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Innovation in Training and Capacity-Building for United Nations Peace Operations

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This discussion paper identifies the current state of training and capacity-building for UN peacekeepers by highlighting key recent trends as well as challenges and constraints.¹ It then discusses ten identified priority areas for action and makes recommendations for improving current approaches in these areas. We suggest that training and capacity-building must be:

- **Sustainable:** by offering the trainees realistic lessons that they will carry into the field (to allow operational sustainability) in an affordable fashion (to enable financial sustainability) while developing training cadres and institutions, not just one-off courses (to ensure local self-sufficiency).
- **Systematic and standardized:** by teaching common lessons using shared standards but also developing all elements of national force structures, including professional military/police education institutions that improve women's access to training and as instructors.
- **Specialized:** by satisfying the increasing need for mission- and task-specific training, including for civilians, staff officers, senior leadership teams, as well as operational and tactical skills such as medical support, ISR, countering IEDs, etc.

There must also be a shift in attitude away from thinking of training and equipping as one-off chores to seeing training and capacity-building as tools to enhance operational effectiveness over the course of multiple deployments and rotations to various missions. Furthermore, training should be more robustly linked to deployment: while it may sound obvious, it is necessary to emphasize that *those who are trained must actually deploy*. This is currently not automatically the case, and this wastes valuable training and capacity building resources and by extension weakens missions.

1. Recent Trends in Training and Capacity-Building

Important recent developments in training for UN peace operations have stemmed from the evolution of mission mandates and threats; the growing numbers of UN peacekeepers; a shift in the approach of some major training providers; and geopolitical trends.

Meeting Current and Future Needs: Training needs have continued to evolve in line with mission mandates and the threats confronting peacekeepers in the field. Most notable have been efforts to design and deliver comprehensive training on civilian protection and to enhance force protection as UN peacekeepers confront new risks. On the latter, training needs have increased, notably with

¹ Research for this paper included over 30 interviews. In addition to UN officials and national representatives, the authors wish to thank Arthur Boutellis, Cedric de Coning, David Curran, Linda Darkwa, Walter Dorn, Marco Jowell, Michel Luntumbue, Alexandra Novosseloff, Thong Nguyen and Hikaru Yamashita for their assistance.

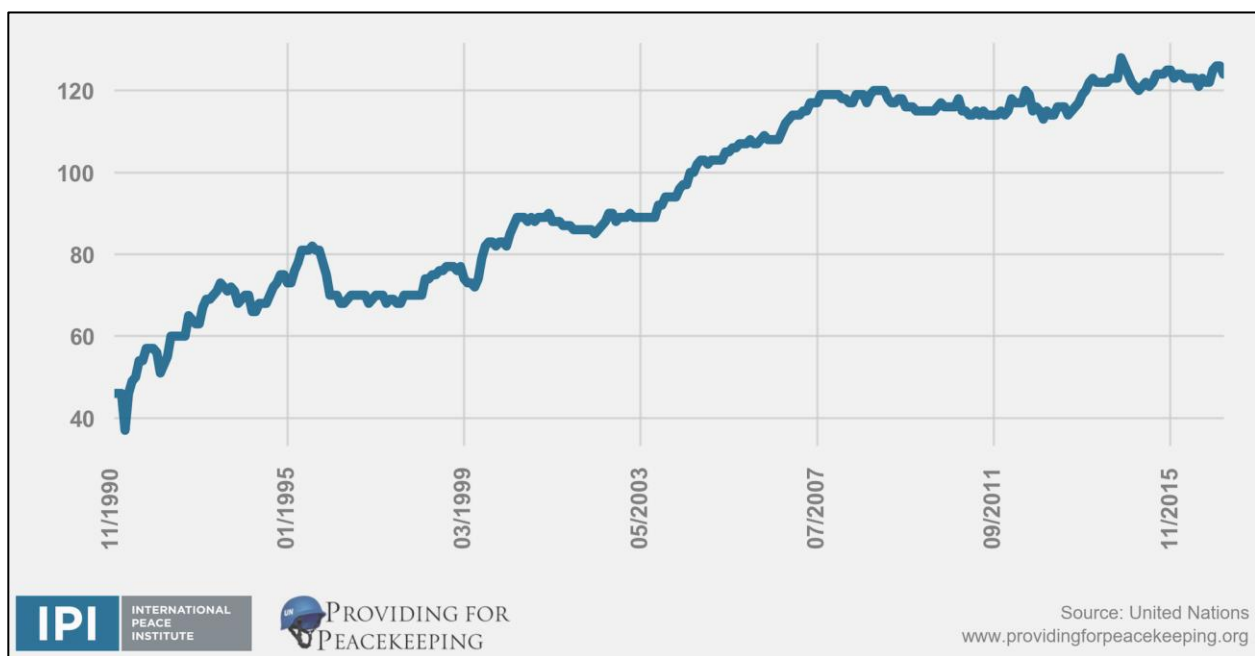
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regard to specialist skills such as engineering, C-IED, medical support, protected mobility, and ISR. Widely publicized allegations of abuses by UN peacekeepers have generated more training on issues of accountability and IHL, perhaps most notably related to sexual exploitation and abuse (SEA).

Catering for More Peacekeepers and more T/PCCs: Training providers and capacity-building initiatives have developed in order to cater for record numbers of UN peacekeepers from nearly 130 countries contributing uniformed personnel (see Figure 1).

Figure 1: Number of UN Contributing Countries, November 1990 – April 2017

Source: www.providingforpeacekeeping.org



For example:

- The UN’s Military Unit Manuals have clarified the tasks military units are expected to perform and now serve as a basis for the design and coordination of UN peacekeeping training standards.²
- The suite of generic training materials has improved considerably, notably the UN’s Core Pre-Deployment Training Materials (CPTMs) and Specialized Training Materials (STMs), which are easily accessible online, at least in English.
- The Regional Service Centre Entebbe has already proved to be a useful and innovative training hub, and a potential platform for further training initiatives.

² The UNMUMs cover Infantry Battalion (volumes I & II), Medical, Aviation, Engineers, Force Headquarters, Logistics, Maritime, Military Police, Recce, Riverine, Signals, Special Forces, and Transport. The UN infantry battalion manual, is currently undergoing revision.

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- The UN is also working with Member States that provide bilateral support to TCCs either in the form of training, or exercises.
- Beyond the UN, communities of practice have emerged in response to peacekeeping training needs. A wider range of states have become or aspire to be training providers for peacekeepers, some of whom are newcomers to this space. International institutions have also developed, notably the International Association of Peacekeeping Training Centers (IAPTC, established in 1995) and regional training associations. But they too have struggled to overcome some of the challenges and constraints discussed below.
- Following the 2014 peacekeeping summit, some states have created innovative “Triangular Partnership Projects” to respond to training needs and build relevant capacity. These include the African Rapid Deployment of Engineering Capabilities (ARDEC) project and the UN Signals Academy.
- The potential for further e-learning is crucial and is being developed, notably through institutions such as the Peace Operations Training Institute (POTI).
- More training has been delivered by applying recognized principles of adult learning to include the use of scenarios, simulations, and table-top exercises to develop peacekeepers’ critical analytical and mediation skills.

Aiming for Training Self-Sufficiency: Some major training providers, notably the United States, have shifted away from the mantra of “train and equip” in order to focus on building sustainable training institutions in partner states. This recognizes that training personnel to deploy is a never-ending task and hence it is better to focus on training of trainers in order to build national capacity and bring about institutionalized improvements. It also recognizes that skills learned in training degenerate relatively quickly and hence need to be refreshed regularly and that donated equipment cannot be sustained without appropriate indigenous systems for maintenance, repair and the acquisition of spare parts. Consequently, simply increasing the number of trained peacekeepers available for deployment and providing equipment for their tour will not deliver self-sufficient, sustainable training capacities.

Greater Emphasis on Assessment: More training providers are trying to develop evidence-based approaches and assess the results of their programs. Lack of resources remains an obstacle but so too is the difficulty of designing appropriate frameworks to monitor and evaluate the links between training and the performance of peacekeepers in the field. This is made especially difficult by the constant turnover of uniformed personnel and the need to target training efforts based on systematic feedback on the performance of particular units and T/PCCs. Recent examples of better assessment efforts by the UN include the policy on Operational Readiness Assurance and Performance Improvement (and the related SOP on evaluations of military units) and the use of Assessment and Advisory Visits (AAVs) in the context of the roll-out of the Peacekeeping Capability Readiness System (PCRS). Beyond the UN, the U.S. Global Peace Operations Initiative’s (GPOI) Monitoring and Evaluation Framework has recently been developed.

Divergent Training Needs: The deployment of more peace operations by regional and other organizations, especially in Africa, has generated somewhat divergent training needs from those traditionally associated with UN peacekeeping. For example, the African Union’s training needs for its mission in Somalia or its authorized operations in central Africa, the Lake Chad Basin, and

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the Sahel are significantly different from most UN operations in their emphasis on countering insurgencies, terrorism and even organized criminal networks. This has generated renewed interest in how UN training standards might be adapted for the specific needs of different organizations and raised the issue of how the UN deals with training for re-hatted regional forces. The existence of numerous training providers and capacity-builders is already raising issues of coordination and interoperability

2. Key Challenges and Constraints on Training and Capacity-Building

Challenges and constraints are apparent at both ends of the training and capacity-building spectrum, not least because of the wide range of skills that are required for contemporary peace operations. Providers suffer from constraints such as limited resources, inability to commit for sustained periods, lack of women peacekeepers, poor coordination, and policy flux. Recipients of these programs also suffer from their own challenges, such as relying on composite units, shortcomings in basic training, failures to apply available UN standards, and an unwillingness to provide frank training needs assessments or seek assistance. Reforms should proceed with an awareness of the constraints and challenges facing each group of Member States.

2.1 System Constraints for Providers

From the perspective of providers, the current system raises distinct challenges:

States Don't Always Deliver: The desire to have a standardized collective UN approach to training is sometimes undermined by the division of labor whereby it is the responsibility of sovereign T/PCCs to conduct and validate their training. T/PCCs do not all invest significantly in training and do not always deploy individuals and units that have undergone peacekeeping training on peace operations.

Peacekeeping Skills Aren't Mainstreamed: Peacekeeping skills and standards are not mainstreamed into the domestic professional military/policing education institutions for many T/PCCs. While peacekeeping training currently presumes it will overlay core soldier and policing skills, these are often insufficient and hence peacekeeping training ends up building basic soldiering skills as well as ensuring conformity with international standards and norms.

Limited Resources: A significant mismatch remains between the available global training capacity and the current large numbers of peacekeepers deployed from about 130 T/PCCs. Reasons include:

- more Member States are deploying smaller, sometimes specialist contributions, which complicates training work;
- each unit rotation renews the training pool and the benefits of earlier trainings are lost to the UN;
- the frequency of uniformed personnel doing one-off deployments to peacekeeping missions means training cannot assume prior peacekeeping knowledge or experience;
- the under-representation of uniformed women peacekeepers is undermining protection of civilians' strategies;

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- the need to track personnel who have received training and subsequently deploy into peace operations in order to monitor their in-mission performance.

Limited Upstream Investment: Training and capacity providers have tended to prioritize immediate operational needs for deployment rather than building upstream capacities or professional military/police education institutions in recipient countries/regions.

Coordination Challenges: Challenges of effective coordination between training providers have generated redundancies and gaps.

2.2 System Constraints for Recipients

From the perspective of recipients, the current system raises distinct challenges:

Limited Upstream Investment: Many T/PCCs do not have spare resources to invest sufficiently in upstream capacities or professional military education institutions, or choose not to invest for political reasons.

Imbalance between Generic and Mission-Specific/Specialist Training: While core peacekeeping pre-deployment training provides important generic peacekeeping knowledge and skills, mission-specific and specialist training has become more important, especially as more specialized enabling units are required and more units require local knowledge and situational awareness to effectively achieve their mandated tasks.

Unclear Needs: All UN missions generate specific training needs. These can only be met if T/PCCs provide accurate and timely assessments of their existing capabilities and training gaps. Yet, T/PCCs are sometimes reluctant to provide such assessments.

Composite Units: Many TCCs deploy *ad hoc* units to peacekeeping operations because the capabilities required do not always match an existing formation from their national force structure. Created from scratch, such units reduce the effectiveness of collective pre-deployment training.

Ignorance about the Operational Effects of Women Peacekeepers: T/PCCs continue to favor the deployment of male military observers and staff officers, which prevents an inclusive approach to planning while male-only patrols undermine the accessibility of the UN to the entire population.

Unsettled Policies: Some peacekeeping training is on issues where UN doctrine, policy, standards and SOPs remain contested or embryonic, such as C-IED.

2.3 Facilitating more effective training and capacity-building

To overcome these constraints and match providers of training and capacity building programs with recipients, the idea of some form of “clearing house” mechanism has frequently been proposed, such as the G8++ Africa Clearing House. However, such mechanisms have failed to deliver for several reasons. For some Member States there is reluctance to freely share such

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potentially sensitive information about the security forces. Another problem related to unwieldy formats of pooling information by conference or database that could not be effectively implemented. Sometimes, training providers were too restrictive in their offers and recipients were either unclear about their requirements, unwilling to reveal their needs, or their stated needs did not clearly relate to preparation for peacekeeping. Instead, opportunities for successful matchmaking between providers and recipients have been best realized through partnerships that deliver dynamic information for specific missions/countries or for functional areas (such as training for specific types of units).³

Member States may wish to consider ways to implement such partnerships by, for example:

- Offering DPKO-DFS financial support or gratis personnel (in compliance with relevant rules and procedures) for dedicated staff to act as “matchmakers” between trainers/capacity-builders and specific T/PCCs, identifying training/capability gaps and providers able to meet those needs.
- Offering financial support (or gratis personnel) for DPKO-DFS to employ temporary staff to work on the training and capability needs of missions that are starting or scaling up, or have specific, urgent needs (e.g. Mali).
- Building on the examples of states that have developed sustainable provider/recipient “buddy-buddy” relationships around training and equipment, including, among others, France-Togo, Finland-Ireland, Ireland-UK, Spain-El Salvador, U.S.-El Salvador, Italy-Slovenia, Malaysia-Brunei, and Argentina-Paraguay.
- Developing more effective “regional needs networks” that bring together Member States with officials from the UN, regional and/or sub-regional organizations (such as the AU and ECOWAS) for common discussions with training/capacity providers and recipients on substantive priorities.

3. Priority Areas and Recommendations

On the basis of our research, we would highlight ten areas for new pledges on training and investment at the Vancouver summit:

3.1 Representation of Women Peacekeepers and Integrating Gender

In mid-2017, only 4,240 of the 96,853 uniformed UN peacekeepers were women. UN Member States have long promised to increase this figure but progress remains extremely slow (see figure 2 overleaf). Part of the solution lies in increasing the quantity and quality of training for women personnel. There is strong anecdotal evidence that female personnel are often passed over for peacekeeping training courses. Trainers should insist that at least 25% of all personnel on specialized courses, such as those for staff officers, are allocated to women. Women should also

³ Some of these functions are now being performed with a limited scope by the UN’s Strategic Force Generation and Capability Planning Cell and the Integrated Training Service working through the Peacekeeping Capability Readiness System (PCRS).

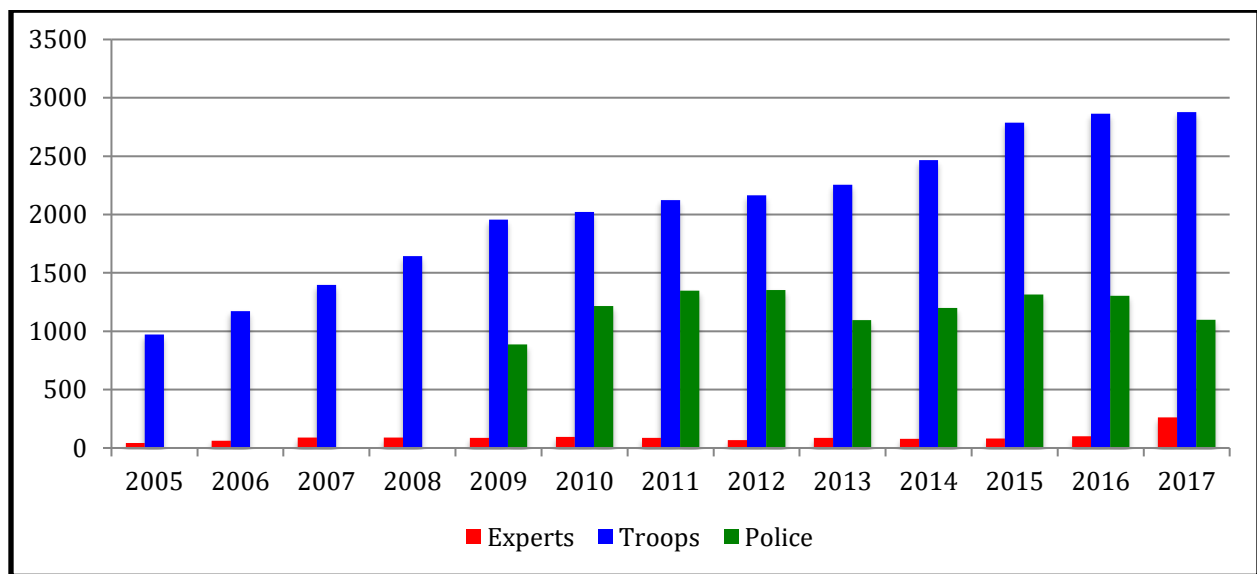
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be given priority in English and French-language courses –or trainers should offer women-only language training courses– to improve their qualifications to serve.

In peacekeeping missions, many infantry battalions and hence most patrols are solely comprised of men, which lowers the quality of UN interactions with civilians and so limits situational awareness. Member states could pledge to train, or fund the training of, platoon-sized “Female Engagement Teams” from TCCs to minimize all-male patrols. This training should be focused on TCCs with relevant language skills such as Arabic, French and Swahili.

Figure 2: Female Uniformed UN Peacekeepers, 2005-2017

Source: From 2011, figures are from June. <http://www.un.org/en/peacekeeping/resources/statistics/gender.shtml>



Women military and police officers are also often overlooked in competitions for senior positions in UN missions. Canada is currently rolling out a multi-regional program with the UN to prepare senior female police officers for these posts, offering guidance on relevant skills and interview techniques. Other Member States may pledge to run similar courses, focusing on the requirements for different senior posts.

To ensure that these gender-focused initiatives are run systematically, one or more Member States hosting a peacekeeping training center could commit to promote these as platforms or centers for excellence for gender issues, with specialized trainers, courses and teaching materials. Donor states could pledge resources to ensure that such training is efficient and high quality.

3.2 Medical Support

With UN peacekeepers frequently facing a variety of asymmetric threats deliberate attacks on MINUSMA, MINUSCA and UNMISS in particular have highlighted the need for better “end-to-end casualty care,” ranging from first aid to Advance Trauma Life Support (ATLS) and airborne medical evacuation. It is crucial that medical personnel should be trained to a consistent standard,

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to save lives and maintain the confidence of T/PCCs. Two proposals in particular deserve additional Member State support:

New Healthcare Quality and Patient Safety Manual, Standards and Training: Historically, medical training for UN peacekeeping has been neglected but the Medical Services Division has now developed an ambitious set of goals to raise and standardize the quality of care. Member States have already provided important assistance to this program. Japan, for example, funded the Division's adaptation and Train-the-Trainer workshops of a manual on "buddy first aid" (immediate assistance to casualties) that Israel provided to the UN free of charge. Germany and Sweden supported the development of safety and quality standards and clinical standardized care pathways. The UN now needs further pledges of curriculum development for combat medics, air evacuation teams, and other specialists, as well as pledges to support the implementation of the newly developed Safety and Quality Standards for UN hospitals.

Establish a Peacekeeping Medical Training Centre: More ambitiously, the Medical Services Division has proposed that the most effective way to provide systematic training in this area would be to establish a single training center (possibly in Entebbe) that all medical personnel would attend before deployment. This facility would include a simulation center where all personnel could practice providing emergency care in line with UN standards. A "faculty" of medical educators seconded by Member States, supported by a small technical staff, would run this center. Member States could pledge (i) funding and specialized equipment for such a center (a rough initial estimate suggests start-up costs is around US\$3 million); and (ii) its faculty members. An important flow-on benefit of this centre would be the development of simulation faculty from TCCs who currently lack this capacity, potentially giving a boost to training of medical personnel across healthcare systems of participating member states with long-term benefits extending beyond UN operations.

3.3 Logistics

Effective logistical support remains vital to the success of complex, multidimensional peace operations, especially those deployed in high-threat environments and remote locations. Yet it remains an area with considerable room for improvement in both capacity-building and specialist training. Traditional approaches that donate equipment and second mentors are not a sustainable solution to logistical support challenges if the recipients are unable to effectively operate, maintain, repair and replace the equipment. In addition, some T/PCCs lack a sophisticated understanding of what logistics and mission support entails in a UN peacekeeping context and its Contingent-Owned Equipment (COE) system (e.g. major equipment responsibilities, categories of self-sustainment, and self-sufficiency in the initial stage of deployment). Some T/PCCs that have no prior experience with supporting overseas expeditionary deployments have not yet invested in the necessary upstream requirements to enable these deployments, such as forward planning and supply chain management.

Opportunities to build sustainable capacity exist in these areas. Member States could pledge to provide staff exchanges to build experience and impart knowledge between more- and less-experienced T/PCCs. Partnering in joint contingent deployments could provide opportunities to test capabilities and learn by osmosis. There is also scope for innovative partnerships with regional

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organizations such as the African Union.⁴ Pledges should focus on developing partnerships to enhance self-sustainment capabilities and privilege training and equipping units to meet UN demands for critical logistics capacities and enablers. Options to refine the UN's ability to incentivize the deployment of critical logistics capabilities would also be helpful.

3.4 Technology

The Report of the Expert Panel on Technology in UN Peacekeeping in 2015 set out a strong agenda for giving blue helmet operations a wider range of technological tools, from drones to big data.⁵ Fulfilling this agenda should be a major focus for training and capacity-building activities in the years ahead. Japan made an important contribution in this field by funding the creation of the UN Signals Academy (UNSA) in Entebbe to train peacekeepers on Information and Communication Technology (ICT). By the end of 2016, UNSA had already trained 1,600 personnel, and member states should develop this platform further.

UNSA currently requires financial support for its signals course, women's outreach course, e-learning and training on Unmanned Aerial Systems (UAS). Germany has provided a Modular Command Center (MCC) for training purposes in Entebbe, and other states could also provide financing for use of this facility.

Current missions' demands for technology offer pointers for training and capacity-building. Whereas the use of UAS in peace operations was once a controversial issue, missions such as that in the Central African Republic (CAR) are now ordering significant numbers of small UASs to increase their situational awareness. As these tools become more common, there is a growing need for training on flying UASs and analyzing the images they gather. Providers should also explore cost-efficient ways for peacekeepers to analyze big data, such as developing data-sourcing and analysis apps for smartphones. To help peacekeepers function in high-risk environments, there should also be a focus on security technologies for UN camps and convoys.

More broadly, contingents from TCCs with different levels of technological training require standardized pre-deployment training on ICT and other available tools. Force commanders and staff officers may require additional training to manage data-driven operations and maximize the utility of other high-technology tools. Donors can collaborate with DPKO, DFS, UNSA and UNITAR on e-learning initiatives.

3.5 Staff officers

Effective staff officers are a vital part of complex, multidimensional peace operations. However, mission/force/sector multinational headquarters are not able to train as teams until their personnel come together in-country, there is a particular need for some sort of train-up process or course for staff personnel before deploying, and effective on-the-job orientation and training once they arrive to a mission. Member States could pledge resources and staff for mobile training teams that could

⁴ As set out in S/2017/454, 26 May 2017, para.47.

⁵ The authors thank Walter Dorn for his specific suggestions on this section.

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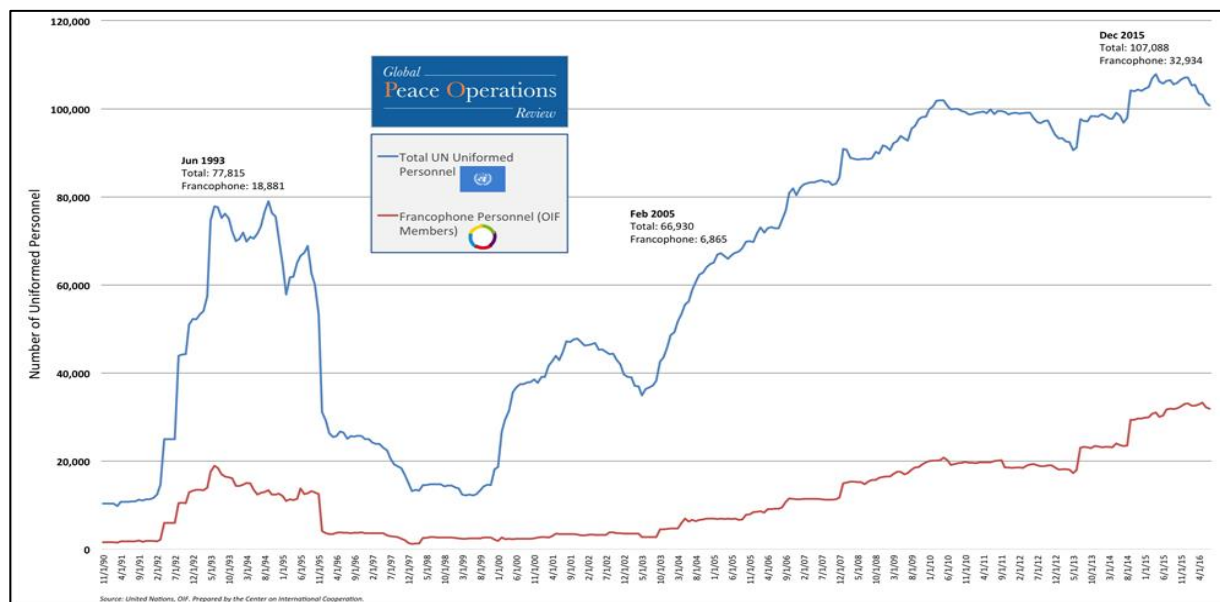
provide such a service (some already provide UN-specific staff training which could be adjusted to reflect particular mission settings.) In addition to pledging to allocate 25% of staff officer course places to women, Member States could further support the staff officer “training of trainers” course in the Regional Service Centre Entebbe, which has now run seven iterations and is available in French and English. While training for soon-to-be-operational staff officers immediately prior to deployment is valuable, the most enduring improvements come by building national capacity through “training of trainers” programs.

3.6 Training Francophone peacekeepers and other language issues

Although the number of Francophone peacekeepers has risen in recent years, there are still far too few to meet the UN’s demands. As of 2016, 60% of UN peacekeepers were deployed in Francophone missions, yet less than a third of them came from a French-speaking country (see figure 3).⁶ To address these issues, Member States should prioritize training Francophone personnel and increase French-language training for others. They should also ensure that Francophone units are deployed to Francophone UN missions.

Figure 3: Francophone Contributions to UN Peacekeeping, 1990-Present

Source: www.peaceoperationsreview.org



The basic framework for improving Francophone peacekeeping is in place. There are 14 national training centers in Francophone Africa with mandates to improve regional training -- in addition to the The Alioune Blondin Beye Peace Keeping School in Mali -- and France, Canada and other French-speaking countries already run bilateral training and capacity-building courses with TCCs, sometimes in close coordination with the UN. The International Organization of the Francophonie (OIF) has also engaged in peacekeeping training issues and produced a basic language manual for

⁶ The authors thanks Arthur Boutellis and Alexandra Novosseloff for their advice on this section.

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Anglophone personnel in Francophone missions. Such initiatives should be expanded, perhaps to include developing specialist peacekeeping language manuals, on medical support or engaging local communities, for example. There is also a need to ensure that UN lessons learned reports are more consistently translated into French and shared with trainers.

Member States could assist by pledging (i) resources and specialized personnel (e.g. experts on UN staff practices) to run additional courses in existing Francophone peacekeeping schools; (ii) resources for the rapid translation and circulation of English training materials into French; and (iii) fund courses in non-Francophone training centers on French language skills and Francophone mission settings. French language-training should also be mainstreamed into programs aimed at resolving gaps in UN peacekeeping such as improving gender representation.

While French language-training is a priority, it is also necessary to ensure that T/PCCs have access to training in other languages relevant to their work, such as Arabic or Swahili. T/PCCs and other Member States from the Middle East and Africa that may not have resources to play a large role in training could pledge language instructors to fill these gaps and help design courses for other countries. Training providers should also look for synergies between UN-related training and support to other entities, like the EU, which are also addressing language gaps.

3.7 Police training

Police officers make up over 10% of UN uniformed personnel. They receive some form of pre-deployment training, but much of the training is not in conformity with UN standards. Police training for peace operations receives comparatively little attention, except from a few member states, such as Italy, that specialize in supporting emerging PCCs. Many PCCs put forward police leadership, individual police officers and Formed Police Units (FPUs) with insufficient knowledge of peacekeeping skills and requirements to qualify for UN service. UN police in theaters such as the Central African Republic, Mali and South Sudan face increasingly complex and dangerous tasks. A more strategic and long-term approach to allocating training resources to support PCCs is required. This could include partnership arrangements with and between member states.

Training and capacity-building providers should focus both on ensuring that more police meet basic UN standards and skill sets required, and also on promoting mission-specific pre-deployment training in cases such as CAR and Mali. To raise basic standards, countries with advanced police training facilities could pledge to train up a pre-declared quota of police personnel from selected PCCs, possibly with financial partnering with specific PCCs to facilitate cooperation, in consultation with UN.

To develop more specialized skills, training providers could work with the UN to prepare scenario-based exercises tailored for police personnel (and in particular FPUs) preparing to deploy to complex mission settings such as MINUSCA, MINUSMA and UNMISS. In each case, the trainers could deploy small teams of instructors to run these exercises with the FPUs and other police personnel preparing to go to the specific mission involved.

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The UN is developing a leadership course for potential senior police officers, and members states should provide resources and practical support for the rolling this out. There is also a need to ensure that senior police officers already serving in UN missions have opportunities to keep abreast of evolving standards and norms in UN missions. In this context, donors could support workshops on cross-cutting issues such as commanding FPUs, to ensure that serving officers have opportunities learn from one another's actions. Meanwhile, there is a need for training providers to concentrate on ensuring that female police officers and Francophone personnel have clear guidance on the basic skills required for UN police to increase their numbers in missions.

3.8 Training civilians and leadership teams

While focusing on military and police personnel, training providers should not overlook the central role of civilian staff in UN missions and the concomitant need for more civilian training. At present, many civilians entering UN service have (at best) only received relatively brief training courses. Donors should develop new courses and opportunities to allow civilian staff to develop their skills over time, and give civilians a chance to participate more in military training to improve civilian-military relations within operations. Training resources are also required to help strengthen mission leadership teams (civilian, military and police) and to enable these teams to function as a unified entity during both routine and crisis situations. This is particularly important in start-ups when the mission leadership team often first meets in-theatre and must create a modus operandi and dealing with urgent issues requiring a unified response.

3.9 Conduct and discipline

Further to Security Council Resolution 2272 and the Secretary-General's commitment to tackle SEA by peacekeepers, there are opportunities for Member States to support training designed to help UN contingents tackle SEA and strengthen the UN Secretariat's support to Member States in this sensitive area. Three examples include:

- Providing a training course on the roles and responsibilities of unit commanders in preventing SEA. This could be built around the new aid memoire on SEA prevention recently released by DPKO's Office of Military Affairs.
- Providing a specialist training course in trauma-sensitive methods for taking reports of SEA, as proposed in a recent report by the International Peace Institute.⁷
- Providing financial aid for the roll-out of the National Investigation Officers training program.

An increase in uniformed women personnel would support and enhance both these activities. While such an extensive program might be difficult to roll out in the immediate term, Member States could pledge to develop and fund pioneer programs focusing on contingent commanders.

⁷ See Jeni Whalan, *Dealing With Disgrace: Addressing Sexual Exploitation and Abuse in UN Peacekeeping* (International Peace Institute, August 2017).

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3.10 Assessment

There is a serious need to assess whether current training and capacity-building programs are producing enhanced performance by peacekeepers in the field and are leading to the creation of training self-sufficiency in recipient states. Member States should strive to develop a culture of monitoring, assessment, and accountability throughout all their training and capacity-building programs. To that end, Member States could pledge staff capacity and resources for assessment teams and to refine assessment frameworks and procedures. Support could also be given to the UN Secretariat to compile “observations” of best practices, which could be disseminated but written so as to protect the identities of particular T/PCCs. Following a functional structure would be a logical way to collect such observations, including about command and control, intelligence, force protection, civilian protection, mission support and logistics, and operations (e.g. patrolling, election support, DDR, SSR, etc.). However, such initiatives would require providers like GPOI to link their data on who is trained with data from T/PCCs on who deploys, and then with UN data on how units perform in the field. This will require bilateral and ideally trilateral data-sharing agreements and enabling the UN to assist with developing relevant feedback loops.