Nations in the conflict.
- Understand the interest(s) of the people/parties
- Understand the cultural and historical context within which you operate in order to evaluate the situation on the local needs.
- 4. Identify the phases of a negotiation/mediation process
 - Preparation
 - Conduct of negotiation/mediation
 - Opening talks,
 - main talks
 - summary
 - Follow up
- 5. Describe preparation steps when working with language assistants
 - Inform the language assistant in advance
 - Brief the language assistant about the event and the exact role expected of him/her
 - Be aware of what potential security problems exist and inform the language assistant.
 - Be aware of the possibility of a risk situation for the language assistant
 - Ensure adequate security for language assistants.
 - Pay specific attention to needs of female language assistants.
 - Be aware of the sensitivity of a topic, questions / answers.



Optional Learning Activity: Role Plays



Learning Activity Time Required:

5 minutes	For activity introduction and instructions
15 minutes	Reading/preparation time for the groups
45 minutes	Role play
15 minutes	Debrief
80 minutes	*Total time

Total time:



Will be made available in the ITS Training Toolbox.

Land Navigation Table of Contents

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Preparatory Notes to Instructor

Background

A lack of infrastructure, traffic signs and road signs in mission areas can lead to inadequate transport and road systems. UN Police is often in situations that require the ability to navigate using available equipment such as topographical maps, compass or global positioning system (GPS). Without an adequate level of comprehension of the various equipment and methods and the ability to navigate safely in mission environment, the function of the UN Police can be limited and the safety of the police officer at risk.

Aim

To familiarize participants with:

 the necessary skill to enable them to navigate using maps, compass and GPS.

Learning Outcomes

On completion of Land Navigation Module, participants will be able to:

- 1. Interpret the information on a map and be able to read a map.
- 2. Demonstrate the use of different grid reference systems and be able to establish coordinates and grid references.
- 3. Explain the main principles of using a compass.
- Explain the main principles of using GPS.

Training Sequence

It is suggested that the module is delivered during one to two training units, depending on participants' skills and additional time should be allocated for practice during a field exercise.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
105 minutes	20 min	15 min.	70 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
	as needed		

2 • Land Navigation

Methodology

This module is highly dependent on what material the trainer has available and require adjustments accordingly.

It is recommended that this module is kept as practical as possible and will be conducted predominantly based on tasks and exercises on which basic details can be explained. The module is best delivered if at least teams of two can share a map and compass.

It is furthermore recommended to extend the module to practical exercises in the terrain and if possible during a wider peacekeeping exercise in the field.

- Introduction to Maps
- Grid References
- Measuring Distances
- Identify Shapes Map to ground and ground to map
- Function and use of compass
- Practical exercises
- 5. Basic functioning of GPS
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has practical experience in land navigation and with knowledge of mission conditions in this regard should present the module.

Instructor Preparations

Required Readings

- http://www.ema.gov.au/agd/EMA/rwpattach.nsf/VAP/(A80860EC13A 61F5BA8C1121176F6CC3C)~ASM_Map_Reading.pdf/\$file/ASM_M ap_Reading.pdf
- http://www.scribd.com/doc/4020131/Map-Reading-Navigation

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. DVD and speakers if film is being used

Materials:

- 1. Maps
- 2. Compasses
- 3. White board
- 4. Protractor
- 5. GPS

4 • Land Navigation

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- e.g Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Land Navigation

Slide 1



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor.

Aim

Slide 2

The aim of this module is to provide participants with the necessary skill to enable them to navigate using maps, compass and GPS.

Learning Outcome

Slide 3

On completion of the module, participants will be able to:

- Interpret the information on a map and be able to read a map.
- Demonstrate the use of different grid reference systems and be able to establish and 6 digit grid references.
- Explain the main principles of using a compass and be able to determine bearings and distances between locations on a map.
- Explain the main principles of using GPS.

	Structure of the Presentation	Slide 4
•	Introduction to Maps	
•	Grid References	
•	Measuring Distances	
•	Identify Shapes – Map to ground and ground to map	
•	Function and use of compass	
•	Practical exercises	
•	Basic functioning of GPS	
	Map Information	Slide 5
•	General	
•	Title Information	
•	Production Information	
	1 Toddollori illioringliori	
•	Universal GRID reference	
•		
•	Universal GRID reference	
•	Universal GRID reference North Points	
•	Universal GRID reference North Points Scale and Contour Interval	



Note to Instructors: Based on map available, go through the various information contained on the map.

Map References	Slide 6
Map References may be given by:	
Geographic Coordinates	
Grid References	
Sila Noisionisso	

Grid References

Slide 7

A grid is two sets of equally spaced parallel lines.

- Eastings (Vertical)
- Northings (Horizontal)
- 4 Figure Grid Reference (Grid Square)

One kilometer accuracy.

Grid line interval generally 1000 meters.

Read eastings first, then northings.



Note to Instructors: In this context, Geographic Coordinates are mainly used for GPS.

Grid Reference Four Figure	



Learning Activity: Grid Reference Four Figure

The purpose of this group discussion activity is for participants to become familiar with a four digit grid reference.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions
	10 minutes	for work small groups discussions
	5 minutes	for small group reports in large group*
Total time:	20 minutes	*total time dependent number of groups

Activity Guidelines:

- 1. Based on the map you have available, ask participants to identify a 4 digit grid reference of a location on a map.
- 2. Use this example to explain the practicalities.
- 3. Ask participants to present their results in the plenary (the large group).
- 4. Complement the results with the expected outcome.

Expected Outcome:

Defined by the actual tasks.



Note to Instructors: When the general understanding of identifying the grid reference has been obtained, continue with a number of similar tasks to consolidate the skills.

Grid References Six Figure	Slide 9
6 Figure Grid ReferenceEasting and Northing each divided into ten	
100 meter accuracy	



Learning Activity: Grid Reference Six Figure

The purpose of this group discussion activity is for participants to become familiar with a six digit grid reference.



Learning Activity Time Required:

5 minutes	for activity introduction and instructions
10 minutes	for work small groups discussions
5 minutes	for small group reports in large group*
20 minutes	*total time dependent number of groups

Total time: | 20

Activity Guidelines:

- 1. Based on the map you have available, ask participants to identify a 6 digit grid reference of a location on a map.
- 2. Explain or demonstrate on i.e. white board the subdivision of the grid square in ten / 100 m sections.
- 3. Ask participants to present their results in the plenary (the large group).
- 4. Complement the results with the expected outcome.

Expected Outcome:

Defined by the actual tasks.

Note to Instructors: When the general understanding of identifying the grid reference has been obtained, continue with a number of similar tasks to consolidate the skills.

Scales and Distances	Slide 10
Map Scales Measuring Straight Distances	

Note to Instructors: Based on the map available, exercise the identification of distance between locations (grid references).

The Compass	Slide 11
Compass Types: Compass Card, Orienting Lines and Arrow	
Taking Grid Bearings Setting a Magnetic Bearing	

Note to Instructors: Based on the compass available, explain the features of the compass.

North Points	Slide 12
Three Types of North:	
True North	
Grid North	
Magnetic North	

Bearings	Slide 13
A bearing is a direction from one point to another.	
Bearings are angels measured clockwise from North.	
Angles are measured in degrees.	

Measuring Bearings

Slide 14

Measure angle (bearing) using a protractor or SILVA compass

Always measure the angle from Grid North going clockwise

Two types of bearings

- Grid Bearing used with Map and Compass
- Magnetic bearing used with ground and compass

Note to Instructors: Demonstrate and exercise how to orientate the map to terrain based on magnetic north.

Based on map and compass available, demonstrate and thereafter exercise the participants in identifying bearings between locations on the map.

Demonstrate and exercise the determining the bearing from your location to locations in your surrounding (best done in terrain but can also be applied through class room windows)

Magnetic Variation	Slide 15
The angle between Grid North and Magnetic North is called Magnetic Variation	
Or Magnetic Declination	
Shown on the map marginal information	
Magnetic Variation is specific to each map	



Note to Instructors: For information and awareness only. Be aware that the magnetism of a car can influence the compass. In some occasions minerals in the ground can influence the compass. The effect of the magnetic north pole varies depending on the location on the planet.



Learning Activity: Combined Exercises

The purpose of this group discussion activity is for participants to become familiar with all the activities involved in land navigation.



Learning Activity Time Required:

	5 minutes for activity introduction and instructions	
	15 minutes	for work small groups discussions
	10 minutes	for small group reports in large group*
Total time:	30 minutes	*total time dependent number of groups



Activity Guidelines:

- 1. Based on the map you have available, ask participants to identify 4 and 6 digit grid reference of a location on a map.
- 2. Ask participants to orientate the map to true north.
- 3. Ask participants to identify bearing and distances between locations on the map.
- 4. Ask participants to present their results in the plenary (the large group).
- 5. Complement the results with the expected outcome.



Expected Outcome:

Defined by the actual tasks.

	What is GPS	Slide 16
•	A satellite based navigation system made up of a network of 24 satellites	
•	Originally intended for military applications but available for civilian use in the 1980s.	
•	It works in any weather conditions, anywhere, anytime with no subscription fees or charges	



Note to Instructors: Depending on availability of GPS, this is for information only and explains shortly the main functioning of GPS. If equipped with GPS in the mission further training and familiarization is required.

How Does it Work?

- GPS satellites circle the earth twice daily in very precise orbit
- GPS uses triangulation to calculate exact location
- They compare the time a signal was transmitted by a satellite with the time it was received
- Time differences tell the GPS how far away the satellite is
- With measurements from more satellites the receiver determines position, which is displayed on the unit

How Does it Work? (continued)

Three satellites calculate a 2 D position (latitude and

- Four or more satellites calculate 3 D position (latitude, longitude and altitude
- GPS unit can then calculate other information, such as
 - Speed
 - Bearing
 - Track
 - Trip Distance
 - Distance to Destination
 - Time of sunset and sunrise

longitude) and track movement

Summary of Key Points

Land navigation is a key competency that will support your personal security and will be a tool for your achievement of tasks.

Always be aware where you are.

Don't leave your duty location for unknown terrain without sufficient preparation and means; security briefing, sufficient maps, sufficient communication means.

In peacekeeping you must always be prepared for the unexpected

Slide 18

Slide 17

Slide 19

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written guiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

- 1. Interpret various symbols from the map legend.
- 2. Identify the grid reference on locations (symbols) on the map and vice versa.
- 3. Explain the main principles of using a compass by orienting the map according to the magnetic north.
- 4. Establish compass bearing between the training location to a point visible from the location.
- 5. Explain the main principles of using GPS and establish the coordinates for the training location.

Expected Outcome

- 1. Map information (ref. slide 5)
- 2. Use of grid references (ref. slide 7)
- 3. Use of compass (ref. slide 11 and 12)
- 4. Use of compass (ref. slide 11 and 12)
- 5. Use of GPS (ref. slide 19 and 20)

Radio Communication Table of Contents

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Preparatory Notes to Instructor

Background

Despite the fact that most police officers are users of radio communication equipment in their own countries and have knowledge of communications procedures, differences might arise due to the diverse background of UN Police in a Peacekeeping Operation. Therefore, there is a need to standardize procedures to improve the communication flow and prevent language barriers that might create misunderstanding. For this reason concise, consistent radio procedures and protocols are vital to ensure that messages are accurately relayed and ultimately contribute to the success of a mission. On the other hand, poor use of radio communications can mean a breach of security and may lead to major problems including deaths and mission failure. In this session the main elements required, to apply UN radio procedures and protocol will be covered.

Aim

To enhance the general knowledge of radio communications through the use of:

- appropriate radio procedures
- procedure words (pro-words)
- the international phonetic alphabet

Learning Outcomes

On completion of the Radio Communication module, participants will be able to:

- Define communication
- List the different parts of a hand radio
- Apply pro-words and international phonetic alphabet
- Use appropriate radio procedures

Training Sequence

It is suggested that the material contained in this module be delivered over two training units. The first part of the module content should be conducted as interactive presentation and discussion supported by power point presentation.

The second part of the module consists of practical exercises. Finally, radio communication should be an integral part of the field exercise.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
40 minutes +	25 min	15 min.	As needed
Additional Options	Mission Specific	Optional Film	Optional Activity
60 minutes			60 min. activity

Methodology

This module provides basic knowledge to the participants regarding radio communication and contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, working in small groups on specific tasks. A practical exercise is regarded as being essential for a better understanding of the topic

The facilitator should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

- Definitions
- Differences between VHF and UHF
- International phonetic alphabet, pro-words and basic radio procedures
- General instructions in radio communication
- Exercises and summary
- Learning outcome assessment
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This Module is best presented by an instructor who has mission experience in radio communication, who could share his/her experience with the group. For the practical part it is recommended that there be one facilitator for every four participants.

Instructor Preparations

Required Readings

- "United Nations Police Handbook" Police Division, DPKO, UN, 2005.
- OCHA Standard Communication Procedures; to be found on ochaonline.un.org/OchaLinkClick.aspx?link=ocha&DocId=1005299

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Chart

Materials:

- 1. Copies of handouts
- 2. Radio communication equipment

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- e.g Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Radio Communication

Slide 1

Consistent radio procedures and protocols are vital to ensure that:

- messages are accurately relayed
- contribute to the success of a mission



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor.

Aim

To enhance the general knowledge of radio communications through the use of:

- appropriate radio procedures
- procedure words (pro-words)
- the international phonetic alphabet

Learning Outcome

Slide 3

Slide 2

On completion of the module, participants will be able to:

- Define communication
- List the different parts of a hand radio
- Apply pro-words and international phonetic alphabet
- Use appropriate radio procedures

UN Peacekeeping PDT Standards, Specialized Training Material for Police 1st edition 2009

Structure of the presentation	Slide 4
Definitions	
Differences between VHF and UHF	
International phonetic alphabet, pro-words and basic radio procedures	
General instructions in radio communication	
Summary and exercises	
Learning outcome assessment	

Note to instructor: To show participants the challenges of proper communication do the following exercise:

Ask the participants to be seated in a circle. Write the phrase: "Use of Radio Communication in the Mission Area" on a piece of paper and give it to one of the participants. Ask him to whisper this phrase to the next trainee. The phrase is to be transferred through all of the students. The last participant is supposed to write the final transmission on a white board.

Brainstorm where the main challenges in communicating in foreign language lie.

The aim of any communication is to transfer messages. The efficiency is determined by the common understanding of these messages by both the sender and the receiver.

Expected Outcome:

- External noise
- Accent
- Lack of clarity
- Misunderstanding
- Others

Definitions	Slide 5
Communication	
Radio Communication	

Note to Instructor: Ask participants about their understanding of communication and radio communication.

Expected Outcome:

1. Communication:

- A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours
- A technique for expressing ideas effectively (as in speech)
 (http://www.merriam-webster.com/dictionary/communication)

2. Radio Communication:

- Term used to describe the transfer of information between two or more points by use of radio or electromagnetic waves.
 www.sciencelobby.com/dictionary/r.html
- Radio is the transmission of signals, by modulation of electromagnetic waves with frequencies below those of visible light. en.wikipedia.org/wiki/Radio communication

Common UN Equipment	Slide 6
Very High Frequency Radio (VHF) RadioUltra High Frequency (UHF) RadioSatellite Telephone	

Common UN Equipment:

- VHF Radios: Usually comes as handset and it's the most common equipment in the mission area, and covers a distance up to 10 kilometres.
- UHF Radios: Commonly present in UN vehicles and in the communication base, their coverage is much larger, up to 60 kilometres.
- Satellites phones: Is the least available in the mission area, mostly due to the cost associated to the equipment.

The importance of radio communication should be highlighted:

- Often radio is the only means of communications with the HQ and other colleagues
- It is an independent medium for quick information transfer
- In case of an emergency or incidents, radios are more efficient than phones
- A group of people can be informed at once

Radio Overview	Slide 7

Note to Instructor: Go through the parts of the radio with participants. (The equipment used as reference is the Motorola GP 360).

Operation and control functions:

Radio Controls

- Rotary Knob: Used as a channel selector and for multifunction scrolling.
- On-Off / Volume Knob: Used to turn the radio on or off, and to adjust the radio's volume.
- Side Button 1 (Programmable): Recommended for Monitor/ Call Cancel Button.
- Push to Talk Button (PTT): Press and hold down this button to talk, release it to listen.
- Side Button 2 (Programmable)
- Side Button 3 (Programmable)
- Top Button (programmable): Recommended as Emergency button.
- LED Indicator

Green: Successful power up.
Green Flashing: Radio scanning.

Red: Radio transmitting.

Red Flashing: Channel busy - when receiving.

Yellow: Radio called.

Yellow Flashing: Radio call reminder alert.

Red Flashing: Low battery warning – when transmitting.

Microphone

- LCD Display (1 Line)
- Menu Keys
- Antenna
- Accessory Connector: Connects headsets, remote speaker/ microphones and other accessories. Replace attached dust cap when not in use.
- Programmable Buttons: Several of your radio buttons can be programmed (by customer Programming Software CPS) to activate the radio features. The following table shows the features that can be assigned to the Top button and Side Buttons 1, 2 and 3.Note to Instructor

Standardized Procedures International Phonetic Alphabet Procedure words (pro-words)Insert slide bullets

Note to Instructor: For most of the police officers deployed to a peacekeeping mission, English is a second language, so using the International Phonetic Alphabet as well as pro-words, improves communications.

The participants should be handed out the International Phonetic Alphabet, as well as a list of the most common pro-words (find hand out in the reference material).

- Let participants spell their names and/or names of places according to the international phonetic alphabet
- Show participants pro-words and let them explain their meaning

Preparing to transmit	Slide 9
Preparing the set for operations	
 Transmitting « General Instructions » 	
Basic Radio procedures	

Note to instructor: Brainstorm with participants the procedures related to the bullet points on the above chart.

Expected Outcome:

1. Preparing the set for operation

- Make sure that there is a power source that is sufficient and ensure correct connection to the radio set
- Check the antenna and all cable assemblies ensuring tight and correct connection to the set
- Connect the audio accessories and check proper operation of function switches

2. Transmitting General Instructions

- Decide in advance what you are going to say to ensure that it will be clear and brief
- Make sure no one else is speaking on the net when you start
- Remember to divide your message into sensible phrases, make pauses and maintain a natural speech rhythm
- Avoid excessive calling and unofficial transmission
- Use standard pronunciation, emphasize vowels sufficiently, avoid extreme pitch, speak in a moderately strong voice and do not shout
- Keep a distance of about five (5) cm between the microphone and your lips; and
- Shield your microphone from background noises
- Spell names of people and places phonetically

NEVER FORGET	Slide 10
"EMERGENCY – EMERGENCY – EMERGENCY"	



Place Note to Instructor: It should be emphasized that in case of an emergency, the word should be repeated three times and everybody should stop the communication and wait for instruction from base "EMERGENCY-**EMERGENCY-EMERGENCY**"

Security Awareness	Slide 11
During the radio communications do not disclose:	
 Personal or sensitive information 	
Policy issues	
 Only official call signs are to be used 	
Only the official language of the mission is to be used	

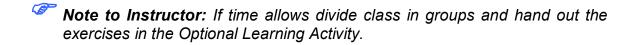
Radio communication might not provide 100% security of the information circulated.

Based on this security issue, sensitive information should not be transmitted over the radio such as names, positions, addresses, telephone numbers etc.

During the radio communications official call signs will be used. It is every officer's responsibility to be aware of the communication plan in the operational area.

As a rule, the official language of the mission should be used during the communication.

	Summary	Slide 12
•	Appropriate radio procedures	
•	Procedure words (pro-words)	
•	International Phonetic Alphabet	



Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs, instructors may want to choose some of the following questions for review.

Questions

- 1. What is Communication and Radio Communication?
- 2. What is the difference between UHF and VHF?
- 3. List and explain 5 of the most used pro-words.
- 4. What do you do when you begin a journey?
- 5. What do you do when you have an emergency and when you hear an emergency?

Expected Outcome:

1. What is Communication and Radio Communication?

Communication:

- A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior
- A technique for expressing ideas effectively (as in speech) (http://www.merriam-webster.com/dictionary/communication)

Radio Communication:

- Term used to describe the transfer of information between two or more points by use of radio or electromagnetic waves.
 www.sciencelobby.com/dictionary/r.html
- Radio is the transmission of signals, by modulation of electromagnetic waves with frequencies below those of visible light. en.wikipedia.org/wiki/Radio communication
- 2. What is the difference between UHF and VHF?
 - VHF Radios: Usually comes as handset and it's the most common equipment in the mission area, and covers a distance up to 10 kilometers.

- UHF Radios: Commonly present in the UN vehicles and in the communication base, their coverage is much larger up to 60 kilometers.
- 3. List and explain 5 of the most used pro-words.

Affirmative Yes/correct Negative No/incorrect

Message I have an informal message for you

Send Message go ahead, transmit, I am ready to copy

Over This is the end of my turn of transmitting, a response

is expected

Out This is the end of my transmission, no answer is

expected

Roger I have received your last transmission satisfactory

Wilco I will comply your request Radio check How do you listen to me

- 4. What do you do when you begin a journey?
 - Always do Radio Check with BASE to make sure the communication is clear.
- 5. What do you do when you have an emergency and when you hear an emergency?
 - If you have and emergency repeat three times the word: **EMERGENCY EMERGENCY**
 - If you hear and emergency call, stay silent and wait for instructions from base.



Optional Learning Activity: Difficulties in Radio Communication

The purpose of this group discussion activity is to indicate main difficulties and mistakes during radio communication, emphasize the proper way in which the communication should be conducted, and highlight the necessity of practice for developing the skills of the radio communication



Learning Activity Time Required:

	10 minutes	for activity introduction and instructions
	15 minutes	for exercise 1
	15 minutes	for exercise 2
	20 minutes	debrief in the large group*
Total time:	60 minutes	*total time dependent number of groups

Exercise 1

- Alpha Base Requests A1 to report the current locations and activities of units A2. A3 & A4.
- A2 is on foot patrol in Central Market.
- A3 is at the base of Mt. Danger attempting to recover your vehicle from the muddy creek.
- A4 travels west along the Comoro Rd on patrol.

Exercise 2

Scenario: A5 you have attended a Domestic Violence incident near Bairo Pite. The victim needs medical attention, and the offender is still at the location. The offender is violent and armed with a large knife. You request appropriate assistance.

- A6 you are the closest unit.
- A1 remember you are the commander of all teams.

Place Note to Instructor: Divide the class in groups according to the number of call signs mentioned in each scenario for practical exercises.

Activity Guidelines:

- 1. Use a role play scenario and give participants the radio communication equipment.
- 2. Dispatch them in different sites outside the classroom.
- 3. Ask the participants to use the radio equipment as per exercise.
- 4. At the end of exercise, indicate main difficulties and mistakes they made during the radio communication exercise. Emphasize the proper way in which the communication should be conducted. Highlight the necessity of practice for developing the skills of the radio communication.

Expected Outcome:

Exercise 1

- A1 this is Alpha Base, message, over.
- Alpha Base this is A1, sent message, over.
- From Alpha Base, inform location and activities of A2, A3, and A4, over.
- From A1, WILCO, over
- A2, A3, A4, this is A1, inform your current location and activity, over.
- From A2, I am in foot patrol in Central Market, over.
- From A1, roger, out.
- From A3, I am at the base of Mt Danger, attempting to recover my vehicle from the muddy creek, over.
- From A1, roger, out.
- From A4, I am in patrol travelling along Comoro Rd., over.
- From A10, roger, out.
- Alpha Base this is A1, message, over
- From Alpha Base, sent message over
- From A1, to inform current location and activity of A2, A3, and A4, roger so far, over.
- From Alpha Base, roger so far, over
- From A1, A2 in foot patrol in Central Market

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- A3, at the base of Mt Danger, attempting to recover his vehicle from the muddy creek
- A4, in patrol travelling along Comoro Rd
- From A1, end of message, over
- From Alpha Base, roger, out

Exercise 2

- A5, EMERGENCY, EMERGENCY EMERGENCY
- A5 this is A1, report your emergency
- From A5, I am in Bairo Pite there has been a domestic violence incident,
- Offender in place, violent and armed
- Medical attention needed for the victim
- Back up is requested, over.
- A1 to all station near Bairo Pite, over
- A1 this is A6, I am in the area, over
- From A1, proceed to Bairo Pite and support A5, keep me informed, over
- From A6, WILCO, over
- A5 this is A1, A6 its on his way, keep me informed, over
- From A5, roger, over
- Alpha Base this is A1, message, over
- From Alpha Base, sent message, over
- From A1, medical assistance is needed in Bairo Pite due to domestic violence incident, A5 and A6 in place, offender in the house, over.
- From Alpha Base, roger, out.

Report Writing Table of Contents

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Preparatory Notes to Instructor

Background

In order to carry out its mandate, UN Police need to report on every activity of importance. UN Police must ensure that the information provided be accurate and objective. Reporting is a challenging skill in order to record information that helps in decision making.

In the police context, report writing is the main way for communicating, retrieving information and ensuring accountability for observations and/or actions. A report is a written account of incidents and actions, as they relate to a specific event.

It is important to have UN standards which guide police officers when writing reports in UN peacekeeping operations.

Aim

To provide participants with:

- the knowledge of basic report writing standards for United Nations peacekeeping operations
- guidelines on effective report writing which UN Police should follow

Learning Outcomes

On completion of the Report Writing Module, participants will be able to:

- 1. Use the basic report writing standards for United Nations peacekeeping operations.
- 2. Understand the importance of accurate and timely reports and be able to apply their knowledge.
- 3. Identify and apply essential elements of report writing
- 4. Explain the importance and meaning of the "5Ws and How"
- 5. State the basic writing guidelines (grammar, abbreviations, dates, names of places and numbers)
- 6. Demonstrate the ability to complete and submit accurate and timely reports

Training Sequence

It is recommended that this module is given in the early stage of the specialized section of a pre-deployment training for police and participants be tasked with writing reports on different topics throughout the training.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
70 minutes	20 min	15 min.	35 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
75 minutes	as needed		75 min. activity

Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit from the session.

- Introduction
- Basic Guidelines
- Principles and Characteristics
- Examples of Reports
- Scenarios and exercise
- Summary
- Assessment
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in peacekeeping operations and report writing, who could share his/her experience with the group.

Instructor Preparations

Required Readings

- United Nations Police Handbook, United Nations Department of Peacekeeping Operations
- United Nations Civilian Police: Restoring Civil Order Following Hostilities, UNITAR POCI
- UN Correspondence Manual: A guide to drafting, processing and dispatch of official United Nations Communications, United Nations, New York, 2000

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Charts

Materials:

1. Copies of handouts

4 • Report Writing

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- (e.g) Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Report Writing

Slide 1

In the police context, report writing is the main way for:

- communicating
- retrieving information
- ensuring accountability for observations and/or actions.



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor.

Aim

Slide 2

To provide participants with:

- the knowledge of basic report writing standards for United Nations peacekeeping operations
- guidelines on effective report writing which UN Police should follow

Learning Outcome

Slide 3

On completion of this module, participants will be able to:

- Use the basic report writing standards for United Nations peacekeeping operations.
- Understand the importance of accurate and timely reports and be able to apply their knowledge.
- Identify and apply essential elements of report writing
- Explain the importance and meaning of the "5Ws and How"
- State the basic writing guidelines (grammar, abbreviations, dates, names of places and numbers)
- Demonstrate the ability to complete and submit accurate and timely reports

Structure of the Presentation	Slide 4
Introduction	
Basic Guidelines	
Principles	
Examples of Reports	
Scenarios and exercise	
Assessment	

Introduction	Slide 5
Report writing is a means of communication through which events or incidents are made known and/or recorded. It is crucial for information sharing, decision-making and monitoring progress of activities.	

Reporting is the key to sharing information and to decision-making by the officials concerned. Issues related to police in peacekeeping are at times of such a sensitive nature that they have a direct impact on decision-making. Therefore, immediate and effective communication of information is essential for informed decision-making

	Examples of UN Police reports	Slide 6
•	Patrol Report	
•	Situation Report	
•	Incident Report	
•	Flash Report	
•	And many more	

Note to Instructor: The instructor must provide currently relevant mission reports as examples to this slide.

- Patrol Report
- Situation Report
- Incident Report
- Flash Report

- And many more (i.e. Internal-Memo, Continuation Sheet, Statement, Arrest Certificate)
- Although there are many different kinds of reports for UN Police the principles of report writing are similar. The following basic guidelines should be followed in order to achieve the desired outcome of a report.

Basic Guidelines	Slide 7
Contents and style of report:	
Personal Data	
 Report Data (5 Ws and H) 	
 Writing Principles (accurate, brief, complete, clear, objective and well formatted) 	
 Writing Style (abbreviations, dates, time, names of places and numbers) 	



Learning Activity: Drafting a Report

The purpose of this group discussion activity is to raise participants' awareness of what kind of information should be included in a report.



Learning Activity Time Required:

5 minutes	for activity introduction and instructions
15 minutes	for small groups discussions
15 minutes	for small group reports in plenary*
35 minutes	*total time dependent number of groups

Total time:

Activity Guidelines:

- 1. Divide the participants into small groups.
- 2. Ask the groups to brainstorm what kind of information a report must include: personal data (personal information on all persons involved) and report data.
- 3. Ask participants to present their results in the plenary (the large group).
- 4. Complete the activity by complementing their findings with the information provided in the expected outcomes to ensure that participants have a clear understanding of everything that should be included.

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Note to Instructor: You may want to include the following points as a handout or write them up on flipcharts.

Expected Outcome:

The contents of a report must include Personal Data and Report Data.

Personal data

Personal Data are the identification of all persons involved. This includes the following information:

- Name of police officer and CP number
- Surname / Last Name / Family Name (also Maiden Name)
- First Name / Christian Name / Forename / Given Name
- Date and Place of Birth (DOB)
- Status: single-married-divorced-widowed-separated
- Nationality / Ethnicity / Country / Citizenship
- ID Card (Type and Number)
- Residence / Address / Mailing Address
- Grid reference
- Telephone / Mobile Phone
- Occupation / Profession / Job / Rank
- Father's name (Surname and First name)
- Mother's name
- Address (Street, Village, Town, Country)

2. Report Data

The Report Data are the summary of all important facts and details. There are some guiding questions which should be answered in a report. The following list is not all-inclusive.

WHEN:

When did you receive the information (date and time)?

When did the incident happen?

When did you contact the involved parties?

When did you arrive on the scene?

WHERE:

Where did the incident occur (location – grid reference)?

WHO:

Who called the police?

Whom did you speak to?

Who said what?

Who did what?

Who committed the crime/witnesses?

WHAT:

What happened (incident, accident, crime)?

What role did each person play?

What action did the police take?

What crime (if any) was committed?

WHY:

Why did the police take the action they did?

Why did people take particular actions they did?

Why did the incident / crime occur?

HOW·

How did the incident/crime occur?

	Writing Principles	Slide 8
•	Accurate	
•	Brief	
•	Complete	
•	Clear	
•	Objective	
•	Well formatted	

- Police officers are faced with a variety of events and incidents. The contents of a report must reflect the specific event or incident. There should be no confusion or doubt on the part of the reader about the contents of the report. If the information in the report is not clear, it is of little use. There are six principles associated with a good report. A good report must be accurate, brief, complete, clear, objective and well formatted.
- Principles of a police report:

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1. Accurate

Use clear, specific and precise language. Make sure the facts are clear to you before you describe them in a report. Do not confuse facts with hearsay or opinions.

2. Brief

A report must be short and concise, but long enough to cover all the essentials. Avoid irrelevant information. Add details only when it is necessary. A brief and well-written report is more effective than a long extended report.

3. Complete

Partial facts can create a wrong picture. A good report should include all the relevant facts in order to lead to a logical conclusion.

4. Clear

Make it simple and avoid ambiguity in the report in order to convey the intended message. All reports should be worded carefully so that the information is clear to the reader. Facts should be presented in a chronological order.

5. Objective

Keep the report objective and unbiased by stating the facts as they are without adding personal opinions. Report all facts, even if they are advantageous to the defendant.

6. Well formatted

The format of a report is relatively simple. Begin with the personal data, then the report data and finally the conclusion. The information in the report has to be in a chronological order so that they reflect the sequence of the events/incidents.

Basic Writing Rules	Slide 9
Basic rules in regard to:	
 Abbreviations 	
 Format 	
 Dates and Times 	
Names and Places	
 Numbers 	
Spelling	

Basic writing rules in regards to the bullet points listed on the slide are:

1. Abbreviations:

Abbreviations or acronyms must be spelled out the first time they are used in a document. E.g. Department of Peacekeeping Operations (DPKO).

2. Format:

Reports may carry a header and footer with a UN Classification.

Maps or diagrams used to illustrate a particular point are to be included in the report, if technical means for the layout and the communication of the report are available.

3. Dates and Times:

Dates should always be complete beginning with the day followed by the month and end with year, e.g. 26 April 2008, (month should be written in words to avoid misunderstanding). For time, use the 24 hrs clock system e.g. 07:45 hrs / 23:40 hrs.

4. Names and Places:

When using a person's title, such as Mr. or Ms. Inspector Kasumo, the title and names must be capitalised. The same applies for the names of organizations, for example, the Elassasonian Liberation Front (ELF).

The names of places and regions should be typed in capital letters, e.g. BOSNIA & HERZEGOVINA, TUSLA, LIBERIA, MONROVIA, etc.

5. Numbers:

The numbers from one to nine are usually spelled out in full, e.g. seven. Those above 10 are usually expressed as figures, e.g. 42. Avoid having a number which is expressed as a figure as the first word in a sentence. Example: Twelve soldiers were observed.

6. Spelling:

Be aware of the fact that UN uses International English "The Concise Oxford English Dictionary", eleventh edition accessible at: http://157.150.189.51/translation/editorial/ed-guidelines/style/spelling.htm.

Summary of Key Messages

Slide 10

Main elements of a report:

Personal data and Report Data (5 Ws and How)

UN reports (examples):

Patrol Report, Situation Report, Incident Report, Flash Report

Writing principles:

Accurate, brief, complete, clear, objective, well formatted



Note to Instructor: If time allows divide class in groups and hand out the exercises in the Optional Learning Activity. See the last pages of the module.

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

- 1. What are the main elements of a report?
- 2. What are the four examples of UN reports?
- 3. What are the writing principles?

Expected Outcome

1. The main elements of a report are:

Personal data (personal information on all persons involved)

- Name of police officer and CP number
- Surname / Last Name / Family Name (also Maiden Name)
- First Name / Christian Name / Forename / Given Name
- Date and Place of Birth (DOB)
- Status: single-married-divorced-widowed-separated
- Nationality / Ethnicity / Country / Citizenship
- ID Card (Type and Number)
- Residence / Address / Mailing Address
- Grid reference
- Telephone / Mobile Phone
- Occupation / Profession / Job / Rank
- Father's name (Surname and first name)
- Mother's name
- Address (Street, Village, Town, Country)

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Report data

The report data is the summary of all important facts and details. The 5Ws (where, why, when, what, who) and the how should be used as guiding questions which should be answered in a report.

- 2. The four examples of UN reports are:
 - Patrol Report
 - Situation Report
 - Incident Report
 - Flash Report
- 3. The writing principles are:
 - Accurate
 - Brief
 - Complete
 - Clear
 - Objective
 - Well formatted



Optional Learning Activity: Correcting Reports

The purpose of this group discussion activity is for the participants to identify errors in three reports and correct them. The three exercises are: Armed robbery of UN Police, Situation Report and Refugee Camp.





Optional Learning Activity Time Required:

10 minutes	for activity introduction and instructions
15 minutes	for work small groups discussions: exercise 1
15 minutes	for work small groups discussions: exercise 2
15 minutes	for work small groups discussions: exercise 3*
20 minutes	debrief in the large group*
75 minutes	*total time dependent number of groups

Total time:

Activity Guidelines:

- 1. For Exercise 1, participants are asked to compare the two reports and list the differences.
- 2. For Exercise 2, participants are asked to write a proper report including all missing pieces of information on this incident.
- 3. For Exercise 3, participants are asked to list the missing pieces of information from this report.



Exercise 1: Armed robbery of UN Police officers

Report 1:

On the 26/04/08 in Koloni, Carana, two UN Police were coming from their workstation to their residence. As they approached their house, two armed men in green attires stopped them and ordered them to give them all the money they had in their pocket. The UN Police did as they were ordered but seemingly the money was not good enough for the armed men who punched and kicked the UN Police, stripped them naked and took away all their uniform and identification documents.

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Report 2: Armed robbery of UN Police officers

At 23:30 hrs Saturday 26 April 2008, in KOLONI district CARANA, UN Police SCHMIDT (CP 8888) and BROWN (CP 9999) were traveling to their home address from KOLONI East police station.

When they were approximately 200 meters south of the residence they were approached by two males. The first was described as being between 20 and 25 years of age, 175 centimeters tall, of medium build with dark short curly hair and a moustache. He was wearing dark clothing. The second male was of a similar age and height, but was of stocky build and had a shaven head. The second male was wearing green camouflaged trousers and a black t-shirt. Both males were carrying large bush knives.

When the two males approached the UN Police, they demanded money and menaced the UN Police with the knives. Both UN Police handed over the money they had in their possession (SCHMIDT \$145.00 and BROWN \$35.00).

The two offenders then demanded the UN Police to kneel on the ground, which they did. Both UN Police were then assaulted by the offenders, who repeatedly punched and kicked them. Both victims were lying on the ground after suffering injuries from the attack. UN Police SCHMIDT received facial lacerations and a broken left forearm. UN Police BROWN also received facial lacerations and a broken nose.

Both offenders have then forced the victims to remove all their clothing and left the scene with the victims' money and clothing.

The two UN Police victims have made it to their residence and contacted UN Police headquarters and an ambulance was dispatched. Both victims were taken to CARANA Hospital and treated for their injuries. Both UN Police were later discharged from Hospital and are recovering at their residence.

The victims have been visited by the UN Police Commissioner who is satisfied with their recovery.

UN Police National Investigations have conducted an exhaustive enquiry, but as yet the offenders remain at large. Investigations are ongoing.

Exercise 2: Incidents Disturbance

1500HRS UN Police attend a location at Ere where CDF and civilians were gathering at a house where a suspected Militia man was staying. The situation was calmed / resolved with removal of the man one Paul OGUVA".

Expected Outcome:

- Correct title for report
- Correct date
- Location/Grid Reference

- Attending UN Police names/numbers
- Incident description (use the guiding questions 5 Ws and How)
- First use of abbreviation in a report (spell out in full)
- Capital letters for names and places
- Details of persons gathering at house
- Details of militia person (s)
- Names of occupants of house
- Action taken to calm situation
- Details of the offence OGUVA has committed
- Follow up action

Exercise 3: Disturbance at Refugee Camp

7:15 hrs 05/02/00, UN Police attend at IDP camp where a returnee was accused of Militia affiliation and others were about to harm him. He was removed from the refugee camp and the situation was resolved."

Expected Outcome:

- Attending UN Police names/numbers
- Location/Grid Reference
- Incident description (use the guiding questions 5 Ws and How)
- First use of abbreviation in a report (spell out in full)
- Identify whether this is a refugee or IDP camp
- Name of camp
- Name of returnee
- Details of others relating to harm
- Where was returnee taken and was there follow up action
- Further action taken to resolve situation
- Follow up action

Road Safety Table of Contents

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Preparatory Notes to Instructor

Background

Despite the fact that numerous administrative instructions and circulars have been issued within UN Peacekeeping Operations, the rate of vehicle accidents remains unacceptably high. These accidents typically result in major vehicle damage, serious bodily injury and/or even the loss of life. Additionally, traffic accidents involving UN personnel have a negative impact on the image of the UN within host countries.

In order to improve road safety, UN Police must be urged to be responsible drivers and to continuously review their conduct at the wheel. It is incumbent upon each and every driver of a UN vehicle to ensure that he/she drives with care, caution and respect for other road users.

Aim

To familiarize peacekeeping personnel with:

- general road safety rules
- theoretical and practical knowledge on how to operate four wheel drive vehicles in a safe and proper manner within UN Standards.

Learning Outcomes

On completion of Section Name, participants will be able to:

- 1. Explain the differences between 2WD and 4WD vehicles
- Describe defensive driving
- Indicate major causes of road accidents
- 4. Know the UN driving standards
- 5. Recognize different braking techniques
- 6. Recognize road conditions and terrain
- 7. Demonstrate driving techniques in field exercise

Training Sequence

It is suggested that the module is delivered during one to two training units, depending on participants' skills. It is crucial that additional time is allocated for practice driving 4WD vehicles.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
60 minutes	45 min	15 min.	
Additional Options	Mission Specific	Optional Film	Optional Activity
as needed	as needed		as needed

Methodology

This module provides a basic knowledge to the participants regarding Road Safety and 4WD and contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, working in small groups on specific tasks. Practical exercise is essential for a better understanding of the topic.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

- Difference between 2WD and 4WD
- Road Safety and Defensive Driving
- Driving Standards & Conduct
- Braking Techniques and Distances
- Water Crossing
- Summary
- Learning activity
- * Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has mission experience in Road Safety and Four Wheel Driving, who could share his/her experience with the group. For the practical part it is recommended that there be one instructor for every four participants.

Instructor Preparations

Required Readings

- Four Wheel Drive Operation, Whitireia Community Polytechnic, 2006.
- Guide to Four Wheel Driving, Toyota Motor Corporation, 2001 <u>www.the-ecentre.net</u> (e-library).
- UN Guidelines For Safe Vehicle Operation, UNLB Brindisi, 2003.
- UNPOL Handbook, 2005.

General Preparations

Equipment:

- 1. Computer and PowerPoint slides
- 2. Projector and Screen
- 3. Flip Chart

Materials:

1. 2WD and 4WD vehicles

Symbols Legend

- Note to the Instructor (Some background information for consideration)
- Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
- Mission Specific (A point where the session will benefit from mission specific information)
- e.g Example (Stories that illustrate a point or key message)
- Sample questions (A list of potential questions to pose to participants)
- Handout (Indicates a handout is provided to participants at this point)
- Film (A film that is recommended as a core part of the training or an option)
- Core Learning Activity (An activity that is strongly recommended for inclusion)
- Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part as indicated in the text)
- Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

Road Safety and Four Wheel driving

Slide 1



Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor.

Aim

Slide 2

To familiarize peacekeeping personnel with:

- general road safety rules
- theoretical and practical knowledge on how to operate four wheel drive vehicles in a safe and proper manner within UN Standards.

Learning Outcome

Slide 3

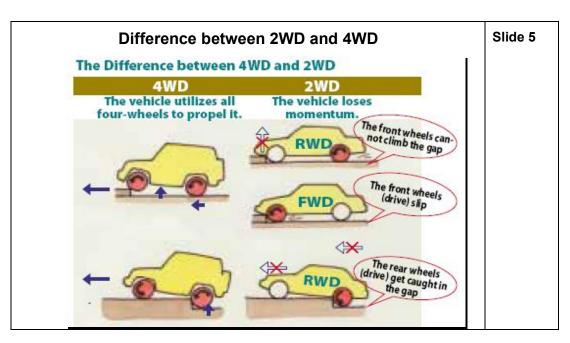
On completion of this module participants will be able to:

- Explain the differences between 2WD and 4WD
- Describe defensive driving
- Indicate major causes of road accidents
- List the UN driving standards
- Recognize different braking techniques
- Recognize road conditions and terrain
- Demonstrate driving techniques in field exercise

Structure of Presentation

Slide 4

- Difference between 2WD and 4WD
- Road Safety and Defensive Driving
- Driving Standards & Conduct
- Braking Techniques and Distances
- Water Crossing
- Summary
- Learning activity/practical exercises



Note to Instructor: Brainstorm with the group in order to list some characteristics and differences between a 2WD and a 4WD. Collect the results of the participants on a flipchart and complement it with the expected outcome.

Expected Outcome:

- Two wheel drive means only two wheels are powered;
 there are two types of 2WD: front wheel drive, and rear wheel drive.
- Four wheel drive means all four wheels are powered
- There are two main types of 4WD: AWD (all wheel drive) and oldfashioned 4WD
- Trucks tend to have rugged, mechanical differentials (gears which control how much torque goes to each side of the car, or between

the front and back of the car), which can be set up to make sure all wheels always have power (locking differentials) and solid axles (where both wheels are connected together as a single rigid unit, as opposed to being able to bounce up and down independently of each other)

 Depending on the make of the car, shifts from 2WD to 4WD are done in different processes.

	Different 4WD Systems	Slide 6
•	Part Time 4WD	
•	Full Time 4WD	
•	Automatic 4WD	
•	Shift on the fly	
•	All-Wheel Drive	

Different 4WD Systems

- Part-Time 4WD
 - Refers to a four-wheel drive system that operates on demand and drives all four wheels by locking front and rear axles together via a shift lever. It usually includes two speed ranges (Hi and Lo). Part-time 4WD systems must be operated in 2WD mode on dry pavement, as they are designed to be used only in specific situations when extra traction is required.
- Full-Time 4WD
 Describes a four-wheel-drive system that can be operated continuously on all surfaces. A full-time four-wheel-drive system may include the option of part-time operation (allowing you to shift into 2WD on dry pavement for example), and may or may not have Hi and Lo speed ranges.
- Automatic Four-Wheel Drive (A4WD)
 This type of drive system automatically engages 4WD as needed.
 When internal monitors sense differences in individual wheel speeds, indicating that a tyre is slipping, then 4WD is automatically engaged.
- Shift on the Fly
 This type of system allows manual shifting from 2WD to 4WD Hi
 without coming to a stop. Most systems have a speed limit at which
 the system can be engaged, typically under 60 mph.
- All-Wheel Drive (AWD)
 A full-time single-speed system designed to supply drive power to all

four wheels. The percentage of front/rear power delivery varies from system to system.

Road Safety and Defensive Driving

Slide 7

- Effective observation, good anticipation and control
- Awareness, planning, anticipation
- Responsibility, care, consideration and courtesy
- Good example for others
- Putting safety above all else



Note to Instructor: Generate a discussion on the participants' views on what defensive driving implies as well as what responsibilities they see when driving a UN vehicle. Collect the results of the participants on a flipchart and complement it with the expected outcome.

Expected Outcome:

Any road safety or accident prevention strategy must encourage the use of defensive driving techniques if it is to succeed.

Defensive driving is based on effective observation, good anticipation and control. It encourages drivers to question the actions of other road users in order to be prepared for the unexpected.

- Awareness, planning, anticipation and the maintenance of control
- Responsibility, care, consideration and courtesy
- Expect other people to make mistakes
- Be ready to slow down or stop even when having the right of way
- Good level of control over the vehicle and road space
- Drivers are ambassadors
- Set a good example to others through defensive driving
- Reduced hostility at the wheel to avoid dangerous situations
- Competitive driving is the antithesis of defensive behaviour
- Park in accordance with local traffic laws.

Slide 8

Major Causes of Car Accidents

- Alcohol & drugs
- Inexperience
- Tiredness & illness
- Unpredictable pedestrians
- Vehicle speed & fatal pedestrian collisions
- Other human error causes
- Non human error causes
- Note to Instructor: Ask the participants to mention from their own experience the major causes of road accidents and compare them to the ones in the missions. Complement the results with the expected outcome.

Expected Outcome:

- Alcohol & drugs
- Inexperience
- Tiredness & illness
- Unpredictable pedestrians
- Vehicle speed & fatal pedestrian collisions
- Other human error causes
- Non human error causes
- Statistics indicate that up to 95 percent of all road accidents involve some human error. In 76 percent of road accidents, human error alone is to blame.

In UN operations, common causes of accidents include: the use of inappropriate speed for the prevailing conditions; failure to maintain a safe distance between vehicles; driving while fatigued or under the influence of alcohol; and assumptions and confusion regarding priority/right-of-way; driving without due care and attention, particularly when overtaking or reversing.

From this, we can conclude that most road accidents could be prevented by the application of reasonable care and common sense and by drivers ensuring that:

- They do not overestimate their driving capabilities, or that of others.
- They do not underestimate their personal vulnerability, or that of others.

UN Driving Standards & Conduct	Slide 9
Fasten seatbelt	
Keep a safe distance	
Obey all mandatory road signs	
Obey local police traffic signals/instructions	
Obey all speed limits	
Don't drink and drive	
Do not smoke in any UN vehicle	
Do not use a mobile phone while driving	

Note to Instructor: Before putting up the slide, ask the participants to mention from their experience the minimum driving standards. Complement the outcome with the slide above and the expected outcome.

Expected Outcome:

- Fasten seatbelt
- Keep a safe distance
- Obey all mandatory road signs

Drive defensively at all times

- Obey local police traffic signals/instructions
- Obey all speed limits
- Do not smoke in any UN vehicle
- Do not use a mobile phone while driving
- Drive defensively at all times
- Considerate vehicle parking
- Do not drive whilst under the influence of alcohol or drugs, including any medication that induces drowsiness
- Ascertain the effects before driving
- Approach any Vehicle Check-Point (VCP) or other military installation with the utmost caution
- Be aware of pedestrians and watch out for people on or near the roadway

Braking Techniques	Slide 10
What is the fastest method of slowing down?	
Threshold braking	
 Locked wheel braking 	
Avoidance braking	
Cadence braking	

A note on ABS

By rapidly applying the brakes in pulses when wheel lock is detected, it allows you to both slow down and steer, automatically. All you have to do is hit the brakes hard and watch as you come to a halt. In cars with ABS, many of the techniques listed here will not be relevant (anything that mentions wheels locking).

However, ABS is not necessarily the quickest method of coming to a halt.

Braking techniques:

Threshold braking (ABS and non-ABS cars)

Threshold braking is the best strategy to adopt in order to gain maximum braking performance on tarmac. The maximum deceleration is found just before the point of wheel lock, so it makes sense to try and keep the braking pressure just before this point. Practically, it's often very difficult to know exactly the point at which wheels will lock as many factors are at play such as tarmac conditions, tyre choice, brake temperature etc. The best strategy to adopt is to brake hard, and if you find some wheels are locking, slightly releasing the brakes and then reapplying with marginally less pressure.

Locked wheel braking (non-ABS cars)

Locked wheels aren't quite as good at slowing you down as the threshold braking technique. However there are situations when it's very difficult to maintain braking without locking wheels, such as on icy roads.

In case of icy and slippery roads, sustained wheel lock can be used as long as you are heading in the right direction as you'll be unable to steer.

This leads onto the next technique.

Avoidance braking (non-ABS cars)

This technique should be used when going too fast on an icy or slippery road and despite braking hard you continue to slide. Keep the wheels locked for as long as possible to scrub off speed, and while you're doing this, apply a small amount of steering lock (quarter of a turn is a good starting point). Now, release the brakes smoothly and you should find that steering starts to work again. Keep applying and releasing the brakes at points where it is suitable, using small steering movements, or you'll risk under steer or over steer. This technique works equally well in good conditions at speed, but really should only be used as an emergency procedure.

Cadence braking (non-ABS cars)

Cadence braking is a braking technique for very low grip surfaces such as an icy road - essentially applying and releasing the brakes rhythmically in order to get a compromise between steering and braking performance. As you apply the brakes, the wheels will tend to lock up, slowing the car but preventing you from steering. As you release the brakes you regain steering control and can keep the car pointing in the right direction.

Attempting to use cadence braking on a good grip surface at speed will result in weight transfers which can unsettle the car, possibly resulting in over steer – the last thing you need when trying to turn a corner. This is not a technique to adopt for fast driving on good grip surfaces.

Braking distances

Drivers must maintain a safe distance between vehicles at all times. In good weather conditions, on well-maintained paved roads, the minimum safe gap to leave is at least two seconds. In bad conditions, this gap should be doubled to at least four seconds or more.

See chart below as indication for required braking distances in good driving conditions.

Speed	Thinking Distance	Braking Distance	Overall Stopping Distance
20 mph / 32 kph	6 metres	6 metres	12 metres / 40 ft
30 mph / 48 kph	9 metres	14 metres	23 metres / 75 ft
40 mph / 64 kph	12 metres	24 metres	36 metres / 120 ft
50 mph / 80 kph	15 metres	38 metres	53 metres / 175 ft
60 mph / 96 kph	18 metres	55 metres	73 metres / 240 ft

The prevailing road and weather conditions in many field environments increase braking distances because of reduced traction between tyre and road. This is particularly true in areas where ice and snow are encountered, or where rains wash mud and debris onto the road. Steep or broken surfaces are often particularly slippery when wet or icy.

Water Crossing	Slide 11
River CrossingFlooded Roads	
Deep Water Crossing	

- Four wheel drive vehicles are not amphibious vehicles. They have a limited ability to cope with water and may be adversely affected by water in many ways. As water depth and water flow rate (speed) increases the stress on the vehicle increases rapidly and the chances of becoming immobilised, damaging the engine or being swept away are significant.
- A safe rule is to assume that if the water is up to your knees (approx 400 mm deep) then the limit is being approached.
 - River crossing
 - Stop and assess how deep the water is
 - Check the depth keep checking as you drive through
 - Drive in first gear as slowly as possible but keep the engine speed high and steady by riding the clutch
 - Low engine speed may result in a stalled engine
 - Driving too fast may create a wave that floods the engine and drowns it
 - Test the brakes immediately after leaving the water
 - Flooded roads or ford shallow rivers
 - Never attempt to drive through fast moving water if it is more than a few centimetres deep.
 - Always check the depth of the water you are about to enter on foot (by probing with a stick) before proceeding. This will also forewarn you of any hidden obstacles such as large rocks or any abrupt changes in depth.
 - Do not attempt to cross water if it is deeper than two-thirds the height of the road wheels or if you are unable to ascertain the depth of the water.
 - Always make sure that you can complete your crossing without stopping. Use a low gear and keep engine revs high. Do not attempt to reverse as water may be forced into the exhaust, causing the engine to stall.
 - Test the brakes immediately after leaving the water.

- Deep water crossing
 - All above mentioned bullet points apply for deep water crossing as well
 - If the water seems too deep for your vehicle, turn back and find a more suitable crossing site. It might take a little longer, but it is safer than getting stranded or swept away in deep water.

Summary of Key Messages	Slide 13
Difference between 2WD and a 4WD vehiclePrecautions defensive driving imply	
Different braking techniques	
Major causes of road accidentsUN driving standards	



Note to Instructor: If time allows divide class in groups and hand out the exercises in the Optional Learning Activity.

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs, instructors may want to choose some of the following questions for review.

Questions

- 1. What is the main difference between a 2WD and a 4WD vehicle?
- 2. Name the main 4WD systems
- 3. Name at least four precautions defensive driving imply
- 4. List at least four major causes of road accident
- 5. List the main UN driving standards
- 6. Name the different braking techniques

Expected Outcome:

- 1. What is the main difference between a 2WD and a 4WD vehicle
 - Two wheel drive means only two wheels are powered.
 There are two types of 2WD: front wheel drive, and rear wheel drive
 - Four wheel drive means all four wheels are powered
- 2. Name the main 4WD systems
 - Part Time 4WD
 - Full Time 4WD
 - Automatic 4WD
 - Shift on the fly
 - All-Wheel Drive
- 3. Name at least four precautions defensive driving imply

Defensive driving is based on effective observation, good anticipation and control. It encourages drivers to question the actions of other road users in order to be prepared for the unexpected.

- Awareness, planning, anticipation and the maintenance of control
- Responsibility, care, consideration and courtesy
- Expect other people to make mistakes

- Be ready to slow down or stop even when having the right of way
- Good level of control over the vehicle and road space
- Drivers are ambassadors
- Set a good example to others through defensive driving
- Reduced hostility at the wheel as hostility can create dangerous situations
- Competitive driving is the antithesis of defensive behaviour
- Park in accordance with local traffic laws
- 4. List at least four major causes of road accident
 - Alcohol & drugs
 - Inexperience
 - Tiredness & illness
 - Unpredictable pedestrians
 - Vehicle speed & fatal pedestrian collisions
 - Other human error causes
 - Non human error causes
- 5. List the main UN driving standards
 - Fasten seatbelt
 - Keep a safe distance
 - Obey all mandatory road signs
 - Obey local police traffic signals/instructions
 - Obey all speed limits
 - Do not smoke in any UN vehicle
 - Drive defensively at all times
 - Considerate vehicle parking
 - Be aware of pedestrians
 - Do not drive whilst under the influence of alcohol or drugs, including any medication that induces drowsiness
 - Ascertain the effects before driving
 - Approach any Vehicle Check-Point (VCP) or other military installation with the utmost caution
 - Drive defensively at all times
 - Be aware of pedestrians and watch out for people on or near the roadway

- 6. Name the different braking techniques
 - Threshold braking (ABS and non-ABS cars)
 - Locked wheel braking (Non-ABS cars)
 - Avoidance braking (Non-ABS cars)
 - Cadence braking (Non-ABS cars)

TRUE/FALSE QUESTONS (Circle either T or F)

- 1. The weather conditions do not matter the driving distance between vehicles T/F
- 2. On slippery roads less power in braking and steering should be applied to retain a tyre grip on the road. T/F
- 3. When river crossing you should drive in first gear as slowly as possible but keeping the engine speed high and steady by riding the clutch T/F
- 4. The 4WD are made to drive in all kind of conditions, it does not matter how deep a water crossing is as long as it does not cover ½ of the vehicles T/F
- 5. Driving a UN Vehicles has the same responsibilities of Driving a personal vehicles T/F
- 6. You should only wear the fasten seatbelt when on duty T/F

Expected Outcome:

- 1. The weather conditions do not matter the driving distance between vehicles T/F (F)
- 2. On slippery roads less power in braking and steering should be applied to retain a tire grip on the road. T/F (T)
- When river crossing you should drive in first gear as slowly as possible but keeping the engine speed high and steady by riding the clutch. T/F (T)
- 4. The 4WD are made to drive in all kind of conditions, it does not matter how deep a water crossing is as long as it does not cover ½ of the vehicles. T/F (F)
- 5. Driving a UN Vehicles has the same responsibilities of Driving a personal vehicles T/F (F)
- 6. You should only wear the fasten seatbelt when on duty T/F (F)



Optional Learning Activity: Practical Exercises

The purpose of this activity is to raise participants' awareness of advanced driving skills.

Learning Activity Time Required:

10 minutes	for activity introduction and instructions
15 minutes	for practical exercise 1
as needed	for practical exercise 2*
as needed	for practical exercise 3*
as needed	for practical exercise 4*
as needed	*total time dependent number of participants, number of cars, number of instructors etc.

Total time:

Practical Exercise 1: Participants should walk around the vehicle and look at it with a trained eye.

3

Expected Outcome:

- Scan for obvious signs of impact damage to sills, bumpers, valances bash plates and the exhaust system
- Check for foreign material (e.g. sticks and bits of wire) tangled in the suspension or steering
- Look for fresh oil leaks (a new oil puddle on the ground is a warning of trouble)
- Check tyres; look for signs of under inflation
- Do the lights, indicators and wipers work?
- Are the mirrors intact?
- Check engine oil level and fuel level
- Check the level of water in the radiator
- Check the presence and condition of the spare tyre

Practical Exercise 2: Emergency Breaking



Note to Instructor: This practical exercise will be conducted on the driving track with a series of cones.

Practical Exercise 3: Off Road Driving

Note to Instructor: If applicable incl. Water Crossing.

Practical Exercise 4: Driving on a Track

Note to Instructor: Including UN Driving Track test.