



AU Commission

Training for AU Peace Support Operations

# Revised Harmonized Standards For Civilian Peacekeepers Foundation & Police Pre-Deployment Training



*Working together to  
improve capacity for peace  
support operations in Africa*

Edited by Colonel Festus B. Aboagye (Retired)

An APSTA Project in Support of the AU Commission





AU Commission

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## Foreword

The African Union Commission (AUC) has deployed considerable efforts towards the operationalization of the African Peace and Security Architecture (APSA), including the African Standby Force (ASF, pursuant to Article 13 of the Protocol Relating to the Establishment of the Peace and Security Council of the African Union (2002), to enable the PSC perform its responsibilities with respect to the deployment of peace support missions and intervention, further pursuant to Articles 4 (h) and (j) of the Constitutive Act (2000).

In addition to the formulation of appropriate policy tools from about 2004-2008, the AUC has, in consultation with the Regional Economic Communities/Mechanisms (RECs/RMs), African Training Centers of Excellence (ATCEs) and other centers of policy research and learning, as well as development partners, to build a multidimensional ASF.

In this context, it is to be recalled that the AUC, working with a diverse range of stakeholders, including the United Nations, initiated work to establish and operationalize the Civilian and Police components of the ASF in 2006 and 2008 respectively. In an era of multidimensional PSOs, the Civilian and Police components bring supplementary and complementary capacities and synergies to peace missions that had been the domain of the military component.

As in the case of the establishment of the ASF as a whole, the development of policy tools alone is not sufficient. Appropriately designed capacity building training is equally important.

It is encouraging to note that efforts continue to build upon the foundational policy tools of the ASF, including designing and establishing fit-for-purpose Civilian and Police component training, education and learning packages. This is a crucial development, in light of the multiplicity of actors and stakeholders in the common theatre of PSO and the common mission mandates that the various components need to implement and achieve.

ASF and PSO training should not only be fit-for-purpose. The training should also be harmonized in order to contribute towards the establishment of common minimum standards that enhance effective interoperability in the field of deployment of the capabilities that are pledged by the numerous stakeholders, including the RECs/RMs and Member States. Thus, the Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training package should understandably be capable of helping to achieve these critical objectives.

In operational and tactical terms, therefore, harmonization and standardization of training also serves as a combat multiplying tool and force multiplier. They contribute eventually towards the creation of mission ready civilian peacekeepers for deployment and add to the realization of the Rapid Deployment Capability (RDC) of the ASF, and

the drive towards the concept of the African Capacity for Immediate Response to Crises (ACIRC).

In these contexts, the AUC, in particular the Peace and Security Department (PSD), is convinced that the establishment of the Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training, together with Facilitators Notes, and an ASF PSO Reader that is being compiled, fill a gap in the training architecture of the ASF and other African-led PSOs.

All ATCEs should use the Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training package and its Facilitators Notes, as an entry-level document for civilian peacekeepers, and pre-deployment training for both Civilian and Police peacekeepers, for ASF-related and other African-led PSO training, as well as for in-mission training for all components.



**H.E. Ambassador Smail Chergui**  
Commissioner, Peace and Security  
African Union Commission

## Acknowledgements

The need for harmonization of ASF related training was recognized from the inception of the ASF. The realization of this objective owes to the initiative by a number of stakeholders and implementing partners.

The AU Commission takes this opportunity to commend all the stakeholders and implementing partners for undertaking the harmonization of civilian peacekeepers training.

The Commission acknowledges the initiative by the Eastern Africa Standby Force Coordination Mechanism (EASFCOM), to build upon earlier civilian dimension policy development processes, in developing and piloting the Civilian Peacekeepers Foundation Course in 2009.

On behalf of all the Stakeholders, the AU Commission is grateful to all the institutions and individuals that played constructive roles in the planning, organization, hosting, conduct, and participation in the harmonization workshops in Nairobi, Kenya, from 2-5 December 2013 and in Accra, Ghana, from 6-9 May 2014, namely:

- AU PSOD Civilian, Rostering & Police Units
- EASFCOM/EASF PLANELM
- ECCAS FOMAC
- ECOWAS Standby Force (ESF)
- North African Regional Capabilities (NARC)
- SADC Standby Force (SSF)
- AU Mission in Somalia (AMISOM)
- African Center for the Constructive Resolution of Conflicts (ACCORD)
- Ethiopian International Peacekeeping Training Center (EIPKTC)
- Institute for Security Studies (ISS)
- International Peace Support Training Center (IPSTC)
- Kofi Annan International Peacekeeping Training Center (KAIPTC), Accra
- National Defence College Nigeria (NDCN)
- Rwanda Peace Academy (RPA)
- SADC Regional Peacekeeping Training Center (RPTC)
- GIZ Nairobi/EASFCOM
- Save the Children, Dakar Senegal
- APSTA Secretariat

The Commission expresses its thanks and appreciation to the Integrated Training Service (ITS) of the United Nations Department for Peacekeeping Operations (DPKO), for the useful revisions and comments on the Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training.

The AU Commission is also grateful to the European Union (EU) and the GIZ, for the generous funding support for the work of the APSTA and, in particular, for the development and publication of the package.

Our utmost gratitude extends to the APSTA for accepting to coordinate the harmonization and standardization of ASF-related training materials, starting with the development of the Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training package.

This process that provided an opportunity for collaboration between the AU PSOD, RECs/RMs and ATCEs, is an example that should be sustained in the development of other training materials in future.



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# AU Peace Support Operations

## Revised Harmonized Standards for Civilian

## Peacekeepers Foundation & Police Pre-Deployment Training

### SECTION ONE

#### General

- Introduction**
1. The increase in the deployment of Peace Support Operations mandated by the AU and other African Regional Organization has led to constraints in the demand and supply of non-military peacekeeping resources, especially the police and civilian that have become integral components of contemporary PSO within the continent.
  2. It was followed by the AU meeting in Accra (May 2009), and the APSTA collaborative efforts (June-November 2009), to determine the elements that could be included in this type of training, as well as agree upon a structure for the training of the Civilian Component of the AU ASF and the standby forces of the Regional Economic Communities/Regional Mechanisms (RECs/RMs). The structure that was agreed upon outlines the types and levels of training that are conducted in four key areas, namely: foundation training, pre-deployment training, specialized training and leadership training.

Mission	Period of Deployment	Mandated Personnel Strength
AMISOM (Somalia)	Jan 2007 to date	22,126 uniformed personnel, and 70 civilian
UNAMID (Darfur)	Jan 2008 to date	16,200 military, 4,690 police, 4,437 civilian
LRA-RTF	Nov 2011 to date	4,999 military, 1 police, 0 civilian
AFISMA (Mali)	Jan 2013 to June 2013	8,859 military, 590 police, 173 civilian
MISCA (CAR)	Dec 2013 to date	4,975 military, 1,025 police, 152 civilian
TOTAL 2013 - 2014	AU (excluding UNAMID)	40,419 military, 2,156 police, 395 civilian
	AU (including UNAMID)	56,629 military, 6,846 police, 4,832 civilian

AU PSO Deployments 2007-2014 (Source: AU PSOD)

3. In an effort to address the PSO resource constraints in non-military personnel, the AU took the first steps towards establishing the composition and tasks of the Civilian Component of the African Standby Force (ASF) at the AU meeting

in Kampala, Uganda (July 2008), to identify the composition and tasks of the Civilian Component of the ASF.

4. The meeting was followed by the AU meeting in Accra (May 2009), and the APSTA collaborative efforts (June-November 2009), to determine the elements that could be included in civilian PSO training, as well as agree upon a structure for the training of the Civilian Component of the AU ASF, and the standby forces of the Regional Economic Communities/Regional Mechanisms (RECs/RMs). The structure that was agreed upon outlines the types and levels of training that are conducted in four key areas, namely: foundation training, pre-deployment training, specialized training and leadership training.
5. Building upon the preceding outcomes, the Civilian Component of the Eastern African Standby Force Coordination Mechanism (EASFCOM) developed and piloted the Civilian Peace Support Operations Foundation Course in 2009. The original civilian foundation course was developed as a core course under foundation training area, but that could also be adopted for pre-deployment training. It laid entry-level foundation training for civilian peacekeepers in the ASF context, which they could build upon with other specialized and leadership training, as and when relevant and necessary.
6. In collaboration with the International Peace Support Training Center (IPSTC) and the Rwanda Peace Academy (RPA), the EASFCOM has since been rolling out the course, with funding support from the GIZ/EASFCOM Office in Nairobi.
7. Police peacekeeping training has been taking place in the continent since the end of the Cold War, which saw the emergence of multidimensional and later integrated peacekeeping.
8. Initially, Police training for peacekeeping was delivered by individual training and policy research centers. Subsequently, especially since the development of the Policy Framework Relating to the Establishment of the African Standby Force (2003) and following the establishment of the Police Component at the AU PSOD, the delivery of Police training for peacekeeping and PSO has included the Police Components of the AU PSOD as well as RECs/RMs, and an increasing number of African Training Centers of Excellence (TCEs) and other Institutions. Some of these TCEs/Institutions are members of APSTA. During 2009-2010, for instance, the Police Component of the AU PSOD ran the Police Commander Course.
9. These various Police training initiatives had a common purpose, to address gaps in the knowledge and skills sets of Police personnel earmarked for deployment and employment in AU/ UN and RECs/RMs missions, or those that were already deployed, but had no prior peacekeeping or PSO training. In addition, the training sought to assist in bridging the gap between the Police and the Military component which had a lead in PSO engagement, owing to its long years of exposure and experience in peacekeeping, especially those conducted by the UN. In so doing, the training also enhanced the capacity and ability of the Police

component to participate effectively in ASF and RECs/RMs related training exercises.

10. This Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training package is the outcome of the workshops that were facilitated by the APSTA, and jointly hosted by the EASFCOM and IPSTC, at Karen, Nairobi, from 2-5 December 2013; and by the KAIPTC, Accra, from 6-9 May 2014.

### **Justification**

11. The imperative for the harmonization of ASF training stems from best practice, as well as from specific stipulations in relevant AU and other policy framework documents related to the establishment, development and operationalization of the ASF.
12. For instance, the ASF Roadmap III (2011) articulates the clear need not only to include ‘...the African Peace Support Trainers Association (APSTA)’ in the annual Training Conference(s), in order for the AU PSOD and RECs/RMs to clearly outline the training needs of the ASF’. The Roadmap also indicates that the purpose of APSTA’s inclusion is to help harmonize training across the continent and for all components.
13. Annex A of the Roadmap Relating to the Plan of Action for the ASF 2011-2015<sup>1</sup> subsequently points out that, in addition to the conduct of a comprehensive ASF Training Needs Analysis (TNA)—conducted by APSTA during 2013—ASF training needs should include the:
  - Standardization and harmonization of ASF courses.
  - Use of training centers to deliver ASF training using a standardized ASF training curriculum.
  - Conduct of focused exercises, including Police, to test Standard Operating Procedures (SOPs).
14. The implementation of the roadmap emphasized APSTA training [and other] Centers of Excellence as implementing partners of the AU and RECs/RMs.
15. Further, the vision of APSTA states that the Association ‘...exists to facilitate the development of African capacity for peace and security through coordination, advocacy, harmonization and standardization of training among its member institutions’. To this end, the third objective of the Association is to facilitate efforts to harmonize doctrine, Standard Operating Procedures and training programs for peace support operations.
16. The decision of APSTA to facilitate the harmonization and standardization of ASF and PSO training for the Civilian and Police components accords one of its primary objectives, and with the core values of the various stakeholders of the AU as a whole, and the AU ASF.

<sup>1</sup> The current thinking of the AU PSOD is reflected in the Draft Consolidated Roadmap on the Operationalization of the ASF and the ACIRC. This document is based on the ASF Training Needs Analysis (2013) conducted by the APSTA, the ASF Assessment (2013) and the Workplan of the African Capacity for the Immediate Response to Crises (ACIRC).

**Training Need**

17. One of the key features associated with the shift from traditional to complex multidimensional peacekeeping has been the increase, diversification and complexity of Civilian and Police mandates and functions within PSO, including, for instance, the protection of civilians, human rights, gender, political affairs and mission support.
18. The fact that civilians, unlike their police and military counterparts, are not organized and deployed in organic contingent groups, coupled with the heterogeneous nature of the functions they perform in missions, has resulted in training for civilians being conducted in a largely ad hoc manner. Consequently, civilian training has lagged behind that of the police and military; there has also been a lack of sufficiently trained, qualified and experienced civilian personnel for PSOs.
19. Although training for police personnel has seen remarkable improvements in recent years, the police component is still some way behind its military counterpart, while it continues to play increasingly complex roles and functions in multidimensional PSO.
20. In addition, experiences with planning, deployment and/or management of the African-led International Support Mission in Mali (AFISMA) and the African-led International Support Mission in the Central African Republic (AFISM-CAR/MISCA), underscore the need for increased training for mission support personnel, especially for mission start-up. Specific challenges that have been identified in the deployment of the civilian and police components as part of African-led peace operations include: lack or limited pre-deployment training, full utilization of trained personnel in PSO, and limited in-mission training, among others.
21. These deficits in civilian and police capacities, and in the disparate knowledge levels required for the conduct of tasks by civilian and police components in PSO environment that have been observed in Command Post and Field Training Exercises (CPX/FTX), reinforce the need for harmonized and standardized civilian and police training to bridge the gap between theory and practice, and with the military component, as well as link theory and practice together.

**Purpose of the Revised Standards**

22. The main purpose of the Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training package is to contribute towards the harmonization and standardization of ASF training, address some of the gaps identified in training and capacity building, and help to sufficiently prepare civilian and police personnel for PSO deployments. To this end, the specific objective of the training course package is to provide civilian and police (and military) personnel with basic knowledge and skills appropriate for PSOs.

23. It is to be noted that with attendance from across the continent, and given the diversity of the institutions involved, the harmonization workshops provided a forum for debate on a wide range of issues pertaining to Civilian and Police component training and capacity-building for African PSOs. The Revised Standards document reflects the spirit of harmonization among all stakeholders and implies the need for all stakeholders to uphold its use.
24. Further, in its current state, the document is a standalone material that requires the development of other supporting documents. It is planned to develop a Facilitators Notes and an ASF PSO Reader, to help deepen the effectiveness in the use of the Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training.

### Training Aim

25. The main aim of civilian, police and military peacekeepers training is to provide participants with realistic insight on the conceptual and institutional frameworks of multidimensional PSO, cross-cutting issues and an overview of core functional areas, in order to increase the efficiency and effectiveness of all the components in a multidimensional PSO.
26. For pre-deployment training, the main aim is to equip participants with knowledge and skills required for successful mandate implementation in missions. Component pre-deployment training is also aimed at turning professional capable officers into competent peacekeepers.

### Outline of Learning Objectives

27. The training course shall have six Learning Objectives relating to key thematic areas and aspects of PSO, as follows:
- **Learning Objective 1: *Introduction to Conflict and PSO.***
    - To introduce participants to basic concepts on the conflict spectrum and the evolution of PSO.
    - The modules associated with this objective will include: understanding the nature of conflict, conflict analysis and introduction to contemporary PSOs.
  - **Learning Objective 2: *Legal and Institutional Frameworks for PSO.***
    - To provide participants with a general knowledge and understanding of the legal and institutional frameworks that regulate and guide the functioning of a PSO.
    - The modules include: international and regional legal frameworks for PSO, International Humanitarian Law, International Human Rights Law, mission mandating processes and mission specific legal framework.
  - **Learning Objective 3: *Mission Structures and Mandate Implementation.***
    - To familiarize participants with the main actors, structures and processes and approaches for mandate implementation.

- The modules will include: introduction to PSO mission structures, introduction to the role of military component in PSO, introduction to the role of police component in PSO, introduction to the role of civilian component in PSO, and working with mission partners.
- **Learning Objective 4:** *AU/UN Police-Specific Pre-Deployment Training Standards.*
  - To enhance the pre-deployment knowledge and skills of Police peacekeepers for effective performance of tasks in PSOs.
  - The modules will include: Core Business of AU/UN Police and their Partners; Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies; AU/UN Police and Different Legal Systems; Monitoring, Advising and Mentoring; Community Based Policing; Human Rights Standards in Arrest and Detention; and Human Rights Standards in the Use of Force.
- **Learning Objective 5:** *Cross-Cutting PSO Issues.*
  - To enhance the knowledge of participants about cross-cutting issues in PSOs.
  - The modules will include: respect for diversity, gender issues in PSO, conduct and discipline, protection of civilians, child protection and the rule of law.
- **Learning Objective 6:** *Safety, Security and Practical Skills in PSO.*
  - To equip participants with knowledge and practical skills required to operate in a PSO environment.
  - The modules will include: dialogue, negotiation and mediation; HIV & AIDS; safety and security; personal health and hygiene; mine awareness / UXOs / IEDs / IADs; introduction to map reading and navigation; radio and other forms of communication; first aid; stress management; report writing; living in and working conditions in a mission environment; road safety, driving and recovery skills; and practical exercise.

**Target Training Audience**

28. The training course targets civilian and police personnel interested in serving in specific roles in AU/UN/REC/RM missions, or personnel who are already deployed in missions (but who have no prior PSO training), with the aim of improving upon their knowledge, skills and attitudes.
29. With this in view, careful efforts should be made to gauge and assess the levels of motivation, commitment and readiness of course participants, on the basis of the following factors:
  - Qualification, suitability and experience/expertise in accordance with UN/AU/REC/RM professional standards
  - Interest, motivation and availability for rostering for future deployment in a UN/AU/REC/RM PSO



- Need to address gaps in the knowledge, skills and attitudes of already-deployed personnel with no prior PSO training

### **AU Civilian Rostering Guidelines<sup>2</sup>**

30. As part of the continuum and value chain of training, recruitment, selection and deployment, it is essential that the products of the Civilian Peacekeepers Foundation Course, who are deemed to have performed creditably on the course, coupled with the relevance of their work experience and qualifications to field mission work, are screened and placed on AU and RECs/RMs rosters for deployment as and when the need arises.
31. Training providers are required to work in close conjunction with the AU and the RECs/RMs in applying the following AU and RECs/RMs rostersing guidelines.
32. The AU and RECs/RMs rostersing will be categorized into minimum selection criteria and minimum selection Standards, as outlined below.
33. Rostering Minimum Selection Criteria. As a quality assurance tool, the minimum selection criteria for roster membership will involve the following factors:
  - **Citizenship:** Citizenship of a Member State of the respective region
  - **Qualifications:** Holder of a BA Degree and/or potential equivalent (technical and practical) experience for field mission positions (this is being further discussed and defined by the AU and RECs/RMs)
  - **Experience:** A minimum of 3 years working experience in an area of specialization relevant to field missions
  - **Language:** A minimum of one official language of the respective organization/region
  - **Age:** Below the maximum retirement age of the respective organization/region (unless where special provision is made for retired personnel to be recruited to missions on short-term basis as mentors on leadership and management training)
34. **Process Standards.** This will devolve on the following:
  - a. **Screening.** The screening process will involve 2 steps as follows:
    - Step 1 (long-listing): Checking if basic minimal requirements (see above) are complete and the right documents are available/uploaded
    - Step 2 (short-listing): Identifying job family and checking documents regarding relevance of:
      - Educational qualification and
      - Experience
  - b. **Interviewing.** This process will involve verification of the following:
    - **Methodology:** The interview will be consistent with:
      - Competency Based Interviewing (CBI)
      - In combination with an assessment of technical ability, subject matter expertise (with reference to the relevant TORs for the job family)
      - Checking the consistency of the CV to identify any red flags

<sup>2</sup> These guidelines are still in initial drafting stage and further work is to be carried to refine them. In practice, the guidelines apply to the Civilian Component.

- **Structured Interview Process.** The conveners of interview panels should ensure:
    - A mixed composition of panelists, in terms of Human Resources, Roster Focal Point (RFP) and Subject Matter Expert (SME)
    - A catalogue of standardized questions, but tailor made to job family/ cluster and level
    - Common guidance and understanding and the Interview process and procedure
  - **Means.** Based on circumstances, the interview should adopt any one of the following means:
    - Face to face
    - Phone/Skype
- c. **Reference Checks.** The process should also involve background checks from the following:
- Former employers and/or academic supervisors (by phone/email)
  - Stated referees
  - Police clearance

**Course Duration** 35. Ideally, the duration of training involving the use of the Revised Standards package should be a minimum of two weeks.

**Training Program** 36. It has not been considered necessary to attach a 2-week program. Training providers may arrange the delivery of the modules to suit such requirements as work plans, and availability of training facilities and other resources, as well as funding, but bearing in mind the need for a logical sequencing of some of the lessons.

**Course Management** 37. For planning purposes, the Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training course may be run over two 5-working day weeks. However, while training providers may choose to run the course for periods longer than two weeks, they may also consider including a half-day during the intervening Saturday(s).

38. Irrespective of the working days adopted by a training provider, each of the training days will contain 9 x 45-minute periods. With intervening changeover time, and health breaks for tea and lunch. A sample 2-week training program is attached as a guide only. It may be amended to suit specific local requirements, while taking care not to compromise the Learning Objectives and the relevant Module Specifications.

39. Further, training institutions should ensure that they use competent resource persons, ideally with a mix of academic, theoretical and professional competencies, as well as mission experience, in the facilitation of the training.
40. For optimal results, it is recommended that the course loading be based on a syndicate system of eight participants, for a total of:
  - Minimum Loading - 16 participants
  - Maximum Loading - 32 participants
  - Optimum Loading - 24 participants
41. For large pre-deployment training courses, the maximum course loading may be adjusted taking into consideration the available facilities and resources, including trainers and facilitators.

**Course  
Methodology  
and Training Aids**

42. The Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training is designed to correspond to the foregoing learning objectives and training issues, and is structured to combine theoretical and practical sessions focused on relevant PSO requirements and the Carana Scenario.
43. The theoretical aspects of the training may be delivered in standard lecture format, however this type of methodology will be applied minimally in order to make the training more practical and effective. In general, though, adult-training methodologies to be used on the course will include: lectures, presentations, group discussions, plenary discussions, role-play, simulation exercises and demonstrations. The training aids will include case study and scenario narratives; audio-visuals, posters, flip charts and slides, among others. Specific sets of methodologies are recommended for each learning plan and/or the respective modules.
44. The New Version Carana Training Scenario<sup>3</sup> aims to provide a framework and foundation for scenario-based training relevant to PSO missions. It is supposed to prepare all ASF training course participants to respond appropriately to situations in training exercises, such as the CPX and FTX, and in an actual PSO mission.
45. The Carana Scenario, as much as possible, should be applied during the entire training course. It is therefore considered as a 'MUST READ' document for all course participants. To facilitate ease of learning, the course will include an introduction to the Carana Scenario. Where time permits, participants may be required to give a synopsis presentation on sections of the Carana Scenario as a learning process.

<sup>3</sup> The Scenario was developed with the assistance of Pearson Center, and is used by the AU, RECs/RMs and TCEs under license from EURO RECAMP.

**Trainers  
Summary  
Guide/Matrix  
of Module  
Specifications**

46. The Summary Guide/Matrix of the Course Outline at the end of the document serves as a guide to the layout and structure of the Module Specifications. It is meant to facilitate planning and preparation for the effective delivery of the course by trainers and facilitators. The Matrix is a guide and may be amended to suit specific requirements of institutions that deliver the associated training. However, to the extent possible, it is reiterated that training providers should follow the specifications for each of the modules.

**Ownership  
and Use of the  
Harmonized  
Standardized  
Document**

47. The AU, RECs/RMs and the APSTA Secretariat will exercise ownership of this standardized training document, for the purpose of being used by relevant structures of the APSA/ASF and APSTA Member Institutions, for training and other related activities.
48. Non-APSTA members may only use the package upon prior permission from the appropriate authorities. Any production, duplication, storage and sharing of the package will be deemed unethical.

**Conclusion**

49. The Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training document reflect a milestone in the harmonization of ASF training.
50. The training and the standards elaborated in this package are designed to be generic in nature. They are intended as introductory training for civilian and police (and military) personnel and therefore focus primarily on foundational knowledge, skills and attitudes required by civilian, police and military personnel to work in a PSO mission. They are not meant to build or address civilian and police (and military) professional competencies in the respective fields of disciplines and expertise.
51. On the other hand, the package is also meant to be used for civilian, police and military component pre-deployment training when used in its totality, with minor adaptations for the civilian component.

# AU Peace Support Operations

## Revised Harmonized Standards for Civilian Peacekeepers & Police Pre-Deployment Training

### SECTION TWO

#### Module Specifications

- Outline of Learning Objectives**
52. The Revised Harmonized Standards for Civilian Peacekeepers Foundation and Police Pre-Deployment Training consist of six learning objectives and related modules as shown below:
- **Learning Objective 1:** Introduction to Conflict and PSO.
  - **Learning Objective 2:** Legal and Institutional Frameworks for PSO.
  - **Learning Objective 3:** Mission Structure and Mandate Implementation.
  - **Learning Objective 4:** AU/UN Police-Specific Pre-Deployment Training Standards.
  - **Learning Objective 5:** Cross-Cutting Issues in PSO.
  - **Learning Objective 6:** Safety, Security and Practical Skills in PSO.

## Learning Objective 1: Introduction to Conflict and PSO

### Aim of Learning Objective 1

To introduce participants to basic concepts on the conflict spectrum and the evolution of PSO.

### Structure of Learning Objective 1

Learning Objective 1 comprises the following 3 modules:

- 1.1 Understanding the Nature of Conflict.
- 1.2 Conflict Analysis.
- 1.3 Introduction to Contemporary Peace Support Operations.

### Module 1.1: Understanding the Nature of Conflict

#### a. Module Aim:

The aim of this module is to familiarize participants with the basic concepts of conflict.

#### b. Teaching Points:

- Definition of terms
- Types of conflict
- Causes and impact of conflict
- Levels and stages of conflict
- Conflict trends
- Dimensions of violence
- Mechanisms for conflict prevention, conflict management, conflict resolution and conflict transformation

#### c. Learning Outcomes:

At the end of the module participants should be able to:

1. Define conflict and other related concepts.
2. Describe the types and levels of conflict.
3. Explain the causes, impact and stages of conflict.
4. Describe conflict trends.
5. Describe the dimensions of violence.
6. List the different mechanisms for conflict prevention, conflict management, conflict resolution and conflict transformation.

### Module 1.2: Conflict Analysis

#### a. Module Aim:

The aim of this module is to familiarize participants with the use of basic conflict analysis tools.

#### b. Teaching Points:

- Introduction to conflict analysis
- Key areas/elements of conflict analysis

- Key questions to ask during conflict analysis
- Tools for conflict analysis - conflict mapping, onion analogy, conflict tree analogy etc
- Application of different conflict analysis tools and identification of entry points for support

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Explain the need and importance of conflict analysis.
2. List the key areas/elements of conflict analysis.
3. Formulate key questions to be asked during conflict analysis.
4. Identify the basic tools for conflict analysis.
5. Apply basic tools for conflict analysis

**Module 1.3: Introduction to Contemporary PSO**

**a. Module Aim:**

The aim of this module is to familiarize participants with Contemporary PSO.

**b. Teaching Points:**

- Evolution of UN and AU PSO (contexts of APSA and ASF)
- Nature of PSO
- Current debates on PSO
- Fundamental principles and critical success factors of PSOSpectrum of peace and security activities
- Essential qualities of a peacekeeper
- Challenges of PSO

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Outline the trends in the evolution of PSO (including contexts of APSA and ASF).
2. Explain the nature of PSO.
3. Describe the basic principles and success factors of PSO.
4. Outline the spectrum of peace and security activities.
5. Explain the essential qualities of a peacekeeper.
6. Describe the challenges of PSO.

## Learning Objective 2: Legal and Institutional Frameworks for PSO

### Aim of Learning Objective 2

To provide participants with a general knowledge and understanding of the legal and institutional frameworks that regulate and guide the functioning of a PSO.

### Structure of Learning Objective 2

Learning Objective 2 comprises the following 4 modules:

- 2.1 International and Regional Legal Frameworks for PSO.
- 2.2 International Humanitarian Law (IHL).
- 2.3 International Human Rights Law.
- 2.4 Mission Mandating Processes and Mission Specific Legal Framework.

### Module 2.1: International and Regional Legal Frameworks for PSO

#### a. Module Aim:

To give participants an overview of the UN Charter, International Instruments, the AU Constitutive Act, other AU Instruments and RECs/RMs Treaties and Protocols.

#### b. Teaching Points:

- UN Charter
- International Humanitarian Law (IHL)
- International Human Rights Law
- AU Constitutive Act
- Protocol Relating to the Establishment of the Peace and Security Council of the AU
- RECS/RMs Treaties

#### c. Learning Outcomes:

At the end of the module participants should be able to:

1. Outline the aspects of the UN Charter that regulate and guide PSOs.
2. Discuss aspects of the AU Constitutive Act that regulate and guide AU-mandated PSOs.
3. Explain aspects of RECs/RMs treaties that regulate and guide PSOs in specific regions.

### Module 2.2: International Humanitarian Law (IHL)

#### a. Module Aim:

To acquaint participants with the relevant principles, norms and applicability of International Humanitarian Law (IHL) in PSOs.

#### b. Teaching Points:

- Definition of International Humanitarian Law
- Origin of International Humanitarian Law
- Principles and essential rules of International Humanitarian Law and its relevance in PSO
- Who is bound by International Humanitarian Law in PSO?



- Role of the International Committee of the Red Cross (ICRC) and other actors in ensuring respect for and promotion of International Humanitarian Law

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Define IHL and explain the difference between International Humanitarian Law and International Human Rights Law.
2. Describe the origin of IHL.
3. Explain the principles and essential rules of IHL with relevance to PSOs.
4. List the actors bound by IHL in a conflict situation.
5. Describe the role of ICRC and other actors in ensuring respect for and promotion of IHL.

**Module 2.3: International Human Rights Law**

**a. Module Aim:**

To acquaint participants with the relevant principles and norms of International Human Rights Law and its applicability in PSOs.

**b. Teaching Points:**

- Definition of International Human Rights Law
- Difference between International Humanitarian Law and International Human Rights Law
- Legal basis of International Human Rights
- The African Charter on Human and Peoples Rights (Banjul Charter)
- International Human Rights Law and Conflict
- Human Rights Universality versus culture, religion and traditions
- Difference between human rights violation and human rights abuse
- Role and accountability of peacekeepers in the respect for, and the promotion and protection of International Human Rights

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Define International Human Rights Law, and the difference between International Humanitarian Law and International Human Rights Law.
2. Explain the legal basis of International Human Rights Law in PSOs.
3. Outline the importance of the Banjul Charter in PSOs.
4. Describe the link between International Human Rights Law and conflict.
5. Explain the universality of human rights versus culture, religion and traditions.
6. Explain the role and accountability of peacekeepers in the respect for, and the promotion and protection of International Human Rights Law.

## Module 2.4: Mission Mandating (Decision-Making) Processes and Mission Specific Legal Framework

### a. Module Aim:

To familiarize participants with PSO mission mandating processes and mission specific legal documents.

### b. Teaching Points:

- Types of PSO mandates
- PSO decision-making in the mandating processes:
  - Role of UN Security Council (UNSC) and UN Secretariat
  - Role of AU Peace and Security Council (AUPSC) and AU Commission
  - Role of RECs/RMs
- Content, meaning and trends of mission mandates
- Memorandum of Understanding/Contribution Agreement/Technical Agreement (MOU/CA/TA) in PSO
- Status of Forces Agreement (SOFA) and Status of Mission Agreement (SOMA) in PSO
- Rules of Engagement (RoE) and Directives on the Use of Force (DuF) in PSO
- Context of host country national law (history, customs and culture)

### c. Learning Outcomes:

At the end of this module, participants should be able to:

1. Explain the meaning of Mandate in PSO.
2. Outline the role of the UNSC, AUPSC and relevant RECs/RMs in PSO mandating processes.
3. Describe the contents, meaning and trends of mission mandates.
4. Explain the components and importance of MOU/CA/TA.
5. Distinguish/describe the key components of SOFA and SOMA in PSOs.
6. Explain the application and importance of RoEs and DuFs in PSOs.
7. Discuss the context and importance of host country national law.

## Learning Objective 3: Mission Structures and Mandate Implementation

### Aim of Learning Objective 3

To familiarize participants with the main actors, structures, processes and approaches for mandate implementation.

### Structure of Learning Objective 3

Learning Objective 3 comprises the following 5 modules:

- 3.1 Introduction to PSO Mission Structures (and Integrated Missions and Mission Management).
- 3.2 Introduction to the Military Component in PSO.
- 3.3 Introduction to the Police Component in PSO.
- 3.4 Introduction to the Civilian Component in PSO.
- 3.5 Working with Mission Partners.

### Module 3.1: Introduction to PSO Mission Structure (and Integrated Missions and Mission Management)

#### a. Module Aim:

The aim of this module is to familiarize participants with generic PSO mission structures.

#### b. Teaching Points:

- AU/UN generic mission structures
- Concept of integrated missions
- Structure and roles of integrated mission components, units and actors, in mission management
- Senior Leadership Team / SLT / HQ and respective functions at mission level
- Linkages between mission SLT and AU/UN HQs
- Linkages between SLT / HQ, and operational and tactical levels
- Organizational cultures of the military, police and civilian staff in field operations, and the need for cooperation, coordination and interdependence in achieving mission goals
- Other partners external to missions

#### c. Learning Outcomes:

At the end of the module participants should be able to:

1. Explain the difference between UN and AU generic and integrated PSO mission structure.
2. Outline the structure and roles of integrated mission components, units, actors, in mission management
3. Differentiate authority, command and control levels within PSO missions.
4. Describe the different linkages that exist in PSO.
5. Compare and contrast the different organisational cultures of the military,

- police and civilian staff in field operations, and the need for cooperation and co-dependence in achieving mission goals.
6. Outline other partners external to PSO missions.

### **Module 3.2: Introduction to the Military Component in PSO**

#### **a. Module Aim:**

The aim of this module is to familiarize participants with the organization, role and function of the military component in PSO.

#### **b. Teaching Points:**

- Roles, functions and tasks of the military component in PSO
- Structure and composition of the military component in PSO
- Specific functions of Military Observers (MILOBS), Staff Officers and Units
- Force Headquarters (HQ) structure, tasks and functions
- Linkages with other mission components/sectors - Head of Mission and the Senior Leadership Team (SLT), Police Component, Joint Mission Analysis Cell (JMAC), Joint Logistics Operations Center (JLOC), Joint Operations Center (JOC) and Security Management Team (SMT)
- Challenges that the military component faces in implementation of the mandate in an integrated PSO mission
- Benefits to mission of having a military component in an integrated PSO mission

#### **c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Describe the roles, functions and tasks of the military component in PSOs.
2. Outline the structure and composition of the military component in PSOs.
3. Outline the structure, tasks and functions of the Force HQ.
4. Describe the linkages between the military component and other mission components/sectors/structures.
5. Outline the challenges that the military are likely to face in the implementation of the mandate in an integrated PSO mission.
6. Describe the benefits to the mission of having a military component in an integrated PSO mission.

### **Module 3.3: Introduction to the Police Component in PSO**

#### **a. Module Aim:**

The aim of this module is to familiarize participants with organization, role and function of the Police Component in PSO.

#### **b. Teaching Points:**

- Roles, functions and tasks of the police component in PSO
- Structure and composition of the police component in PSO
- Specific functions of Individual Police Officers (IPOs), Specialized Police Teams (SPT), Formed Police Units (FPUs) and Staff Officers
- Mission HQ Police Structure, tasks and functions
- Linkages with other mission components/sectors - Head of Mission (HOM)

and the Senior Leadership Team (SLT), military component, Joint Mission Analysis Cell (JMAC), Joint Logistics Operations Center (JLOC), Joint Operations Center (JOC) and Security Management Team (SMT)

- Challenges that the police component faces in implementation of the mandate in an integrated PSO mission
- Project management
- Benefit to mission of having a police component in an integrated PSO mission

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Describe the roles, functions and tasks of the police component in PSOs.
2. Outline the structure and composition of the police component in PSOs.
3. Outline the structure, tasks and functions of the Police Headquarters (HQ).
4. Describe the linkages between the police, military and civilian components, and other mission components / sectors / structures.
5. Outline the challenges the police are likely to face in the implementation of the mandate.
6. Outline the processes and elements of a project proposal.
7. Describe the benefits to the mission of having a police component.

**Module 3.4: Introduction to the Civilian Component in PSO**

**a. Module Aim:**

The aim of this module is to familiarize participants with organization, role and function of the civilian component in PSO.

**b. Teaching Points:**

- Roles, functions and tasks of the civilian component in PSO
- Structure and composition of the civilian component in PSO
- Specific functions of the substantive units and mission support unit
- HQ structure, tasks and functions
- Linkages with other mission components/sectors - Senior Leadership Team (SLT), military component, police component, Joint Mission Analysis Cell (JMAC), Joint Logistics Operations Center (JLOC), Joint Operations Center (JOC) and Security Management Team (SMT)
- Areas of coordination between substantive units and mission support units
- Challenges to the civilian component in mandate implementation in an integrated PSO mission
- Civilian rostering process and links to deployment (and pre-deployment training)
- Civilian duty of care processes and in-mission management
- Project management
- Benefits to mission of having a civilian component in an integrated PSO mission

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Describe the roles, functions and tasks of the civilian component in PSOs.
2. Outline the structure and composition of the civilian component in PSOs.
3. Describe specific functions of the substantive civilian units and mission support unit.
4. Outline the structure, tasks and functions of the Head of Mission.
5. Recapitulate the linkages between the civilian, military and police components, and other mission components/sectors/structures.
6. Identify areas of coordination between the different substantive units and mission support unit.
7. Describe the possible challenges to the civilians in mandate implementation in a PSO mission.
8. Describe the rostering process of the civilian component and its linkage to deployment, as well the conduct of pre-deployment training.
9. Outline the civilian duty of care processes and the in-mission management.
10. Outline the processes and elements of a project proposal.
11. Describe the advantages of having civilians in a PSO mission.

**Module 3.5: Working with Mission Partners**

**a. Module Aim:**

To familiarize participants with knowledge about the roles, functions, activities, and coordination mechanisms of mission partners and the complexities and strategies of working with these mission partners.

**b. Teaching Points:**

- Role of partners outside the PSO mission structure (i.e. national, regional, international, state and non-state organizations/institutions) and their functions
- Role of national partners as key partners in a PSO mission
- Humanitarian assistance and humanitarian principles
- Levels and core functions of CIMIC
- Importance of coordination, cooperation with internal and external partners towards mandate implementation
- Coordinating mechanisms with partners in the implementation of the mandate
- Challenges to coordination and cooperation among partners

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Describe the role of partners outside the PSO mission structure and their functions.
2. Outline the importance of national partners as key partners in a PSO mission.
3. Describe humanitarian assistance and the common principles.
4. Identify the levels and core functions of CIMIC.

5. Outline the importance of coordination and cooperation with internal and external partners towards the implementation of the mandate.
6. Describe partner coordination mechanisms, and related challenges to the implementation of the mandate in a PSO setting.

## Learning Objective 4: AU/UN Police-Specific Pre-Deployment Training Standards

### Aim of Learning Objective 4

To enhance the pre-deployment knowledge and skills of Police peacekeepers for effective performance of tasks in PSOs.

### Structure of Learning Objective 4

Learning Objective 4 comprises the following 7 modules:

- 4.1 Core Functions and Operational Activities of AU/UN Police and their Partners.
- 4.2 Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies.
- 4.3 AU/UN Police and Different Legal Systems.
- 4.4 Monitoring, Advising and Mentoring (MAM).
- 4.5 Community Based Policing.
- 4.6 Human Rights Standards in Arrest and Detention.
- 4.7 Human Rights Standards in the Use of Force.

### Module 4.1: Core Business of AU/UN Police and their Partners

#### a. Module Aim:

The aim of this module is to familiarize participants with the evolution of mandates and the core business of UN/AU Police.

#### b. Teaching Points:

#### c. Learning Outcomes:

At the end of the module participants should be able to:

1. Explain the evolution of PSO mandates.
2. Describe the roles and functions of UN/AU Police.
3. Discuss the tasks and responsibilities of UN/AU Police (IPOs and FPU) in PSO.
4. Explain the principles of democratic policing in PSO context.
5. Describe the cooperation with main partners.

### Module 4.2: Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies<sup>4</sup>

#### a. Module Aim:

The aim of the module is to familiarize participants with the basic concepts, characteristics and peculiarities of the different legal systems.

#### b. Teaching Points:

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

<sup>4</sup> This Module has synergies with RoL in terms of criminal justices systems.



**c. Learning Outcomes:**

At the end of the module participants should be able to:

1. Describe Reform, Restructuring and Rebuilding.
2. Explain the objectives of Police Reform.
3. List necessary activities to implement a successful RR & R process.
4. Discuss the challenges in a Post Conflict Environment.
5. List indicators to evaluate the Reform Process.
6. Identify the different phases and processes involved and the sequencing of those phases.

**Module 4.3: AU/UN Police and Different Legal Systems****a. Module Aim:**

The aim of the module is to familiarize participants with the basic concepts, characteristics and peculiarities of the different legal systems.

**b. Teaching Points:**

- Legal Systems [Common Law, Civil Law, Islamic (Shari'a) Law, Mixed & Customary (Traditional) Legal Systems]
- Parallel existence of sets of international norms and diverse national legal systems
- Importance of Peacekeepers to have a common knowledge of the legal systems of the world
- Three Pillars of the Criminal Justice System
- Fair Trial

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. List the three most common Legal Systems in mission areas.
2. Explain the legal context under which Police officers will be task to operate in the Mission areas.
3. List the three pillars of the Criminal Justice System and describe their roles.
4. Describe the importance for peacekeepers to have a common knowledge of these legal systems.

**Module 4.4: Monitoring, Advising and Mentoring (MAM)<sup>5</sup>****a. Module Aim:**

The aim of the module is to familiarize participants with the basic concepts and strategies of monitoring, mentoring and advising in support of the reforming, restructuring and rebuilding process of the host country law enforcement agencies.

**b. Teaching Points:**

- Definition of mentor and advisor, monitoring and co-location
- The role of UN Police as Mentors/Advisors
- Objectives of Mentoring/Advising
- Key Skills and Competencies of a Mentor/Advisor
- Phases in Mentoring

<sup>5</sup>This formulation is based on the UN DPKP/DFS, *UN Police in Peacekeeping Operations and Special Political Missions*, Ref. 2014.01.

- Receiving Feed Back
- Do's and Don'ts in Mentoring and Advising

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Explain Monitoring, Mentoring, Advising, and Co-location.
2. Explain the overall process of MAM of Law Enforcement personnel and Agencies in a post conflict environment.
3. Outline the aim of monitoring, mentoring and advising.
4. List the skills needed for monitoring, mentoring and advising.
5. Explain the role mentoring and advising plays in the process to Reform, Restructure and Rebuild Law Enforcement Agencies.
6. Demonstrate mentoring and advising skill in an exercise.

**Module 4.5: Community Based Policing**

**a. Module Aim:**

The aim of this module is to familiarize participants with the basic concepts and practical implementation of Community Based Policing strategies in a PSO environment.

**b. Teaching Points:**

- Introduction and rationale for Community Based Policing within a post conflict context
- Definition of terms: Community, Community based Policing
- Four basic principles of Community Based Policing
- Relationship with host country police, communities and partner agencies
- Benefits of Community based policing
- Constraints, risks and challenges to Community Based Policing in post conflict environments
- Implementation and problem solving
- Problem Solving Model

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Describe the philosophy of Community Based Policing.
2. Explain how this philosophy may apply in post conflict environment.
3. Outline the principles related to the practice of Community Based Policing
4. Explain the importance of the local context and the ways in which a partnership with local communities can be established.
5. Describe the different forms Community Based Policing may take in practice.
6. Explain the benefits of Community Based Policing.
7. Describe the practical challenges that police may face in implementing Community Based policing successfully in a PSO.
8. Explain the application of collaborative, community based problem solving.

### Module 4.6: Human Rights Standards in Arrest and Detention

#### a. Module Aim:

The aim of this module is to familiarize participants with International human rights standards in arrest and detention in a PSO environment.

#### b. Teaching Points:

- Definition of key terms
- Human rights affected in arrest procedure
- Key human rights relating to arrest and detention
- Post arrest procedures
- Conditions of detention
- Special requirements for female and child detainees
- Police powers of arrest under international law

#### c. Learning Outcomes:

At the end of this module, participants should be able to:

1. Explain the terms "Arrest", "Detention", "Detainee", "Prisoner", "Force" and "Body Search".
2. Explain the procedures of arrest and detention.
3. Describe the procedures to be taken to prevent and respond to human rights violations in regards to arrest and detention.
4. Identify which human rights can be affected by arrest and detention.
5. List the correct post arrest procedures in conformity with human rights standards.
6. Indicate when and how the law allows a police officer to exercise legal powers in accordance with international law.
7. Explain how to monitor, 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.
8. Explain the sensitivities involved in searching persons and properties and other intrusive measures during arrest and detention.

### Module 4.7: Human Rights Standards in the Use of Force

#### a. Module Aim:

The aim of this module is to familiarize Participants with human rights standards related to the use of force by law enforcement officials.

#### b. Teaching Points:

- 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

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Discuss International Human Rights standards in the use of force.
2. Describe the action to be taken to prevent and/ or respond to Human Rights violation in regards to use of force.
3. List and explain the principles on use of force in accordance with international human rights standards.
4. Explain the circumstances under which it is permissible for UN/AU police to resort to the use of firearms.
5. Explain the procedure to be followed when the use force and firearms is unavoidable.
6. Determine the appropriate means of force and/or firearms to be used in different situations on the basis of case studies.

## Learning Objective 5: Cross-Cutting Issues

### Aim of Learning Objective 5

To enhance the knowledge of participants about cross-cutting issues in PSOs.

### Structure of Learning Objective 5

Learning Objective 5 comprises the following 6 modules:

- 5.1 Respect for Diversity.
- 5.2 Gender Issues in PSO.
- 5.3 Conduct and Discipline.
- 5.4 Protection of Civilians.
- 5.5 Child Protection.
- 5.6 The Rule of Law.
- 5.7 Disarmament, Demobilization and Reintegration (DDR).

### Module 5.1: Respect for Diversity

#### a. Module Aim:

To increase awareness on the diversities that may be encountered in a PSO context.

#### b. Teaching Points:

- Meaning and dimensions of diversity
- Inter-cultural awareness and cross-cultural interactions (verbal and non-verbal) in a PSO context
- Working effectively in a multicultural PSO context
- Guidelines in dealing with diversity in a particular cultural difference and its implication

#### c. Learning Outcomes:

At the end of the module participants should be able to:

1. Explain the meaning and dimensions of 'diversity'.
2. Give examples of possible diversities and cultural differences in a PSO setting.
3. Describe how respect for diversity can be applied effectively in a multicultural PSO setting.
4. Describe what is involved in working effectively in a multicultural PSO setting.
5. Outline the guidelines on dealing with diversity.
6. Describe strategies for enhancing Inter-cultural awareness and cross-cultural interactions (verbal and non-verbal) in a PSO context.

### Module 5.2: Gender Issues in PSO

#### a. Module Aim:

To familiarize participants with gender issues in a PSO context.

**b. Teaching Points:**

- Definition of terms (e.g. sex, gender, gender roles, gender relations)
- Impact of conflict on society: women and girls, men and boys
- Roles of women and girls, men and boys, before, during and after conflict
- Forms of sexual and gender-based violence (SGBV)
- Impact of SGBV on society during and after conflict
- UN and AU Gender policies (focus on PSOs)
- Legal framework on women, peace and security with emphasis on UNSCR 1325, 1820, 1888, 1889, 2106, 2122
- Role of PSO personnel in addressing gender issues in their work environment

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Define terms (e.g. sex, gender, gender roles, gender relationship).
2. Describe the impact of conflict on society: women and girls, men and boys.
3. Describe the roles of women and girls, men and boys, before, during and after conflict.
4. Identify forms of sexual and gender-based violence (SGBV).
5. Describe the impact of SGBV on society during and after conflict.
6. Discuss UN/AU gender policies.
7. Explain the legal framework on women, peace and security with emphasis on UNSCR 1325, 1820, 1888, 2106, 2122).
8. Describe the role of PSO personnel in addressing gender issues in their work environment.

**Module 5.3: Conduct and Discipline****a. Module Aim:**

To familiarize participants with the standards of conduct and the consequences of misconduct in PSO missions.

**b. Teaching Points:**

- AU/UN Conduct and Discipline Policies in peacekeeping
- Definitions and categories of misconduct for PSO personnel
- Sexual Exploitation and Abuse (SEA): definitions and standards
- Impact of misconduct on the host population, the victim, PSO mission and peacekeeping personnel (perpetrator), and related consequences
- Responsibilities for prevention, reporting and addressing misconduct

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. List the three key principles governing the conduct of PSO personnel.
2. Describe what constitutes misconduct and serious misconduct.
3. Explain what constitutes SEA, with reference to the uniform standards that PSO personnel are expected to uphold.
4. Discuss the impact and consequences of different categories of misconduct on/for the host population, the victim, the PSO mission and the peacekeeping personnel (perpetrator).

5. Outline the UN Department of Peacekeeping Operations (UNDPKO) three-pronged approach to addressing SEA.
6. Discuss the AU policy on conduct and discipline in PSO.

#### **Module 5.4: Protection of Civilians**

**a. Module Aim:**

To introduce participants to the UN/AU concepts, policies and guidelines on Protection of Civilians.

**b. Teaching Points:**

- Definition of terms
- History and emergence of the 'Protection Agenda'
- Difference between PoC and R2P
- PoC mandates, strategies and UN three-tiered/AU four-tiered approaches
- Roles and responsibilities of individual components in the implementation of PoC mandate
- Importance of PoC mandate to mission success
- Failure to protect civilians and its consequences
- Challenges in the implementation of PoC mandate

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Define and differentiate the terms R2P and PoC.
2. Trace the history and evolution of 'Protection Agenda' and PoC.
3. Describe and give examples of PoC mandates, strategies and the three/four-tiered approach.
4. Outline the importance of PoC mandate to the success of a mission.
5. Describe the roles and responsibilities of individual components in the implementation of PoC mandate.
6. Discuss the challenges associated with the implementation of PoC mandate, and the consequences of failure to protect civilians in a PSO mission.

#### **Module 5.5: Child Protection**

**a. Module Aim:**

To familiarize participants with the concepts, policies and guidelines of child protection in PSO.

**b. Teaching Points:**

- The definition of a "child" under international law (IHL and HR)
- Protection of children under international humanitarian law
- Overview of child protection in emergencies
- Growth and development of children
- Impact of armed conflict on children
- Verbal and non verbal communication, body language and interviewing techniques adapted to children
- Monitoring and Reporting Mechanism (MRM) on grave violations under UNSCR 1612 (2005)

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Define a “child” under international law (IHL and HR).
2. Explain how international law protects children affected by armed conflict.
3. Discuss the concept of child protection in emergencies.
4. Describe the physical, emotional and cognitive growth phases of children.
5. Describe the impact of armed conflict on children.
6. Demonstrate key verbal and non-verbal communication skills in communicating with children.
7. Explain what peacekeepers can do in reporting and monitoring the six grave violations.

**Module 5.6: The Rule of Law**

**a. Module Aim:**

To enhance the awareness of participants on the concept and importance of the Rule of Law in a PSO context.

**b. Teaching Points:**

- Explanation of ‘the rule of law’
- Pillars and actors in the rule of law
- Processes and tools applied in the rule of law framework
- Need for an integrated approach in planning and implementing a rule of law program in a PSO
- Challenges and dilemmas in the application of the rule of law in a PSO context

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Explain the concept of the rule of law.
2. Identify the pillars and actors in the rule of law.
3. Describe the processes and tools applied in the rule of law framework.
4. Discuss the need for an integrated approach in planning and implementing a rule of law program in a PSO.
5. Explain the challenges and dilemmas in the application of the rule of law in a PSO context.

**Module 5.7: Disarmament, Demobilization and Reintegration**

**a. Module Aim:**

To provide participants with knowledge and skills about Disarmament, Demobilization and Reintegration (DDR) processes, and the roles of and tasks involved.

**b. Teaching Points:**

- Definition of terms
- Context of DDR in PSO/peacekeeping (nexus between DDR and SALW)
- DDR design, structures and processes for planning and implementation options



- Roles and responsibilities of police and military
- Cross-cutting issues (such as gender, youth and children associated with the armed forces and groups, cross-border movements, food assistance, HIV/AIDS, health, public information, strategic communication, socio-economic development, etc)
- Special safety and security considerations

**c. Learning Outcomes:**

At the end of this module, participants should be able to:

1. Define DDR in the context of AU PSO and UN peacekeeping.
2. Discuss the context of DDR in a PSO/peacekeeping context.
3. Describe the design, structures and processes for planning and implementation options for DDR.
4. Explain key cross-cutting issues associated with DDR.
5. Outline safety and security considerations.

## Learning Objective 6:

### Safety, Security and Practical Skills in PSO

#### Aim of Learning Objective 6

To equip participants with knowledge and practical skills required to operate in a PSO environment.

#### Structure of Learning Objective 6

Learning Objective 6 comprises the following 13 modules:

- 6.1 Dialogue, Negotiation and Mediation (and Effective Communication).
- 6.2 HIV & AIDS.
- 6.3 Personal Health and Hygiene.
- 6.4 First Aid.
- 6.5 Stress Management.
- 6.6 Mine Awareness/UXOs/IEDs.
- 6.7 Safety and Security.
- 6.8 Introduction to Map Reading and Navigation.
- 6.9 Radio and Other Forms of Communication.
- 6.10 Report Writing.
- 6.11 Living and Working Conditions in a PSO Mission Environment.
- 6.12 Driving and Recovery Skills.
- 6.13 Practical Exercises based on the following scenarios: Hijack; Hostage taking; Ambush; Negotiation; Radio Communication, UXO / Mine Strike; Map Reading and Navigation; Sexual and Gender Based Violence, etc.

#### Module 6.1: Dialogue, Negotiation, Mediation (and Effective Communication)

##### a. Module Aim:

To enhance the knowledge and skills of participants in dialogue, negotiation and mediation in a PSO environment.

##### b. Teaching Points:

- Definition of terms
- Actors interests, positions and their sources of influence
- Interest versus position
- Cultural aspects of dialogue and negotiation
- Stages of negotiation
- Approaches to effective negotiation
- Mediation techniques
- Effective communication skills
- Working with language assistants

##### c. Learning Outcomes:

At the end of the module participants should be able to:

1. Define dialogue, negotiation and mediation.
2. Identify key actors in conflict, their positions, interests and sources of influence.

3. Explain the difference between interest and position of actors in conflict.
4. Give examples of cultural aspects of dialogue and negotiation.
5. Outline the stages of negotiation.
6. Describe approaches to effective negotiations.
7. Describe mediation techniques.
8. Describe how to work effectively with language assistants.

### Module 6.2: HIV & AIDS

#### a. Module Aim:

To enhance the knowledge of participants on HIV & AIDS and its impact in a PSO context.

#### b. Teaching Points:

- Definition of terms
- HIV transmission and prevention strategies
- HIV & AIDS myths and facts
- HIV testing and counselling
- Personal risk factors
- HIV treatment
- Effects of HIV & AIDS on society in a PSO context
- PSO personnel's responsibilities and consequences of violating set standards and norms
- Proper and effective use of condoms
- AU/UN policies on HIV & AIDS

#### c. Learning Outcomes:

At the end of the module participants should be able to:

1. Define HIV and AIDS.
2. Explain HIV transmission and prevention strategies.
3. Give examples of myths and facts on HIV & AIDS.
4. Outline the importance of HIV testing and counselling.
5. Describe personal risk factors, the importance of HIV treatment, and the importance of proper and effective use of condoms.
6. Describe the effects of HIV & AIDS on individuals, community and the PSO mission.
7. Outline the PSO personnel's responsibilities and consequences of violating set standards and norms.
8. Describe the proper use of condoms.
9. Explain the AU/AU Policies on HIV & AIDS.

### Module 6.3: Personal Health and Hygiene

#### a. Module Aim:

To provide participants with guidance on the maintenance of good personal health and hygiene.

#### b. Teaching Points:

- Definition of terms
- Medical check-ups

- Basic vaccinations and prophylaxis
- Major health risks/mitigation in a PSO mission context (e.g. malaria, cholera, etc) and mitigation of risks
- Medical support in a PSO mission (e.g. levels of medical facilities and evacuation)
- Basic hygiene

**c. Learning Outcomes:**

At the end of the module participants should be able to:

1. Explain the medical terminologies associated with health and hygiene.
2. Discuss the importance of regular medical checkups and specifically annual and end of mission comprehensive medical check-up.
3. Discuss the importance of basic vaccinations and prophylaxis for PSO personnel.
4. List possible major health risks in a PSO context.
5. Give examples of available medical facilities and support in a PSO mission.
6. Explain good basic hygiene practices expected of personnel in a PSO context.

**Module 6.4: First Aid**

**a. Module Aim:**

To provide participants with basic knowledge, principles and skills in First Aid.

**b. Teaching Points:**

- Definition of terms
- General principles on First Aid
- Patient Evaluation
- Cardio-Pulmonary Resuscitation (CPR)
- Clearing air way
- Managing bleeding
- Managing shock
- Wounds and fractures
- Managing bites and stings
- Evacuation

**c. Learning Outcomes:**

At the end of the module participants should be able to:

1. Outline the general principles on First Aid.
2. Demonstrate Cardio-Pulmonary Resuscitation (CPR), and how to clear air way, in case of obstruction of upper respiratory tract.
3. Describe how to manage internal and external bleeding.
4. Describe how to manage shock.
5. Demonstrate how to handle wounds and fractures, and bites and stings.

**Module 6.5: Stress Management**

**a. Module Aim:**

To enhance the knowledge of participants on stress and its basic management techniques in a PSO environment.

**b. Teaching Points:**

- Definition of terms
- Types and symptoms of stress
- Causes and effects of stress
- Characteristics of acute stress
- Coping with stress (including information on available resources within mission for coping with and managing stress such as counselling and personnel welfare)
- Stress management

**c. Learning Outcomes:**

At the end of the module participants should be able to:

1. Outline the types and symptoms of stress.
2. List the causes of stress.
3. Describe the effects of stress.
4. Describe the characteristics of acute stress.
5. Outline stress coping mechanisms (including information on available resources within mission for coping with and managing stress such as counselling and personnel welfare).
6. Explain how to manage stress.

**Module 6.6: Mine Awareness / UXOs / IEDs****a. Module Aim:**

To enhance the knowledge of participants on HIV & AIDS and its impact in a PSO context.

**b. Teaching Points:**

- Definition of terms
- Types and effects of mines, booby traps, UXOs, IEDs, etc.
- Mine location, symbols (both intended and unintended) and battle indication
- Myths and facts about mines
- Actions to take when trapped in a mine field
- Safety measures

**c. Learning Outcomes:**

At the end of the module participants should be able to:

1. Explain the terminologies associated with mines.
2. Practically identify the different types of mines and their effects.
3. Describe the signs and markings of mined fields.
4. Give examples of myths and facts about mines.
5. Identify booby traps, unexploded ordnance and Improvised explosive devices (UXOS) / IEDs.
6. Explain how to react when one encounters a mine/suspected minefield, and the techniques to exit a mined area.

## Module 6.7: Safety and Security

### a. Module Aim:

To provide participants with guidance on safety and security issues in PSO.

### b. Teaching Points:

- Overview of security threats in a PSO environment
- UN/AU Security Management System (SMS) and its application in mission
- UN (and AU) Department of Safety and Security (DSS) - Security Risk Management (SRM) process
- Implications of individual behavior patterns for the safety of mission personnel
- Personal safety and security
- How to react in emergency situations with/without an evacuation plan in place
- Mechanisms to address safety and security issues
- Safety and security drills (e.g. small arms fire)

### c. Learning Outcomes:

At the end of the module participants should be able to:

1. Recapitulate the security threats in a PSO environment.
2. Explain the UN/AU Security Management System (SMS) and its application in a PSO context.
3. Outline the UN (and AU) DSS Security Risk Management (SRM) process.
4. Outline the implications of individual behavior patterns for the safety of mission personnel.
5. Describe the general measures that would enhance personal safety and security.
6. Explain how to react in emergency situations with/without an evacuation plan in place.
7. Describe mechanisms to address safety and security issues.
8. Demonstrate some of the safety and security drills (e.g. small arms fire).

## Module 6.8: Introduction to Map Reading and Navigation

### a. Module Aim:

To introduce participants to map reading and navigation.

### b. Teaching Points:

- Definition of terms (e.g. map, navigation, etc)
- Contour and relief features
- Physical features or land forms (knoll, spur, valley, pass)
- Grid system and grid references
- Navigation aids, e.g. maps, compasses and Global Positioning System (GPS)

### c. Learning Outcomes:

At the end of the module participants should be able to:

1. Explain the terminologies associated with mines.
2. Practically identify the different types of mines and their effects.

3. Describe the signs and markings of mined fields.
4. Give examples of myths and facts about mines.
5. Identify booby traps, unexploded ordnance and Improvised explosive devices (UXOS) / IEDs.
6. Explain how to react when one encounters a mine/suspected minefield, and the techniques to exit a mined area.

### **Module 6.9: Radio and Other Forms of Communication**

#### **a. Module Aim:**

To familiarise participants with the use of radio and other forms of communication devices.

#### **b. Teaching Points:**

- What is communication?
- Importance of radio communication
- Voice procedure (e.g. phonetic alphabets and pro words)
- Radio communication discipline
- Maintenance of radio equipment
- Practical sessions on radio operation
- Examples of other devices

#### **c. Learning Outcomes:**

At the end of the module participants should be able to:

1. Explain what communication is.
2. Explain the importance of radio communication in a PSO context.
3. Describe the voice procedure.
4. Explain the importance of radio communication discipline in a PSO context.
5. Describe the process of maintenance of radio equipment.
6. Demonstrate the use of radio communication in sending and receiving messages.
7. Give examples of other communication devices.

### **Module 6.10: Report Writing**

#### **a. Module Aim:**

To provide participants with knowledge and skills on basic report writing standards for a PSO mission.

#### **b. Teaching Points:**

- Basic report writing standards for PSO
- Importance of accurate and timely reports
- Essential elements of report writing
- Importance and meaning of the "5Ws and How"
- Basic writing guidelines (grammar, abbreviations, dates, names of places and numbers)
- Practical sessions on report writing

**c. Learning Outcomes:**

At the end of the module participants should be able to:

1. Outline the basic report writing standards for PSO.
2. Explain the importance of accurate and timely reports.
3. Identify the essential elements of report writing.
4. Explain the importance and meaning of the "5Ws and How".
5. State the basic writing guidelines (i.e. grammar, abbreviations, dates, names of place names and numbers).
6. Demonstrate the ability to complete and submit standard, accurate and timely reports.

**Module 6.11: Living and Working Conditions in a PSO Mission Environment****a. Module Aim:**

To sensitise participants about common living and working conditions in the field.

**b. Teaching Points:**

- Living and working conditions in a PSO mission
- Possible challenges in a PSO mission
- Relating and working with PSO personnel in the mission
- Dealing with a multicultural post conflict environment

**c. Learning Outcomes:**

At the end of the module participants should be able to:

1. Describe the living and working conditions in a PSO mission.
2. Outline challenges PSO personnel are bound to face in a PSO mission.
3. Explain how to work and relate with PSO personnel in the mission.
4. Explain how to work in and relate to a multicultural post-conflict environment.

**Module 6.12: Road Safety, Driving and Recovery****a. Module Aim:**

To enhance the general road safety awareness and the theoretical and practical knowledge on how to operate and recover 4-wheel drive vehicles in a safe and proper manner within UN/AU standards.

**b. Teaching Points:**

- Operation of a 4wheel drive (4WD) vehicle
- The difference between 2WD and 4WD
- Defensive driving techniques
- Theory on major causes of road accidents
- AU/UN driving standards
- Braking techniques and safe breaking distances
- Different road conditions and terrain for safe driving
- Vehicle recovery techniques
- Maintenance and vehicle administration checks and procedures.
- Safe driving techniques



**c. Learning Outcomes:**

At the end of the module participants should be able to:

1. Know how a 4-wheel drive (4WD) vehicle operates.
2. Know the difference between 2WD and 4WD.
3. Describe defensive driving.
4. Indicate major causes of road accidents.
5. Know the AU/UN driving standards.
6. Recognise different braking techniques and safe breaking distances.
7. Recognise road conditions and terrain for safe driving.
8. Demonstrate recovery techniques.
9. Demonstrate the required maintenance and vehicle administration checks and procedures.
10. Demonstrate safe driving techniques in field exercise.

**Module 6.13: Practical Exercise****a. Module Aim:**

To test the ability of participants to demonstrate required PSO theory and skills in a practical exercise scenario.

**b. Teaching Points:**

- Exercise setting, planning, preparations and conduct
- Tasks focusing on issues related to substantive areas of function (e.g. human rights, gender/SGBV, civil affairs, humanitarian assistance, the rule of law, hostage and hijack etc.)
- Use of examples of possible interventions based on issues identified in the Carana Scenario.
  - *Hijack / hostage*
  - *Checkpoint*
  - *Police station / Prison (Human rights observation including child rights/ mentoring and advising, negotiation skills)*
  - *Mine / UXO / IED strike (IADs / medical treatment / evacuation)*
  - *Humanitarian assistance (negotiation/conflict management)*
  - *Foot patrol - stabbing (first aid) and theft (investigation)*
  - *Vehicle patrol - Practical skills demonstration (map reading, radio, GPS, driving, radio communications)*
  - *Planning, HQ routine and report writing in a PSO mission (set-piece events/activities)*

**c. Learning Outcomes:**

During the exercise play, participants should be able to:

1. Identify and perform tasks relating to issues around substantive police areas of function.
2. Apply knowledge and skills acquired during the training to situational issues emanating from the Carana Scenario.
3. Practice group planning tasks, command control, communication and administration in a PSO mission.

# AU Peace Support Operations

Revised Harmonized Standards for Civilian  
Peacekeepers & Police Pre-Deployment Training

## SECTION THREE

Trainers Summary Guide/Matrix of Module Specifications

Course Introduction		
STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Learning Objective 1: Introduction to Conflict and PSO</li> <li>• Learning Objective 2: Legal and Institutional Frameworks for PSO</li> <li>• Learning Objective 3: Mission Structure and Mandate Implementation</li> <li>• Learning Objective 4: AU/UN Police-Specific Pre-Deployment Training Standards.</li> <li>• Learning Objective 5: Cross-Cutting Issues in PSO</li> <li>• Learning Objective 6: Safety, Security and Practical Skills in PSO</li> </ul>	<p>To provide participants with realistic insight on the conceptual and institutional frameworks of multidimensional PSO, cross-cutting issues and an overview of core functional areas, in order to increase the efficiency and effectiveness of the civilian component in PSO.</p>	-

STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<p><b>Learning Objective 1: Introduction to Conflict and PSO.</b></p> <ul style="list-style-type: none"> <li>To familiarize The modules associated with this objective will include: understanding conflict, conflict analysis and introduction to contemporary PSO</li> </ul> <p><b>Learning Objective 2: Legal and Institutional Frameworks for PSO.</b></p> <ul style="list-style-type: none"> <li>The modules include: international and regional legal frameworks for PSO, International Humanitarian Law, International Human Rights Law, mission mandating processes and mission specific legal framework</li> </ul> <p><b>Learning Objective 3: Mission Structure and Mandate Implementation</b></p> <ul style="list-style-type: none"> <li>The modules will include: introduction to PSO mission structure, introduction to the role of military component in PSO, introduction to the role of police component in PSO, introduction to the role of civilian component in PSO, and working with mission partners</li> </ul>	<p>To introduce the participants to basic concepts of the conflict spectrum and the evolution of PSO.</p> <p>To provide participants with a general knowledge and understanding of the legal and institutional frameworks that regulate and guide the functioning of a PSO.</p> <p>To familiarize participants with the main actors, structures and processes and approaches for mandate implementation.</p>	<p>-</p>

### Course Introduction (contd.)

STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<p><b>Learning Objective 4: AU/UN Police-Specific Pre-Deployment Training Standards.</b></p> <ul style="list-style-type: none"> <li>The modules will include: Core Business of AU/UN Police and their Partners; Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies; AU/UN Police and Different Legal Systems; Monitoring, Advising and Mentoring; Community Based Policing; Human Rights Standards in Arrest and Detention; and Human Rights Standards in the Use of Force</li> </ul> <p><b>Learning Objective 5: Cross-Cutting PSO Issues</b></p> <ul style="list-style-type: none"> <li>The modules will include: respect for diversity, gender issues in PSO, conduct and discipline, protection of civilians, child protection and the rule of law</li> </ul> <p><b>Learning Objective 6: Safety, Security and Practical Skills in PSO</b> The modules will include: dialogue, negotiation and mediation; HIV &amp; AIDS; safety and security; personal health and hygiene; mine awareness / UXOs / IEDs; introduction to map reading and navigation; radio and other forms</p>	<p>To enhance the pre-deployment knowledge and skills of Police peacekeepers for effective performance of tasks in PSOs.</p> <p>To enhance the knowledge of participants about cross-cutting issues in PSOs.</p> <p>To equip participants with knowledge and practical skills required to operate in a PSO environment.</p>	-

<b>Learning Objective 1: Introduction to Conflict and PSO</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<p>Learning Objective 1 comprises the following 3 modules:</p> <ul style="list-style-type: none"> <li>• Understanding the Nature of Conflict</li> <li>• Conflict Analysis</li> <li>• Introduction to Contemporary Peace Support Operations</li> </ul>	To introduce participants to basic concepts on the conflict spectrum and the evolution of PSO.	-
<b>Module 1.1: Understanding Conflict</b>		
<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Types of conflict</li> <li>• Causes and impact of conflict</li> <li>• Levels and stages of conflict</li> <li>• Conflicts trends</li> <li>• Dimensions of violence</li> <li>• Mechanisms for conflict prevention, conflict management, conflict resolution and conflict transformation</li> </ul>	The aim of this module is to familiarize participants with the basic concepts of conflict.	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Define conflict and other related concepts</li> <li>• Describe the types and levels of conflict</li> <li>• Explain the causes, impact and stages of conflict</li> <li>• Describe conflict trends</li> <li>• Describe the dimensions of violence</li> <li>• List the different mechanisms for conflict prevention, conflict management, conflict resolution and conflict transformation</li> </ul>
<b>Module 1.2: Conflict Analysis</b>		
<ul style="list-style-type: none"> <li>• Introduction to conflict analysis</li> <li>• Key areas / elements of conflict analysis</li> <li>• Key questions to ask during conflict analysis</li> <li>• Tools for conflict analysis - conflict mapping, onion analogy, conflict tree analogy, etc</li> <li>• Application of different conflict analysis tools and identification of entry points for support</li> </ul>	The aim of this module is to familiarize participants with the basic concepts of conflict.	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the need and importance of conflict analysis</li> <li>• List the key areas/ elements of conflict analysis</li> <li>• Formulate key questions to be asked during conflict analysis</li> <li>• Identify the basic tools for conflict analysis</li> <li>• Apply basic tools for conflict analysis</li> </ul>

### Learning Objective 1: Introduction to Conflict and PSO (contd.)

Module 1.3: Introduction to Contemporary PSO		
STRUCTURE/ CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Evolution of UN and AU PSO (contexts of APSA and ASF)</li> <li>• Current debates on PSO</li> <li>• Fundamental Principles of PSO</li> <li>• Nature of PSO</li> <li>• Spectrum of peace and security activities</li> <li>• Challenges of PSO</li> </ul>	<p>The aim of this module is to familiarize participants with contemporary PSO.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Outline the trends in the evolution of PSO (including contexts of APSA and ASF)</li> <li>• Explain the current issues arising from the debates on PSO</li> <li>• Describe the basic principles of PSO</li> <li>• Explain the nature of PSO</li> <li>• Outline the spectrum of peace and security activities</li> <li>• Describe the challenges of PSO</li> </ul>

<b>Learning Objective 2: Legal and Institutional Frameworks for PSO</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<p>Learning Objective 2 comprises the following 4 modules:</p> <ul style="list-style-type: none"> <li>• International and Regional Legal Frameworks for PSO</li> <li>• International Humanitarian Law (IHL)</li> <li>• International Human Rights Law</li> <li>• Mission Mandating Processes and Mission Specific Legal Framework</li> </ul>	To provide participants with a general knowledge and understanding of the legal and institutional frameworks that regulate and guide the functioning of a PSO.	-
<b>Module 2.1: International and Regional Frameworks for PSO</b>		
<ul style="list-style-type: none"> <li>• UN Charter</li> <li>• International Humanitarian Law (IHL)</li> <li>• International Human Rights Law</li> <li>• AU Constitutive Act</li> <li>• Protocol Relating to the Establishment of the Peace and Security Council of the AU</li> <li>• RECS/RMs Treaties</li> </ul>	To give participants an overview of the UN Charter, International Instruments, the AU Constitutive Act, Other AU Instruments and RECs/RMs Treaties and Protocols.	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Outline the aspects of the UN Charter that guide PSOs</li> <li>• Discuss aspects of the AU Constitutive Act and the PSC Protocol that guide AU-mandated PSOs.</li> <li>• Explain aspects of RECs/RMs treaties that guide PSOs in specific regions</li> </ul>
<b>Module 2.2: International Humanitarian Law (IHL)</b>		
<ul style="list-style-type: none"> <li>• Definition of International Humanitarian Law</li> <li>• Origin of International Humanitarian Law</li> <li>• Principles and essential rules of International Humanitarian Law and its relevance in PSO</li> <li>• Who is bound by International Humanitarian Law in PSO?</li> </ul>	To acquaint participants with the relevant principles, norms and applicability of International Humanitarian Law (IHL) in PSOs.	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Define IHL</li> <li>• Describe the origin of IHL</li> <li>• Explain the principles and essential rules of IHL with relevance to PSOs</li> <li>• List the actors bound by IHL in a conflict situation</li> </ul>

Module 2.2: International Humanitarian Law (IHL) [contd.]		
STRUCTURE/ CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Role of the International Committee of the Red Cross (ICRC) and other actors in ensuring respect for and promotion of International Humanitarian Law</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the role of ICRC and other actors in ensuring respect for and promotion of IHL</li> </ul>
Module 2.3: International Human Rights Law		
<ul style="list-style-type: none"> <li>• Definition of International Human Rights Law</li> <li>• Difference between International Humanitarian Law and International Human Rights Law</li> <li>• Legal basis of International Human Rights</li> <li>• The African Charter on Human and Peoples Rights (Banjul Charter)</li> <li>• International Human Rights Law and Conflict</li> <li>• Human Rights Universality versus culture, religion and traditions</li> <li>• Difference between human rights violation and human rights abuse</li> </ul>	<p>To acquaint participants with the relevant principles and norms of International Human Rights Law and its applicability in PSOs.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Define International Human Rights Law, and the difference between International Humanitarian Law and International Human Rights Law</li> <li>• Explain the legal basis of International Human Rights Law in PSOs</li> <li>• Outline the importance of the Banjul Charter in PSOs</li> <li>• Describe the link between International Human Rights Law and conflict</li> <li>• Explain the universality of human rights versus culture, religion and traditions</li> <li>• Explain the role and accountability of peacekeepers in the respect for, and the promotion and protection of International Human Rights Law</li> </ul>



Module 2.4: Mission Mandating (Decision-Making) Processes and Mission Specific Legal Frameworks		
STRUCTURE/ CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Types of PSO mandates</li> <li>• PSO Decision-making: Role of UN Security Council (UNSC) and UN Secretariat; AU Peace and Security Council (AUPSC) and AU Commission; and relevant RECs/RMs; in the mandating processes</li> <li>• Content, meaning and trends of mission mandates</li> <li>• Memorandum of Understanding/ Contribution Agreement/Technical Agreement (MOU/ CA/TA) in PSO</li> <li>• Status of Forces Agreement (SOFA) and Status of Mission Agreement (SOMA) in PSO</li> <li>• Rules of Engagement (RoE) and Directives on the Use of Force (DuF) in PSO</li> <li>• Context of host country national law (history, customs and culture)</li> </ul>	<p>To familiarize participants with PSO mission mandating processes and mission specific legal documents.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of Mandate in PSO</li> <li>• Outline the role of the UNSC, AUPSC and relevant RECs/RMs in PSO mandating processes</li> <li>• Describe the contents, meaning and trends of mission mandates</li> <li>• Explain the components and importance of MOU / CA / TA</li> <li>• Describe the key components of SOFA/SOMA in PSOs</li> <li>• Explain the application and importance of RoEs and DuFs in PSOs</li> <li>• Discuss the context and importance of host country national law</li> </ul>

### Learning Objective 3: Mission Structures and Mandate Implementation

STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<p>Learning Objective 3 comprises the following 5 modules:</p> <ul style="list-style-type: none"> <li>• Introduction to PSO Mission Structures (and Integrated Missions and Mission Management)</li> <li>• Introduction to the Military Component in PSO</li> <li>• Introduction to the Police Component in PSO</li> <li>• Introduction to the Civilian Component in PSO</li> <li>• Working with Mission Partners</li> </ul>	<p>To familiarize participants with the main actors, structures, processes and approaches for mandate implementation.</p>	<p>-</p>
<h4>Module 3.1: Introduction to PSO Mission Structures [and Integrated Missions and Mission Management]</h4>		
<ul style="list-style-type: none"> <li>• AU/UN generic mission structures</li> <li>• Concept of integrated missions</li> <li>• Structure and roles of integrated mission components, units and actors, in mission management</li> <li>• Senior Leadership Team / SLT / HQ and respective functions at mission level</li> <li>• Linkages between mission SLT and AU/ UN HQs</li> <li>• Linkages between /SLT/HQ, and operational and tactical levels</li> <li>• Organizational cultures of the military, police and civilian staff in field operations, and the need for cooperation, coordination and interdependence in achieving mission goals</li> </ul>	<p>The aim of this module is to familiarize participants with generic PSO mission structures.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the difference between UN and AU generic and integrated PSO mission structures</li> <li>• Explain the concept of integrated missions</li> <li>• Outline the structures and roles of integrated mission components, units and actors, in mission management</li> <li>• Differentiate authority, command and control levels within PSO missions</li> <li>• Describe the different linkages that exist in a PSO</li> <li>• Compare and contrast the different organisational cultures of the military, police and civilian staff in field operations, and the need for cooperation</li> </ul>

Module 3.1: Introduction to PSO Mission Structures [and Integrated Missions and Mission Management] (contd.)		
<ul style="list-style-type: none"> <li>• Other partners external to missions</li> </ul>		and co-dependence in achieving mission goals <ul style="list-style-type: none"> <li>• Outline other partners external to PSO missions</li> </ul>
Module 3.2: Introduction to the Military Component in PSO		
STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Roles, functions and tasks of the military component in PSO</li> <li>• Structure and composition of the military component in PSO</li> <li>• Specific functions of Military Observers (MILOBS), Staff Officers and Units</li> <li>• Force Headquarters (HQ) structure, tasks and functions</li> <li>• Linkages with other mission components/ sectors - Head of Mission and the Senior Leadership Team (SLT), Police Component, Joint Mission Analysis Cell (JMAC), Joint Logistics Operations Center (JLOC), Joint Operations Center (JOC) and Security Management Team (SMT)</li> <li>• Challenges that the military component faces in implementation of the mandate in an integrated PSO mission</li> <li>• Benefits of having a military component in an integrated PSO mission</li> </ul>	The aim of this module is to familiarize participants with the organization, role and function of the military component in PSO.	At the end of the module, participants should be able to: <ul style="list-style-type: none"> <li>• Describe the roles, functions and tasks of the military component in PSOs</li> <li>• Outline the structure and composition of the military component in PSOs</li> <li>• Outline the structure, tasks and functions of the Force HQ</li> <li>• Describe the linkages between the military component and other mission components/ sectors/structures</li> <li>• Outline the challenges that the military are likely to face in the implementation of the mandate in an integrated PSO mission.</li> <li>• Describe the benefit to the mission of having a military component in an integrated PSO mission</li> </ul>

### Module 3.3: Introduction to the Police Component in PSO

STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Roles, functions and tasks of the police component in PSO</li> <li>• Structure and composition of the police component in PSO</li> <li>• Specific functions of Individual Police Officers (IPOs), Formed Police Units (FPU) and Staff Officers</li> <li>• Mission HQ Police Structure, tasks and functions</li> <li>• Linkages with other mission components/sectors – Head of Mission (HOM) and the Senior Leadership Team (SLT), military component, Joint Mission Analysis Cell (JMAC), Joint Logistics Operations Center (JLOC), Joint Operations Center (JOC) and Security Management Team (SMT)</li> <li>• Challenges that the police component faces in implementation of the mandate in an integrated PSO mission</li> <li>• Project management</li> <li>• Benefit to Mission of having police in an integrated PSO mission</li> </ul>	<p>The aim of this module is to familiarize participants with organization, role and function of the Police Component in PSO.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the roles, functions and tasks of the police component in PSOs</li> <li>• Outline the structure and composition of the police component in PSOs</li> <li>• Outline the structure, tasks and functions of the Police Headquarters (HQ)</li> <li>• Describe the linkages between the police, military and civilian components, and other mission components/sectors/structures</li> <li>• Outline the challenges the police are likely to face in the implementation of the mandate.</li> <li>• Outline the processes and elements of a project proposal</li> <li>• Describe the benefits to the mission of having a police component</li> </ul>

Module 3.4: Introduction to the Civilian Component in PSO (contd.)		
STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Roles, functions and tasks of the civilian component in PSO</li> <li>• Structure and composition of the civilian component in PSO</li> <li>• Specific functions of the substantive units and mission support unit</li> <li>• HQ structure, tasks and functions</li> <li>• Linkages with other mission components/ sectors - Senior Leadership Team (SLT), military component, police component, Joint Mission Analysis Cell (JMAC), Joint Logistics Operations Center (JLOC), Joint Operations Center (JOC) and Security Management Team (SMT)</li> <li>• Areas of coordination between substantive units and mission support units</li> <li>• Challenges to the civilian component in mandate implementation in an integrated PSO mission</li> <li>• Civilian rostering process and links to deployment</li> <li>• Civilian duty of care processes and in-mission management</li> <li>• Project management</li> <li>• Benefits of having a civilian component in an integrated PSO</li> </ul>	<p>The aim of this module is to familiarize participants with organization, role and function of the civilian component in PSO.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the roles, functions and tasks of the civilian component in PSOs</li> <li>• Outline the structure and composition of the civilian component in PSOs</li> <li>• Describe specific functions of the substantive civilian units and mission support unit</li> <li>• Outline the structure, tasks and functions of the Head of Mission Recapitulate the linkages between the civilian, military and police components, and other mission components/sectors/ structures</li> <li>• Identify areas of coordination between the different substantive units and mission support unit</li> <li>• Describe the possible challenges to the civilians in mandate implementation in a PSO mission</li> <li>• Describe the rostering process of the civilian component and its linkage to deployment</li> <li>• Outline the civilian duty of care processes and the in-mission management</li> <li>• Outline the processes and elements of a project proposal</li> <li>• Describe the advantages of having civilians in a PSO mission</li> </ul>

### Module 3.5: Working With Mission Partners (contd.)

STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Role of partners outside the PSO mission structure (i.e. national, regional, international, state and non-state organizations/ institutions) and their functions</li> <li>• Role of national partners as key partners in a PSO mission</li> <li>• Humanitarian assistance and humanitarian principles Structure and roles of integrated mission components, units and actors</li> <li>• Levels and core functions of CIMIC</li> <li>• Importance of coordination, cooperation with internal and external partners towards mandate implementation</li> <li>• Coordinating mechanisms with partners in the implementation of the mandate</li> <li>• Challenges to coordination and cooperation among partners</li> </ul>	<p>To familiarize participants with knowledge about the roles, functions, activities, and coordination mechanisms of mission partners and the complexities and strategies of working with these mission partners.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the role of partners outside the PSO mission structure and their functions</li> <li>• Outline the importance of national partners as key partners in a PSO mission</li> <li>• Describe humanitarian assistance and the common principles</li> <li>• Identify the levels and core functions of CIMIC</li> <li>• Outline the importance of coordination and cooperation with internal and external partners towards the implementation of the mandate.</li> <li>• Describe partner coordination mechanisms, and related challenges to the implementation of the mandate in a PSO setting</li> </ul>

<b>Learning Objective 4: AU/UN Police-Specific Pre-Deployment Training Standards</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<p>Learning Objective 4 comprises the following 7 modules:</p> <ul style="list-style-type: none"> <li>• Core Business of AU/UN Police and their Partners</li> <li>• Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies</li> <li>• AU/UN Police and Different Legal Systems</li> <li>• Monitoring, Advising and Mentoring</li> <li>• Community Based Policing</li> <li>• Human Rights Standards in Arrest and Detention</li> <li>• Human Rights Standards in the Use of Force</li> </ul>	<p>To enhance the pre-deployment knowledge and skills of Police peacekeepers for effective performance of tasks in PSOs.</p>	-
<b>Module 4.1: Core Business of AU/UN Police and their Partners</b>		
<ul style="list-style-type: none"> <li>• Evolution of PSO mandates</li> <li>• Roles and functions of AU/UN Police (IPOs and FPU)</li> <li>• Tasks and responsibilities of AU/UN Police (IPOs and FPU) in PSO</li> <li>• Principles of democratic policing in a PSO context</li> <li>• Cooperation with main partners</li> </ul>	<p>The aim of this module is to familiarize participants with the evolution of mandates and the core business of UN/AU Police.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the evolution of PSO mandates</li> <li>• Describe the roles and functions of UN/AU Police</li> <li>• Discuss the tasks and responsibilities of UN/AU Police (IPOs and FPU) in PSO</li> <li>• Explain the principles of democratic policing in PSO context</li> <li>• Describe the cooperation with main partners</li> </ul>

Module 4.2: Reform, Restructuring and Rebuilding of Police and Law Enforcement Agencies		
STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Definition of terms (e.g. sex, gender, gender roles, gender relations)</li> <li>• Impact of conflict on society</li> <li>• Changing role of men and women, and the impact on relationships during conflict and post-conflict periods</li> <li>• Types and forms of sexual and gender-based violence (SGBV)</li> <li>• Impact of SGBV on society during and after conflict</li> <li>• UN and AU Gender policies (focus on PSOs)</li> <li>• Legal framework on women, conflict and peace processes with emphasis on UNSCR 1325, 1820, 1888, 1889, 2106, 2122</li> <li>• Role of PSO personnel in addressing gender issues in their work environment</li> </ul>	<p>The aim of this module is to familiarize participants with the basic concepts and strategies of reform, restructuring and rebuilding of law enforcement agencies and the role of UN Police in support of this process.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Describe Reform, Restructuring and Rebuilding</li> <li>• Explain the objectives of Police Reform</li> <li>• List necessary activities to implement a successful RR &amp; R process</li> <li>• Discuss the challenges in a Post Conflict Environment</li> <li>• List indicators to evaluate the Reform Process</li> <li>• Identify the different phases and processes involved and the sequencing of those phases</li> </ul>
Module 4.3: AU/UN Police and Different Legal Systems		
<ul style="list-style-type: none"> <li>• Legal Systems [Common Law, Civil Law, Islamic (Shari 'a) Law, Mixed &amp; Customary (Traditional) Legal Systems]</li> <li>• Parallel existence of sets of international norms and diverse national legal systems</li> <li>• Importance of Peacekeepers to have a common knowledge of the legal systems of the world</li> </ul>	<p>The aim of the module is to familiarize participants with the basic concepts, characteristics and peculiarities of the different legal systems.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• List the three most common Legal Systems in mission areas</li> <li>• Explain the legal context under which Police officers will be task to operate in the Mission areas</li> <li>• List the three pillars of the Criminal Justice System and describe their roles</li> </ul>



<b>Module 4.3: AU/UN Police and Different Legal Systems (contd.)</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Three Pillars of the Criminal Justice System</li> <li>• Fair Trial</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the importance for peacekeepers to have a common knowledge of these legal systems</li> </ul>
<b>Module 4.4: Monitoring, Advising and Mentoring</b>		
<ul style="list-style-type: none"> <li>• Definition of mentor and advisor, monitoring and co-location</li> <li>• The role of UN Police as Mentors/Advisors</li> <li>• Objectives of Mentoring/Advising</li> <li>• Key Skills and Competencies of a Mentor/Advisor</li> <li>• Phases in Mentoring</li> <li>• Receiving Feed Back</li> <li>• Do's and Don'ts in Monitoring, Mentoring and Advising</li> </ul>	<p>The aim of the module is to familiarize participants with the basic concepts and strategies of monitoring, mentoring and advising in support of the reforming, restructuring and rebuilding process of the host country law enforcement agencies.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain Monitoring, Mentoring, Advising, and Co-location</li> <li>• Explain the overall process of MAM of Law Enforcement personnel and Agencies in a post conflict environment</li> <li>• Outline the aim of monitoring, mentoring and advising</li> <li>• List the skills needed for monitoring, mentoring and advising</li> <li>• Explain the role mentoring and advising plays in the process to Reform, Restructure and Rebuild Law Enforcement Agencies</li> <li>• Demonstrate monitoring, advising and mentoring skills in an exercise</li> </ul>
<b>Module 4.5: Community Based Policing</b>		
<ul style="list-style-type: none"> <li>• Introduction and rationale for Community Based Policing within a post conflict context</li> <li>• Definition of terms: Community, Community based Policing</li> <li>• Four basic principles of Community Based Policing</li> </ul>	<p>The aim of this module is to familiarize participants with the basic concepts and practical implementation of Community Based Policing strategies in a PSO environment.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the philosophy of Community Based Policing</li> <li>• Explain how this philosophy may apply in post conflict environment</li> </ul>

Module 4.5: Community Based Policing (contd.)		
STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Four basic principles of Community Based Policing</li> <li>• Relationship with host country police, communities and partner agencies</li> <li>• Benefits of Community based policing</li> <li>• Constraints, risks and challenges to Community Based Policing in post conflict environments</li> <li>• Implementation and problem solving</li> <li>• Problem Solving Model</li> </ul>		<ul style="list-style-type: none"> <li>• Outline the principles related to the practice of Community Based Policing</li> <li>• Explain the importance of the local context and the ways in which a partnership with local communities can be established</li> <li>• Describe the different forms Community Based Policing may take in practice</li> <li>• Explain the benefits of Community Based Policing</li> <li>• Describe the practical challenges that police may face in implementing Community Based policing successfully in a PSO</li> <li>• Explain the application of collaborative, community based problem solving</li> </ul>
Module 4.6: Human Rights Standards in Arrest and Detention		
<ul style="list-style-type: none"> <li>• Definition of key terms</li> <li>• Human rights affected in arrest procedure</li> <li>• Key human rights relating to arrest and detention</li> <li>• Post arrest procedures</li> <li>• Conditions of detention</li> <li>• Special requirements for female and child detainees</li> <li>• Police powers of arrest under international law</li> </ul>	<p>The aim of this module is to familiarize participants with International human rights standards in arrest and detention in a PSO environment.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the terms "Arrest", "Detention", "Detainee", "Prisoner", "Force" and "Body Search"</li> <li>• Explain the procedures of arrest and detention</li> <li>• Describe the procedures to be taken to prevent and respond to human rights violations in regards to arrest and detention</li> <li>• Identify which human rights can be affected by arrest and detention</li> </ul>

Module 4.6: Human Rights Standards in Arrest and Detention (contd.)		
STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
		<ul style="list-style-type: none"> <li>List the correct post arrest procedures in conformity with human rights standards</li> <li>Indicate when and how the law allows a police officer to exercise legal powers in accordance with international law</li> <li>Explain how to monitor, 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</li> <li>Explain the sensitivities involved in searching persons and properties and other intrusive measures during arrest and detention</li> </ul>
Module 4.7: Human Rights Standards in the Use of Force		
<ul style="list-style-type: none"> <li>Legal basis for the use of force</li> <li>Basic principles in the use of force</li> <li>Different means of force</li> <li>Principles and procedures for using force and firearms</li> <li>Accountability for use of force and firearms</li> </ul>	<p>The aim of this module is to familiarize Participants with human rights standards related to the use of force by law enforcement officials.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>Discuss International Human Rights standards in the use of force</li> <li>Describe the action to be taken to prevent and/ or respond to Human Rights violation in regards to use of force</li> <li>List and explain the principles on use of force in accordance with international human rights standards</li> <li>Explain the circumstances under which it is permissible for UN/AU police to</li> </ul>

Module 4.7: Human Rights Standards in the Use of Force (contd.)		
STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
		<p>resort to the use of firearms</p> <ul style="list-style-type: none"><li>• Explain the procedure to be followed when the use force and firearms is unavoidable</li><li>• Determine the appropriate means of force and/or firearms to be used in different situations on the basis of case studies</li></ul>

<b>Learning Objective 5: Cross-Cutting Issues</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<p>Learning Objective 5 comprises the following 6 modules:</p> <ul style="list-style-type: none"> <li>• Respect for Diversity</li> <li>• Gender Issues in PSO</li> <li>• Conduct and Discipline</li> <li>• Protection of Civilians</li> <li>• Child Protection</li> <li>• The Rule of Law</li> <li>• Disarmament, Demobilization and Reintegration (DDR)</li> </ul>	<p>To enhance the knowledge of participants about cross-cutting issues in PSOs.</p>	-
<b>Module 5.1: Respect for Diversity</b>		
<ul style="list-style-type: none"> <li>• Meaning and dimensions of diversity</li> <li>• Inter-cultural awareness and cross-cultural interactions (verbal and non-verbal) in a PSO context</li> <li>• Working effectively in a multicultural PSO context</li> <li>• Guidelines in dealing with diversity in a particular cultural difference and its implications</li> </ul>	<p>To increase awareness on the multicultural nature of PSO and the need to demonstrate respect for diversity.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the meaning and dimensions of 'diversity'</li> <li>• Give examples of possible diversities and cultural differences in a PSO setting</li> <li>• Describe how respect for diversity can be applied effectively in a multicultural PSO setting</li> <li>• Describe what is involved in working effectively in a multicultural PSO setting</li> <li>• Outline the guidelines on dealing with diversity</li> <li>• Describe strategies for enhancing Inter-cultural awareness and cross-cultural interactions (verbal and non-verbal) in a PSO context</li> </ul>

Module 5.2: Gender Issues in PSO		
STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Definition of terms (e.g. sex, gender, gender roles, gender relations)</li> <li>• Impact of conflict on society</li> <li>• Changing role of men and women, and the impact on relationships during conflict and post-conflict periods</li> <li>• Types and forms of sexual and gender-based violence (SGBV)</li> <li>• Impact of SGBV on society during and after conflict</li> <li>• UN and AU Gender policies (focus on PSOs)</li> <li>• Legal framework on women, conflict and peace processes with emphasis on UNSCR 1325, 1820, 1888, 1889, 2106, 2122</li> <li>• Role of PSO personnel in addressing gender issues in their work environment</li> </ul>	<p>To familiarize participants with gender issues in a PSO context and the need to integrate gender into their work.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Define terms (e.g. sex, gender, gender roles, gender relationship)</li> <li>• Describe the impact of conflict on society: women and girls, men and boys</li> <li>• Describe the roles of women and girls, men and boys, before, during and after conflict</li> <li>• Identify forms of sexual and gender-based violence (SGBV)</li> <li>• Describe the impact of SGBV on society during and after conflict</li> <li>• Discuss UN/AU gender policies</li> <li>• Explain the legal framework on women, peace and security with emphasis on UNSCR 1325, 1820, 1888, 2106, 2122)</li> <li>• Describe the role of PSO personnel in addressing gender issues in their work environment</li> </ul>
Module 5.3: Conduct and Discipline		
<ul style="list-style-type: none"> <li>• AU/UN Conduct and Discipline Policies in peacekeeping</li> <li>• Definitions and categories of misconduct for PSO personnel</li> <li>• Sexual Exploitation and Abuse (SEA): definitions and standards</li> <li>• Impact of misconduct on the host population, the victim, PSO mission</li> </ul>	<p>To familiarize participants with the standards of conduct and the consequences of misconduct in PSO missions.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• List the three key principles governing the conduct of PSO personnel</li> <li>• Describe what constitutes misconduct and serious misconduct</li> <li>• Explain what constitutes SEA, with reference to the uniform standards</li> </ul>

<b>Module 5.3: Conduct and Discipline (contd.)</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<p>and peacekeeping personnel (perpetrator), and related consequences</p> <ul style="list-style-type: none"> <li>Responsibilities for prevention, reporting and addressing misconduct and related consequences</li> </ul>		<p>that PSO personnel are expected to uphold</p> <ul style="list-style-type: none"> <li>Discuss the impact and consequences of different categories of misconduct on/for the host population, the victim, the PSO mission and the peacekeeping personnel (perpetrator)</li> <li>Outline the UN Department of Peacekeeping Operations (UNDPKO) three-pronged approach to addressing sexual exploitation and abuse</li> <li>Discuss the AU policy on conduct and discipline in PSO</li> </ul>
<b>Module 5.4: Protection of Civilians</b>		
<ul style="list-style-type: none"> <li>Definition of terms</li> <li>History and emergence of the 'Protection Agenda'</li> <li>Difference between PoC and R2P</li> <li>PoC mandates, strategies and UN three-tiered/AU four-tiered approaches</li> <li>Roles and responsibilities of individual components in the implementation of PoC mandate</li> <li>Importance of PoC mandate to mission success</li> <li>Failure to protect civilians and its consequences</li> <li>Challenges in the implementation of PoC mandate</li> </ul>	<p>To introduce participants to the UN/AU concepts, policies and guidelines on Protection of Civilians.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>Define and differentiate the terms R2P and PoC</li> <li>Trace the history and evolution of 'Protection Agenda' and PoC</li> <li>Describe and give examples of PoC mandates, strategies and the three/four-tiered approach</li> <li>Outline the importance of PoC mandate to the success of a mission</li> <li>Describe the roles and responsibilities of individual components in the implementation of PoC mandate</li> </ul>

<b>Module 5.4: Protection of Civilians (contd.)</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
		<ul style="list-style-type: none"> <li>• Discuss the challenges associated with the implementation of PoC mandate, and the consequences of failure to protect civilians in a PSO mission</li> </ul>
<b>Module 5.5: Child Protection</b>		
<ul style="list-style-type: none"> <li>• The definition of a “child” under international law (IHL and HR)</li> <li>• Protection of children under international humanitarian law</li> <li>• Overview of child protection in emergencies</li> <li>• Growth and development of children</li> <li>• Impact of armed conflict on children</li> <li>• Verbal and non verbal communication, body language and interviewing techniques adapted to children</li> <li>• Monitoring and Reporting Mechanism (MRM) on grave violations under UNSCR 1612 (2005)</li> </ul>	To familiarize participants with the concepts, policies and guidelines of child protection in PSO.	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Define a “child” under international law (IHL and HR)</li> <li>• Explain how international law protects children affected by armed conflict</li> <li>• Discuss the concept of child protection in emergencies</li> <li>• Describe the physical, emotional and cognitive growth phases of children</li> <li>• Describe the impact of armed conflict on children</li> <li>• Demonstrate key verbal and non-verbal communication skills in communicating with children.</li> <li>• Explain what peacekeepers can do in reporting and monitoring the six grave violations</li> </ul>
<b>Module 5.6: The Rule of Law</b>		
<ul style="list-style-type: none"> <li>• Explanation of ‘the rule of law’</li> <li>• Pillars and actors in the rule of law</li> <li>• Processes and tools applied in the rule of law framework</li> </ul>	To enhance the awareness of participants on the concept and importance of the Rule of Law in a PSO context.	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the evolution of the rule of law</li> </ul>



<b>Module 5.6: The Rule of Law (contd.)</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Need for an integrated approach in planning and implementing a rule of law program in a PSO</li> <li>• Challenges and dilemmas in the application of the rule of law in a PSO context</li> </ul>	<p>To enhance the awareness of participants on the concept and importance of the Rule of Law in a PSO context.</p>	<ul style="list-style-type: none"> <li>• Identify the pillars and actors in the rule of law</li> <li>• Describe the processes and tools applied in the rule of law framework</li> <li>• Discuss the need for an integrated approach in planning and implementing a rule of law program in a PSO</li> <li>• Explain the challenges and dilemmas in the application of the rule of law in a PSO context</li> </ul>
<b>Module 5.7: Disarmament, Demobilization and Reintegration (DDR)</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Context of DDR in PSO/peacekeeping (nexus between DDR and SALW)</li> <li>• DDR design, structures and processes for planning and implementation options</li> <li>• Roles and responsibilities of police and military</li> <li>• Cross-cutting issues (such as gender, youth and children associated with the armed forces and groups, cross-border movements, food assistance, HIV/AIDS, health, public information, strategic communication, socio-economic development, etc)</li> <li>• Special safety and security considerations</li> </ul>	<p>To provide participants with knowledge and skills about Disarmament, Demobilization and Reintegration (DDR) processes, and the roles and tasks involved.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Define DDR in the context of AU PSO and UN peacekeeping</li> <li>• Discuss the context of DDR in a PSO/peacekeeping</li> <li>• Describe the design, structures and processes for planning and implementation options for DDR</li> <li>• Explain key cross-cutting issues associated with DDR</li> <li>• Outline the key safety and security considerations in a DDR process</li> </ul>

## Learning Objective 6: Safety, Security and Practical Skills in PSO

STRUCTURE/CONTENT	AIM	LEARNING OUTCOMES
<p>Learning Objective 6 comprises the following 13 modules:</p> <ul style="list-style-type: none"> <li>• Dialogue, Negotiation and Mediation (and Effective Communication)</li> <li>• HIV &amp; AIDS</li> <li>• Personal Health and Hygiene</li> <li>• First Aid</li> <li>• Stress Management</li> <li>• Mine Awareness / UXOs / IEDs</li> <li>• Safety and Security</li> <li>• Introduction to Map Reading and Navigation</li> <li>• Radio and Other Forms of Communication</li> <li>• Report Writing</li> <li>• Living and Working Conditions in a PSO Mission Environment</li> <li>• Road Safety, Driving and Recovery Skills</li> <li>• Practical Exercise</li> </ul>	<p>To equip participants with knowledge and skills required to operate in a PSO environment.</p>	<p>-</p>
<h3>Module 6.1: Dialogue, Negotiation, Mediation (and Effective Communication)</h3>		
<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Actors interests, positions and their sources of influence</li> <li>• Interest versus position</li> <li>• Cultural aspects of dialogue and negotiation</li> <li>• Stages of negotiation</li> <li>• Approaches to effective negotiation</li> <li>• Mediation techniques</li> <li>• Effective communication skills</li> <li>• Working with language assistants</li> </ul>	<p>To enhance the knowledge and skills of participants in dialogue, negotiation and mediation in a PSO environment.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Define dialogue, negotiation and mediation</li> <li>• Identify key actors in conflict, their positions, interests and sources of influence</li> <li>• Explain the difference between interest and position of actors in conflict</li> <li>• Give examples of cultural aspects of dialogue and negotiation</li> <li>• Outline the stages of negotiation</li> <li>• Describe approaches to effective negotiations</li> </ul>

<b>Module 6.1: Dialogue, Negotiation, Mediation (and Effective Communication) [contd.]</b>		
<b>STRUCTURE/CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
		<ul style="list-style-type: none"> <li>• Describe mediation techniques</li> <li>• Describe how to work effectively with language assistants</li> </ul>
<b>Module 6.2: HIV &amp; AIDS</b>		
<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• HIV transmission and prevention strategies</li> <li>• HIV &amp; AIDS myths and facts</li> <li>• HIV testing and counselling</li> <li>• Personal risk factors</li> <li>• HIV treatment</li> <li>• Effects of HIV &amp; AIDS on society in a PSO context</li> <li>• PSO personnel's responsibilities and consequences of violating set standards and norms</li> <li>• Proper and effective use of condoms</li> <li>• AU/UN policies on HIV &amp; AIDS</li> </ul>	<p>To enhance the knowledge of participants on HIV &amp; AIDS and its impact in a PSO context.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Define HIV and AIDS</li> <li>• Explain HIV transmission and prevention strategies</li> <li>• Give examples of myths and facts on HIV &amp; AIDS</li> <li>• Outline the importance of HIV testing and counselling</li> <li>• Describe personal risk factors, the importance of HIV treatment, and the importance of proper and effective use of condoms</li> <li>• Describe the effects of HIV &amp; AIDS on individuals, community and the PSO mission</li> <li>• Outline the PSO personnel's responsibilities and consequences of violating set standards and norms</li> <li>• Describe the proper use of condoms</li> <li>• Explain the UN/AU Policies on HIV &amp; AIDS</li> </ul>

<b>Module 6.3: Personal Health and Hygiene</b>		
<b>STRUCTURE/ CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Medical check-ups</li> <li>• Basic vaccinations and prophylaxis</li> <li>• Major health risks in a PSO mission context (e.g. malaria, cholera, etc) and mitigation of risks</li> <li>• Medical support in a PSO mission (e.g. levels of medical facilities and evacuation)</li> <li>• Basic hygiene</li> </ul>	<p>To provide participants with guidance on the maintenance of good personal health and hygiene.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the medical terminologies associated with health and hygiene</li> <li>• Discuss the importance of regular medical checkups and specifically annual and end of mission comprehensive medical check-up</li> <li>• Discuss the importance of basic vaccinations and prophylaxis for PSO personnel</li> <li>• List possible major health risks in a PSO context</li> <li>• Give examples of available medical facilities and support in a PSO mission.</li> <li>• Explain good basic hygiene practices expected of personnel in a PSO context</li> </ul>
<b>Module 6.4: First Aid</b>		
<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• General principles on First Aid</li> <li>• Patient Evaluation</li> <li>• Cardio-Pulmonary Resuscitation (CPR)</li> <li>• Clearing air way</li> <li>• Managing bleeding</li> <li>• Managing shock</li> <li>• Wounds and fractures</li> <li>• Managing bites and stings</li> <li>• Evacuation</li> </ul>	<p>To provide participants with basic knowledge, principles and skills in First Aid.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Outline the general principles on First Aid</li> <li>• Demonstrate Cardio-Pulmonary Resuscitation (CPR), and how to clear air way, in case of obstruction of upper respiratory tract</li> <li>• Describe how to manage internal and external bleeding</li> <li>• Describe how to manage shock</li> <li>• Demonstrate how to handle wounds and fractures, and bites and stings</li> </ul>

Module 6.5: Stress Management		
STRUCTURE/ CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Definition of stress</li> <li>• Types and symptoms of stress</li> <li>• Causes and effects of stress</li> <li>• Characteristics of acute stress</li> <li>• Coping with stress (including information on available resources within mission for coping with and managing stress such as counselling and personnel welfare)</li> <li>• Stress management</li> </ul>	<p>To enhance the knowledge of participants on stress and its basic management techniques in a PSO environment.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Outline the types and symptoms of stress</li> <li>• List the causes of stress</li> <li>• Describe the effects of stress</li> <li>• Describe the characteristics of acute stress</li> <li>• Outline stress coping mechanisms (including information on available resources within mission for coping with and managing stress such as counselling and personnel welfare)</li> <li>• Explain how to manage stress</li> </ul>
Module 6.6: Mine Awareness / UXOs / IEDs		
<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Types and effects of mines, Booby Traps, UXOs, IEDs, etc</li> <li>• Mine location, symbols (both intended and unintended) and battle indication</li> <li>• Myths and facts about mines</li> <li>• Actions to take when trapped in a mine field</li> <li>• Safety measures</li> </ul>	<p>To provide participants with basic knowledge, principles and skills in First Aid.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the terminologies associated with mines</li> <li>• Practically identify the different types of mines and their effects</li> <li>• Describe the signs and markings of mined fields</li> <li>• Give examples of myths and facts about mines</li> <li>• Identify booby traps, unexploded ordnance and Improvised explosive devices (UXOS) / IEDs</li> <li>• Explain how to react when one encounters a mine/suspected minefield, and the techniques to exit a mined area</li> </ul>

Module 6.7: Safety and Security		
STRUCTURE/ CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Overview of security threats in a PSO environment</li> <li>• UN/AU Security Management System (SMS) and its application in mission</li> <li>• UN (and AU) Department of Safety and Security (DSS) - Security Risk Management (SRM) process</li> <li>• Implications of individual behavior patterns for the safety of mission personnel</li> <li>• Personal safety and security</li> <li>• How to react in emergency situations with/without an evacuation plan in place</li> <li>• Mechanisms to address safety and security issues</li> <li>• Safety and security drills (e.g. small arms fire)</li> </ul>	<p>To provide participants with guidance on safety and security issues in PSO.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Recapitulate the security threats in a PSO environment</li> <li>• Explain the UN/AU Security Management System (SMS) and its application in a PSO context</li> <li>• Outline the UN (and AU) DSS Security Risk Management (SRM) process</li> <li>• Outline the implications of individual behavior patterns for the safety of mission personnel</li> <li>• Describe the general measures that would enhance personal safety and security</li> <li>• Explain how to react in emergency situations with/without an evacuation plan in place</li> <li>• Describe mechanisms to address safety and security issues.</li> <li>• Demonstrate some of the safety and security drills (e.g. small arms fire)</li> </ul>
Module 6.8: Introduction to Map Reading and Navigation		
<ul style="list-style-type: none"> <li>• Definition of terms (e.g. map, navigation, etc)</li> <li>• Contour and relief features</li> <li>• Physical features or land forms (knoll, spur, valley, pass)</li> <li>• Grid system and grid references</li> <li>• Navigation aids, e.g. maps, compasses and Global Positioning System (GPS)</li> </ul>	<p>To introduce participants to map reading and navigation.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Identify relief features on a map</li> <li>• Demonstrate how to read maps and give/ use grid references</li> <li>• Explain how to navigate on land with a map</li> <li>• Describe the basic functions of a compass and GPS</li> <li>• Demonstrate how to use a compass and GPS</li> </ul>

<b>Module 6.9: Radio and Other Forms of Communication</b>		
<b>STRUCTURE/ CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• What is communication?</li> <li>• Importance of radio communication</li> <li>• Voice procedure (e.g. phonetic alphabets and pro words)</li> <li>• Radio communication discipline</li> <li>• Maintenance of radio equipment</li> <li>• Practical sessions on radio operation</li> <li>• Examples of other devices</li> </ul>	<p>To familiarize participants with the use of radio and other forms of communication devices.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what communication is</li> <li>• Explain the importance of radio communication in a PSO context</li> <li>• Describe the voice procedure</li> <li>• Explain the importance of radio communication discipline in a PSO context</li> <li>• Describe the process of maintenance of radio equipment</li> <li>• Demonstrate the use of radio communication in sending and receiving messages</li> <li>• Give examples of other communication devices</li> </ul>
<b>Module 6.10: Report Writing</b>		
<ul style="list-style-type: none"> <li>• Basic report writing standards for PSO</li> <li>• Importance of accurate and timely reports</li> <li>• Essential elements of report writing</li> <li>• Importance and meaning of the "5Ws and How"</li> <li>• Basic writing guidelines (grammar, abbreviations, dates, names of places and numbers)</li> <li>• Practical sessions on report writing</li> </ul>	<p>To provide participants with basic knowledge, principles and skills in First Aid.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Outline the basic report writing standards for PSO</li> <li>• Explain the importance of accurate and timely reports</li> <li>• Identify the essential elements of report writing</li> <li>• Explain the importance and meaning of the "5Ws and How"</li> <li>• State the basic writing guidelines (i.e. grammar, abbreviations, dates, names of place names and numbers)</li> </ul>

<b>Module 6.10: Report Writing (contd.)</b>		
<b>STRUCTURE/ CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
		<ul style="list-style-type: none"> <li>• Demonstrate the ability to complete and submit standard, accurate and timely reports</li> </ul>
<b>Module 6.11: Living and Working Conditions in a PSO Environment</b>		
<ul style="list-style-type: none"> <li>• Living and working conditions in a PSO mission</li> <li>• Possible challenges in a PSO mission</li> <li>• Relating and working with PSO personnel in the mission</li> <li>• Dealing with a multicultural post conflict environment</li> </ul>	To sensitize participants about common living and working conditions in the field.	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the living and working conditions in a PSO mission</li> <li>• Outline challenges PSO personnel are bound to face in a PSO mission</li> <li>• Explain how to work and relate with PSO personnel in the mission</li> <li>• Explain how to work in and relate to a multicultural post-conflict environment</li> </ul>
<b>Module 6.12: Road Safety, Driving and Recovery</b>		
<ul style="list-style-type: none"> <li>• Operation of a 4wheel drive (4WD) vehicle</li> <li>• The difference between 2WD and 4WD</li> <li>• Defensive driving techniques</li> <li>• Theory on major causes of road accidents</li> <li>• AU/UN driving standards</li> <li>• Braking techniques and safe breaking distances</li> <li>• Different road conditions and terrain for safe driving</li> <li>• Vehicle recovery techniques</li> <li>• Maintenance and vehicle administration checks and procedures.</li> </ul>	To enhance the general road safety awareness and the theoretical and practical knowledge on how to operate and recover 4-wheel drive vehicles in a safe and proper manner within UN/AU standards.	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Know how a 4-wheel drive (4WD) vehicle operates</li> <li>• Know the difference between 2WD and 4WD</li> <li>• Describe defensive driving</li> <li>• Indicate major causes of road accidents</li> <li>• Know the AU/UN driving standards</li> <li>• Recognise different braking techniques and safe breaking distances</li> <li>• Recognise road conditions and terrain for safe driving</li> <li>• Demonstrate recovery techniques</li> </ul>



<b>Module 6.12: Road Safety, Driving and Recovery (contd.)</b>		
<b>STRUCTURE/ CONTENT</b>	<b>AIM</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Safe driving techniques</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate the required maintenance and vehicle administration checks and procedures</li> <li>• Demonstrate safe driving techniques in field exercise</li> </ul>
<b>Module 6.13: Practical Exercise</b>		
<ul style="list-style-type: none"> <li>• Exercise setting, planning, preparations and conduct</li> <li>• Tasks focusing on issues related to substantive areas of function (e.g. human rights, gender/SGBV, civil affairs, humanitarian assistance, the rule of law, hostage and hijack etc)</li> <li>• Use of examples of possible interventions based on issues identified in the Carana Scenario <ul style="list-style-type: none"> <li>• Hijack / hostage</li> <li>• Checkpoint</li> <li>• Police station / Prison (Human rights observation including child rights /mentoring and advising, negotiation skills</li> <li>• Mine / UXO/ IED strike (IADs / medical treatment /evacuation)</li> <li>• Humanitarian assistance (negotiation/ conflict management)</li> <li>• Foot patrol - stabbing (first aid) and theft (investigation)</li> </ul> </li> </ul>	<p>To test the ability of participants to demonstrate required PSO theory and skills in a practical exercise scenario.</p>	<p>At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> <li>• Identify and perform tasks relating to issues around substantive police areas of function</li> <li>• Apply knowledge and skills acquired during the training to situational issues emanating from the Carana Scenario</li> <li>• Practice group planning tasks, command control, communication and administration in a PSO mission</li> </ul>

Module 6.13: Practical Exercise (contd.)		
STRUCTURE/ CONTENT	AIM	LEARNING OUTCOMES
<ul style="list-style-type: none"><li>• Vehicle patrol - Practical skills demonstration (map reading, radio, GPS, driving, radio communications)</li><li>• Planning, HQ routine and report writing in a PSO mission (set-piece events/activities)</li></ul>		

## Glossary of Terms and Abbreviations

ACIRC	African Capacity for Immediate Response to Crises
AFISM CAR/ MICAR	African-led International Support Mission in the Central African Republic
AFISMA	African-led International Support Mission in Mali
AMISOM	AU Mission in Somalia
APSTA	The African Peace Support Trainers Association
ASF	African Standby Force
AU	African Union
AUPSC	African Union Peace and Security Council
CBI	Competency Based Interviewing
CIMIC	Civil-Military Coordination
CPR	Cardiopulmonary Resuscitation
CPX	Command Post Exercise
DDR	Disarmament, Demobilization and Reintegration
DSS	(UN) Department of Safety and Security
DuF	Directives on Use of Force
FPU	Formed Police Unit
FTX	Field Training Exercise
GPS	Global Positioning System
HIV & AIDS	Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome
HoC	Head of Component
HoM	Head of Mission
HQ	Headquarters
ICRC	International Committee of the Red Cross
IAD	Immediate Action Drill
IED	Improvised Explosive Device
IHL	International Humanitarian Law
IPO	Individual Police Officer
IPSTC	International Peace Support Training Center
JLOC	Joint Logistics Operation Center
JMAC	Joint Mission Analysis Center
JOC	Joint Operations Center
LEA/LEO	Law Enforcement Agency/Law Enforcement Officer
MAM	Monitoring, Advising and Mentoring
MILOBS	Military Observers
MOU/CA/TA	Memorandum of Understanding/Contribution Agreement/Technical Agreement
PoC	Protection of Civilians

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PSO	Peace Support Operations
PSOD	Peace Support Operations Division
RECs	Regional Economic Communities
RFP	Roster Focal Point
RMs	Regional Mechanisms
RoE	Rules of Engagement
RRR	Reform, Restructuring and Rebuilding
SEA	Sexual Exploitation and Abuse
SGBV	Sexual and Gender Based Violence
SLT	Senior Leadership Team
SME	Subject Matter Expert
SMS	Security Management System
SMT	Security Management Team
SOFA	Status of Force Agreement
SOMA	Status of Mission Agreement
SOPs	Standard Operating Procedures
SRM	Security Risk Management
UN	United Nations
UNDPKO	UN Department of Peacekeeping Operations
UNSC	UN Security Council
UNSCR	UN Security Council Resolution
UXO	Unexploded Ordnance

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### Module 1.1

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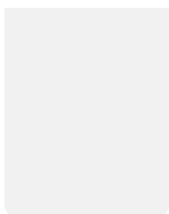
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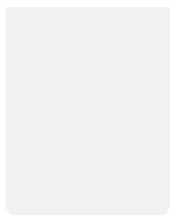
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## Participating Organizations



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## Participating Centers of Excellence



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