1997- 3rd IAPTC Annual Conference – Malta
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IAPTC General Meeting

The Co-Director of the IAPTC Secretariat, Mr. Alex Morrison, opened the General Meeting with his remarks on the 3rd Annual Meeting and other IAPTC administrative matters. This was followed by a discussion on the theme of the 4th Annual Meeting and on the further development of the IAPTC.

Mr. Morrison expressed his satisfaction with the proceedings of the 3rd Annual Meeting, which provided a good forum for formal and informal discussion. The exchange of ideas and information which took place within the Workshops were particularly useful because of their relevance to the work already being carried out at UNDPKO. Mr. Morrison thanked the Director General of the Foundation for International Studies, Prof. Salvino Busuttil, for hosting the IAPTC 3rd Annual Meeting and Ms Christine Coleiro, IAPTC 3rd Annual Meeting's Coordinator, for her contribution to the meeting's success. Mr. Morrison also expressed his appreciation for the Ministry of Foreign Affairs and Environment and the Armed Forces of Malta for their generous sponsorship and for their participation at this IAPTC event.

The Participants agreed that future IAPTC annual meetings should follow the model of the Malta meeting. It was debated whether the annual meetings should be extended over three days. However, no decision was taken on this matter other than that the hosting organization would decide on the length of the meeting based on the theme, the costs and other organizational considerations.

It was noted with satisfaction that offers to host the IAPTC Annual Meeting have been made and it was accepted that the Norwegian Institute of International Affairs (NUPI) will host the 4th Annual Meeting, in 1998; the Lester B. Pearson Canadian International Peacekeeping Training Centre will host the 5th Annual Meeting, in 1999; and the South African Institute of Security Studies with ACCORD will host the 6th Annual Meeting in 2000.

The theme of the 4th Annual Meeting was also discussed. The general topic proposed by NUPI fell broadly into the field of peacekeeping and law and order, with some attention given specifically to CIVPOL. However, this was put to the participants for their considerations and it is expected that further suggestions will be made directly to NUPI and to the IAPTC Secretariat over the next couple of months before a final title is chosen.

It was proposed that the IAPTC Secretariat should act as a clearinghouse for peacekeeping training centres. The IAPTC Newsletter and the IAPTC homepage, which were both launched in last year's Annual Meeting held in Pisa, can be extremely useful tools if they enjoy the support of the members. The homepage is already providing
valuable information including a database for peacekeeping training centres' websites. It was proposed that the IAPTC could also be responsible for setting up a database on peacekeeping expertise. This would act as a human resource pool for peacekeeping training centres. However, for any such initiatives to succeed it is essential that members provide the Secretariat with the relevant information and periodical updates. In particular, changes in address, or contact names, new E-Mail addresses and Websites should be forwarded to the IAPTC Newsletter Editor.

Finally it was suggested that a presentation would be made in the next annual meeting on the impact of the work and conclusions reached at this year's meeting on peacekeeping training centres.

The meeting came to closure with the reconfirmation of Mr. Alex Morrison and Ms. Stephanie Blair as Directors of the IAPTC Secretariat.
IAPTC 3RD ANNUAL MEETING
MALTA
25-26 April 1997

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THE ROLE OF REGIONAL AND SUB-REGIONAL ORGANIZATIONS IN INTERNATIONAL PEACEKEEPING

SUMMARY RECORD

hosted by

Peace and Conflict Studies Programme
INSTITUTE OF INTERNATIONAL AFFAIRS
Foundation for International Studies
University of Malta

in collaboration with the

MINISTRY OF FOREIGN AFFAIRS AND ENVIRONMENT

and the

ARMED FORCES OF MALTA
SUMMARY RECORD
IAPTC 3RD ANNUAL MEETING

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General Information on the International Association of Peacekeeping Training Centres

The International Association of Peacekeeping Training Centres is an open and voluntary association of various centres, institutions and programmes which deal with peacekeeping, peacekeeping research, education and training. Founded by the Pearson Peacekeeping centre, which also acts as its Secretariat, the IAPTC began operations in 1995. The group represents a collaboration of interested agencies and associated individuals focused on improving the effectiveness and efficiency of peacekeeping research, education and training. In accordance with guidelines established at the Inaugural Meeting of the IAPTC, there is no cost for membership of the association and interest in the IAPTC has been growing steadily. Evolving from a small core membership, the IAPTC currently has 150 contacts in 47 countries and nine international organizations.

Operating as an informal forum, the IAPTC provides and distributes information, facilitates refinement of the conceptual framework for peacekeeping, broadens contacts between and among various national and international organizations, and supports means to develop and refine common education programmes, formulate curricula and training programmes for peacekeeping operations. Various initiatives are currently underway: the IAPTC is working towards an exchange of personnel, including teaching staff, administrative personnel and students, peacekeeping seminars and the promotion of common training standards and guidelines are promoted; a website on the Internet is used for information exchange and a newsletters published every quarter is available in print and electronic form. Members are invited to send notice of upcoming conferences, seminars, meetings, lectures and exhibitions to the Association for possible inclusion in the Calendar of Events published in the newsletter and on the Association’s website.

The IAPTC constitutes a credible partner for international organizations at both the global level and the regional level. The establishment of a continuous and mutually beneficial relationship between the national centres and international organizations remains a paramount goal of the Association. The relationship could be the channel to coordinate the needs of all in terms of teaching methods, programmes, timing, selection of trainers and of trainees.
Aims and Objectives

The aim of the IAPTC annual meetings is to provide its members with a forum for discussion of specific topical issues related to peacekeeping operations, and to provide a venue for the Association’s General Meeting.

The 1997 annual meeting was divided into two parts. The first part consisted of a seminar on the Role of Regional and Sub-Regional Organizations in International Peacekeeping. This was divided into two Workshops, one on Regional Organizations in Peacekeeping, which dealt with institutional and operational concerns of non-UN peacekeeping operation. The other, on United Nations Military Observers (UNMO), discussed UNMO training matters. These workshops were further subdivided into three syndicates for discussion purposes. In this way it was possible to address two critical issues related to the main theme as distinct debates. In the first Workshop the syndicates were given a hypothetical case study with a set of questions for deliberation. In the second Workshop a documents on selection criteria and training standards for UNMOs, drafted by the United Nations Department of Peacekeeping Operations, was presented to the syndicates for review and validation. The second part was dedicated to the IAPTC General Meeting.

The results of the syndicate discussions were consolidate in two Final Reports, also collected in this Summary Report (see below). The Summary Report will be presented to the UN Conference on UNMO Training, to be held at the US Army War College, Carlisle. The Final Report for Workshop 2 will be deliberated in Carlisle and the necessary amendments to the UNDPKO UNMO cocument will be made. A final version for the UNMO document will be drafted and prepared for circulation by UNDPKO with appropriate acknowledgment for IAPTC inputs.

The IAPTC 3rd Annual Meeting was hosted by the Institute of International Affairs at the Foundation for International Studies of the University of Malta. The Meeting was sponsored by the Ministry of Foreign Affairs and Environment of Malta and the Armed Forces of Malta.
PROGRAMME

24 April
2000hrs
Arrival of Participants
Reception hosted by the Minister of Foreign Affairs and Environment

25 April
0900hrs
First Day
Welcome Address: Prof. Salvino Busuttil, Director General, Foundation for International Studies
Opening Speech: Hon. Dr. George W. Vella, Deputy Prime Minister and Minister of Foreign Affairs and Environment
IAPTC Secretariat Report: Mr. Alex Morrison, President
Lester B. Pearson Canadian International Peacekeeping Training Centre

0930hrs
WORKSHOP 1
REGIONAL ORGANIZATIONS IN PEACEKEEPING
Opening Plenary Session
Chairperson: Ambassador Saviour Borg, Ministry of Foreign Affairs and Environment

"The United Nations and Peacekeeping by Proxy: A Useful Innovation?"
Mr. Alex Morrison,
President, Lester B. Pearson Peacekeeping Training Centre

"Denmark's Role as a Lead Nation in Peacekeeping Training and Education"
Maj. Claus Fosbaek,
HQ Chief of Defence, Denmark

1030hrs
Coffee/tea break

1100hrs
Syndicate discussions

1330hrs
Lunch at Casino Maltese, Valletta

1430hrs
WORKSHOP 1
Closing Plenary Session
Chairperson: Mr. Martin Scicluna, Office of the Prime Minister

1530hrs
Excursion: Boat trip in the Grand Harbour, Valletta

1945hrs
Dinner hosted by the Armed Forces of Malta at the Offices' Mess, Luqa Barracks
26 April

Second Day

0900hrs
Official Opening: Mr. Alex Morrison, Pearson Peacekeeping Centre

0915hrs
WORKSHOP 2
UNITED NATIONS MILITARY OBSERVERS (UNMO)
Opening Plenary Session
Chairperson: Brigadier Rupert Montanaro, Commander, Armed Forces of Malta
"Military Observers Standards: Basis for Excellence"
Col. Larry Forster,
Director, Peacekeeping Institute, U.S. Army War College

"Unprofessional Military Observers or Professional Monitors?"
Mr. Christian Harleman
Adviser in Peacekeeping, Sweden
Briefing for Syndicates
Lt. Col. Jean-Pierre Doubeck

1000hrs
Coffee/tea break

1045hrs
Syndicate discussions

1300hrs
Lunch at Casino Maltese, Valletta

1500hrs
WORKSHOP 2
Closing Plenary Session
Chairperson: Lt. Col. Stephen Kilpatrick, UN Training Advisory Team

1600hrs
Coffee/tea break

1615hrs
IAPTC GENERAL MEETING
Chairperson: Mr. Alex Morrison, Pearson Peacekeeping Centre

Closing Address: The Hon Dr. Charles Mangion
Ministry of Justice and Local Councils
Workshop 1: Regional Organizations in Peacekeeping

The end of the Cold War has lifted the lid off several small scale yet intensive conflicts with a great potential for regional destabilization. Many of these ‘new’ conflicts rest on old historical and cultural faultlines which exist within the State structure rather than outside it. These complex and unpredictable conflicts demand international intervention if regional stability is to be maintained or restored. However, when the international community turned with considerable hope to the United Nations to provide an adequate response to these new crisis, it found an organization often more willing than capable to respond.

Two schools of thought have emerged on mechanisms to prevent and, as necessary, resolve these regional conflicts. One school proposes that interpositional intervention forces must come from outside the region to eliminate potential regional and cultural bias. The other school of thought presupposes that effectively organized, equipped and staffed regional organizations are best disposed to resolve regional issues. Many political, diplomatic, legal, financial and military interoperability challenges influence both courses of action.

Papers presented in Workshop 1

“The United Nations and Peacekeeping by Proxy: A Useful Innovation?”
Mr. Alex Morrison
President, Lester B. Pearson Canadian International Peacekeeping Training Centre, Canada

“Denmark’s Role as a Lead Nation in Peacekeeping Training and Education”
Maj. Claus Fosbaek
Headquarters Chief of Defence, Denmark
Workshop 1  FINAL REPORT

Rapporteur: Fabrizio Pagani,  Peacekeeping Training Programme, Scuola Superiore S. Anna, Pisa, Italy

Introduction: Workshop 1 of the 3rd Annual meeting of the International Association of Peacekeeping training Centres, chaired by Ambassador Saviour Borg, Director for Multilateral Affairs, Ministry of Foreign Affairs and Environment, dealt with the issue: The role of regional and sub-regional organizations in international peacekeeping.

In the first part of the workshop the discussion proceeded in three syndicates (A, B, C). Each of the three syndicates had a discussion facilitator and a rapporteur.

In the second part of the workshop the rapporteurs presented their reports to the plenary and the floor was open to discussion.

The three syndicates worked on a discussion document which proposed a set of questions (see Syndicate questions Appendix A). The debates are here summarized with reference to the proposed questions.

1. What changes should be made to the UN Charter to better reflect the responsibilities and authority recognized for regional organizations?

There is general consensus that there is no need for changes to the UN Charter to better reflect better the new responsibility of regional organizations. Chapter VIII already provides the appropriate legal framework for a balanced co-operation between regional organizations and the United Nations. Chapter VIII makes adequate provisions for peace operations by regional organizations, though it maintains the primary role of the UN in the maintenance of international peace and security.

In view of the above, the role of regional arrangements and organizations in peacekeeping is well established under Chapter VIII of the Charter. Long term established regional organizations such as OAS or OAU, chartered sub-regional organizations such as SADC or ECOWAS, and arrangements such as the MFO created specifically for a peacekeeping mission in a region are the most likely possible candidates to play such a role.
2. What measures should be taken by the regional organizations and member countries to compensate for the disadvantages inherent in a non-UN sanctioned mission to effectively implement a humanitarian/peacekeeping mission (e.g. SOFA, command and control, financial support/logistics) in the region?

The three syndicates agree that there should not be a separation between UN and regional organizations. The UN should support and make an effort to improve the regional organizations capability to deal with regional and local conflicts.

Some participants stressed that all regional organizations are not identical, in particular they stressed the strong sense of frustration resulting from differing resources capabilities of various regional organizations. The UN should work to strengthen the partnership between UN and regional organizations and support peacekeeping capability of all the regional organizations.

The following suggestions were made:

**SOFA** - The SOFA determines the peacekeeper’s legal status. The regional organization can negotiate these agreements on an ad hoc basis itself with the host country, much in the same way as the UN does. The idea of some form of support by the UN in this regard should be explored.

**Financing** - Participants did not anticipate that the UN should provide financial assistance to regional peacekeeping operations. The Member States through one to one sponsorship should establish some mechanism to enhance the funding burden sharing of regional organizations participating in field activities. Much has been written about such partnerships in the African context.

**Training** - The UN should contribute to the training of the regional organizations' forces. In this context UN should contribute to develop preventive conflict and conflict reaction capability. The need for common doctrine and standards remains pertinent. There must be specific training aimed at co-ordination with the UN Secretariat and opportunities for joint field training exercises should be grasped.

3. In the absence of a UN Special Representative to the Secretary General for the regional peacekeeping mission how is unity of purpose and unity of command achieved over both military and civilian components (including international organizations, UN agencies and NGOs) of the PKO?

Regional organizations almost always deploy a Head of Mission as the equivalent of the Special Representative to the Secretary-General for the purpose of mission coordination. UN agencies working in the area of the mission should coordinate their work through this regional appointee.

In many cases a system of dual representation is used, i.e. the same person acts as special representative of the OAU and of the UN. This system ensures both regional acceptance of the individual and provides an essential link to the UN and the authority to coordinate the activities of UN agencies in the mission area. The procedure should be for
the UN to appoint such a person upon recommendation of the regional organization concerned.

In any case, the participants stressed that, whoever is the Head of Mission, a clear mandate is a necessary prerequisite for an effective command and control of the operation. The Head of Mission must have a clear understanding of the mandate and must have the necessary political clout to implement it.

The syndicates recognized the difficulties of command and control in the case of regional organization peacekeeping operations, due to the challenge of achieving unity of purpose among international actors involved in the process. While recommending unity of command they emphasized that unity of command is exercised by unity of effort. The model of one person on site to act as coordinator for the mission must be adopted as the model structure.

Taking into account that regional organizations could lack the capacity to direct and control a peace operation, the development of capacity building strategies and programmes at regional organizational level is essential.

4. Who should control the mission? What options should be considered? How is impartiality and minimum use of force guaranteed outside the UN framework? Which mechanisms can be proposed to offer sufficient UN monitoring of a non-UN sanctioned mission necessarily hindering the activities of the regional organization?

Various participants raised the question of the need for some involvement and influence of the Security Council on regional organizations’ field activities. It is difficult to guarantee impartiality and a minimum use of force outside the UN framework. There are obvious ways of enhancing the mission’s impartiality, such as utilizing a broader spread of national contingents. However, this comes at the cost of interoperability and operational effectiveness.

The syndicates agreed that the UN has to have the ultimate authority on the mission. The UN has to take responsibility to show involvement and exercise influence on the whole development of the crisis and, eventually of the operation; prevention, training, peacekeeping, post conflict peace-building.

Among the instruments available the UN the following were proposed:

- the establishment of clear and rigorous system of reporting on the conduct and the progress of the operation to the Security Council;

- the establishment of a direct consultation procedure between the secretariats of the regional organization and the UN Secretariat;

- the deployment of a strong UN observer force to work with the peacekeeping force of the regional organization.
Syndicate B recommended that a working group or a contact group of interested persons be set up under the auspices of the IAPTC to extend the debate during the year ahead for a more thorough deliberation on the whole issue of the role of regional organizations in peacekeeping.

Workshop 2: United Nations Military Observer (UNMO)

For over 40 years, UNMOs have been a cornerstone in the United Nations’ mission to facilitate the peaceful settlement of disputes within and between countries. Representing the entire international community, UNMO teams have successfully observed, monitored and assisted in implementing agreements in all corners of the world. Relying heavily upon their keen professional military skills, UNMOs must rapidly adjust to the unique tasks of their mission area. This adjustment demands selection of mature, culturally sensitive, mentally and physically fit and militarily competent officers. The survival and success of an UNMO relies not only on an individual’s competence, but also on the professional skills of fellow members of an UNMO team.

A recent survey indicates that about 30% of UNMOs arrive in a mission area incapable of effectively executing UNMO tasks. This proficiency gap not only risks the success of the mandate, but survival of the UNMOs individually and as a team. While the United Nations Department of Peacekeeping Operations (DPKO) has recently published an UNMO Handbook and proposed an UNMO training curriculum, UNMO training centres should agree on common UNMO selection and training programmes. During October-December of 1996, senior representatives from many of the UNMO training centres worked with DPKO to refine UNMO selection and education aims.

Papers presented in Workshop 2

"Military Observers Standards: Basis for Excellence"
Col. Larry Forster
Director, Peacekeeping Institute, US Army War College, United States of America

"Unprofessional Military Observers or Professional Monitors?"
Mr. Christian Harleman
Adviser in peacekeeping, Sweden
Workshop 2 FINAL REPORT

Rapporteur: Lt. Col. A. K. Oliver Macdonald, School Commandant, UN Training School, Ireland

PART I GENERAL SYNOPSIS

1. The Workshop, chaired by Brigadier Rupert Montanaro, Commander, Armed Forces of Malta, examined the question of training of UNMOs in three syndicates. Each of these studied and reported on topics presented for their consideration by the Training Unit of DPKO as follows:

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<thead>
<tr>
<th>Syndicate 1</th>
<th>Topic 1</th>
<th>Training Objectives for UNMOs;</th>
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<tr>
<td>Syndicate 2</td>
<td>Topic 2</td>
<td>UNMO Skills Assessment Criteria;</td>
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<tr>
<td>Syndicate 3</td>
<td>Topic 3</td>
<td>Selection Standards and Training Guidelines for UNMOs.</td>
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2. In this context each syndicate was invited to review and report on working papers which had been prepared by the Training Unit of UNDPKO.

3. The workshop. Each syndicate included a number of experienced UNMOs. The deliberations of each syndicate include both a general examination of the proffered topics and a commentary on the working papers.

4. The details of the commentaries were noted by the UNDPKO Training Unit for consideration in further drafting of the documents.

5. The Workshop recognized some general characteristics which are applicable to all considerations on UNMO training. These include the following salient points:

   a) UNMOs are professional military officers who normally have attained the rank of Captain or Major (or service equivalent) prior to their first time posting as an UNMO. They therefore have several years professional training and experience as military officers. A good UNMO is first and foremost a good officer.

   b) The experience of almost 50 years of UN Observer Missions in many parts of the world clearly indicates the range of skills and levels of expertise which it is expected that UNMOs would have attained prior to joining any UN Observer Mission which might function on its own or form part of a more extensive mission or force. These form the basis for generic training objectives and guidelines in the first instance.

   c) The training of UNMOs is a military responsibility. The national military training establishments of contributing countries are responsible for ensuring
that potential UNMOs have attained the criteria referred to in the preceding paragraphs. This is a minimal requirement. Some missions may require further skills and a higher level of expertise at time of entry than is requires for other missions. In these cases there is a requirement for mission specific training objectives and guidelines. Most UN Missions include some in-processing and in-mission training. This can only be additional or complementary to pre-deployment training and should never be used to replace it.

d) There is already in existence a wide corpus of training experience which can assist the development of training in places where experience or skill development may be limited. The reference point for international training focus must be UNDPKO as this the only centre from which UN standards may emanate. The current resources of the Training Unit may not be sufficient to allow the production of training manuals which, in any case, is a national responsibility. Further, it is not desirable that UNDPKO should do other than indicate the scope and standards required for UNMOs in general and, where applicable, supplement these with the specific requirements of proper training for individual missions. For example, operational situations and environmental factors differ greatly from mission to mission. Equally, mission mandates may impose specific tasks which require special training: election monitoring, demobilization of forces to name but two.

e) In addition to indicating what training is required UNDPKO may assist by the provision of guidelines and through UN Training Advisory Teams (UNTATs) which are organized on a regional basis.

f) The Workshop agreed that in determining UNMO training the aim should be to be as inclusive as possible. Ideally, all member states should be able to take part in missions. However, it has to be noted that all UNMOs need to be sufficiently skilled to make a positive contribution to the mission without being a risk to the safety of his person or that of others in the mission area.

g) The Workshop was most appreciative of the work undertaken by Lt.Col. J.P. Doubeck of the UNDPKO Training Unit and of UNDPKO itself in preparing draft papers and discussion documents for the meeting.

THE WORKSHOP SYNDICATES

PART II TRAINING OBJECTIVES SYNDICATE

6. The syndicate agreed that it would be helpful if UNDPKO could define generic training objectives. The working paper issued by DPKO provided a good basis for discussion and was accepted as a structural model which with modifications would serve as a guide to the training requirements for UNMOs in general.
7. The syndicate then found that, where possible, mission specific objectives/guidelines should be issued as a supplement to the basic document which should be generic, that is, applicable to all UNMO missions.

8. The syndicate suggested that the basic generic document should contain ten chapters which would be devoted to the following aspects of UNMO training:

- **Ch1**: Background Knowledge of the UN and Peace Support Operations/Relevant International Laws and Conventions.
- **Ch2**: Familiarization with Mission areas and Their Hazards.
- **Ch3**: Appreciation of Operational Situations (Mainly in line with part 9 of the working paper)
- **Ch4**: UN Operating Techniques/procedures
  - Observing, reporting, investigation, patrolling, liaison.
- **Ch5**: UN Field Communications - Equipment and Procedures
- **Ch6**: UN Transport and Driving
- **Ch7**: Medical /Hygiene Trg for UNMOs
- **Ch8**: UN Personnel Systems and UNMOs (FALD)
- **Ch9**: UN Logistics Systems and UNMOs (FALD)
- **Ch10**: Other UNMO Tasks

9. It was agreed that such a document would require a re-writing of the working document. The should be undertaken by an international team of military officers with wide UNMO experience. It was recalled that there is a goodly number of national manuals in existence, so there is no need to re-invent the wheel.

10. Two points of emphasis recurred throughout these discussions. Firstly, other than in quite extraordinary circumstances, all UNMOs must be able to drive (jeep type) vehicles either on the road or in off-road driving conditions. The horrendous loss of life due to traffic accidents involving UNMOs is largely avoidable if simple, relatively inexpensive training is undertaken prior to deployment. Secondly, under no circumstances, should UNMOs attempt to engage in any form of mine clearance whatsoever, unless they are specifically trained and qualified in this highly skilled work and are authorized by the CMO to engage in mine clearing.

11. A Training Guide for UNMOs such as outlined in paragraph 8 above would serve to meet the definition of Training Objectives and Training Guidelines in one volume. The issue of Training Manuals (which are prescriptive in detail and often indicate training methodology) should remain a national prerogative as mentioned in para.5. The aim of the UN should be confined to indicating what is expected of a good UNMO and to offer guidelines as to what training is likely to be required in order to achieve that status.
PART III  ASSESSABLE CRITERIA

12. There are many areas of skills in which military officers can be assessed for suitability to act as UNMOS. For example, map reading and equipment recognition. Two areas were identified for the working paper issued by UNDPKO. These are language skills and driving.

13. **Language Skills.** The Workshop agreed that all UNMOS must have a good working knowledge of the mission language. In the great majority of the UN missions the official mission language has been English, although Spanish and French have been mission languages too.

14. Language requirements work both ways. There is a responsibility on those whose mother tongue is the mission language (or a variant thereof), to express themselves clearly, accurately, correctly and unambiguously both in written and oral forms. The tendency to use popular or slang language or non-standard English/Spanish professional jargon must be overcome as it has no place in professional UN operations.

15. For their part, other UNMOS must be able to communicate clearly and factually with their colleagues in the official language of the missions.

16. An observer who is not able to report accurately what he sees or hears is often a liability. Insufficient language skill may be a threat to the safety of personnel and it invariably diminishes the effectiveness of the officer and hence of the mission.

17. The UN standard described as “advanced stages” in the working paper approximates closely to the normal minimum requirements for UNMOS in the field and should be adopted as a training guideline/objective.

18. **Driving.** In most observer missions UNMOS are required to use mechanically propelled vehicles (cars, jeeps, trucks/lorries) as part of their duties. This implies that they should be able to drive a vehicle, normally a light jeep. An UNMO who is unable to drive at all imposes unfair burdens on his comrades officers and is usually an unacceptable liability for the UNMO team.

19. An UNMO with poor driving skills is a menace who will probably endanger his own life and the lives of his team-mates if assigned to a mission. Some missions require very high standards of driving ability due to the nature of the terrain and/or the climatic conditions (snow, desert, mountain, jungle). There is no latitude in these demands as safety and lives are at stake.

20. The UNMO driving test clearly defines the skills and standards expected. All persons on UN missions must pass the UN driving test before being issued with a UN driving permit. Thus, the possession of a national driving license/permit does not guarantee that an UNMO qualifies for a UN driving permit. Nobody may drive a UN vehicle without a UN driving permit.

21. Most established missions have a transport officer who is qualified to test incoming UNMOS. Where the conditions of service include the ability to drive, an UNMO, who
is unable to pass the test on a second attempt, should be repatriated at the contributing country's expense in order to avoid the risk of a serious threat to safety of the UNMO or others.

22. It was suggested at the Workshop that this insistence on driving ability would effectively rule the officers of many nations out of qualification as UNMOs. It was countered that there has to be a range of skills with minimum acceptable standards below which the performance of UNMO duties is NOT possible; one of these skills is driving. UNMO missions are frequently difficult and hazardous. Avoidable risks to the safety of personnel which can be eliminated by training are not admissible in any professional context. There is NO reason why UN missions should be an exception to this principle.

23. If necessary, officers can be taught to drive safely and effectively in a relatively short time. Such training may be an appropriate function for training assistance teams.

PART IV SELECTION STANDARDS AND TRAINING GUIDELINES

24. An UNMO, as stated previously, is by definition a professional military officer possessed of a wide range of skills which make him apt to perform the duties of a military observer. The selection of observers is a national responsibility. Contributing countries have a duty to ensure that selected officers are of the caliber and professional competence required, so that they are able to perform to the standards of excellence required in successful UN missions.

25. The demands vary from each mission. In order to ensure uniformity of standards and to ensure the proper functioning of observer missions the UN must assist contributing countries in their selection process by indicating (a) the minimum standards required for the mission and (b) other desirable qualifications and experience which should be sought. The professional competence required indicate the training objectives and guideline to be established.

26. As in the case of training, the wide experience of the UN over almost 50 years has permitted the identification of selection criteria which are established as Guidelines for Member States. These should be retained.

27. Training Guidelines should be incorporated in the handbook of Training Objectives and Guidelines of Training for UNMOs to be issued by the Training Units of UNDPKO.
IAPTC General Meeting

The Co-Director of the IAPTC Secretariat, Mr. Alex Morrison, opened the General Meeting with his remarks on the 3rd Annual Meeting and other IAPTC administrative matters. This was followed by a discussion on the theme of the 4th Annual Meeting and on the further development of the IAPTC.

Mr. Morrison expressed his satisfaction with the proceedings of the 3rd Annual Meeting, which provided a good forum for formal and informal discussion. The exchange of ideas and information which took place within the Workshops were particularly useful because of their relevance to the work already being carried out at UNDPKO. Mr. Morrison thanked the Director General of the Foundation for International Studies, Prof. Salvino Busuttil, for hosting the IAPTC 3rd Annual Meeting and Ms Christine Coleiro, IAPTC 3rd Annual Meeting’s Coordinator, for her contribution to the meeting’s success. Mr. Morrison also expressed his appreciation for the Ministry of Foreign Affairs and Environment and the Armed Forces of Malta for their generous sponsorship and for their participation at this IAPTC event.

The Participants agreed that future IAPTC annual meetings should follow the model of the Malta meeting. It was debated whether the annual meetings should be extended over three days. However, no decision was taken on this matter other than that the hosting organization would decide on the length of the meeting based on the theme, the costs and other organizational considerations.

It was noted with satisfaction that offers to host the IAPTC Annual Meeting have been made and it was accepted that the Norwegian Institute of International Affairs (NUPI) will host the 4th Annual Meeting, in 1998; the Lester B. Pearson Canadian International Peacekeeping Training Centre will host the 5th Annual Meeting, in 1999; and the South African Institute of Security Studies with ACCORD will host the 6th Annual Meeting in 2000.

The theme of the 4th Annual Meeting was also discussed. The general topic proposed by NUPI fell broadly into the field of peacekeeping and law and order, with some attention given specifically to CIVPOL. However, this was put to the participants for their considerations and it is expected that further suggestions will be made directly to NUPI and to the IAPTC Secretariat over the next couple of months before a final title is chosen.

It was proposed that the IAPTC Secretariat should act as a clearinghouse for peacekeeping training centres. The IAPTC Newsletter and the IAPTC homepage, which were both launched in last year’s Annual Meeting held in Fisa, can be extremely useful tools if they enjoy the support of the members. The homepage is already providing
valuable information including a database for peacekeeping training centres' websites. It was proposed that the IAPTC could also be responsible for setting up a database on peacekeeping expertise. This would act as a human resource pool for peacekeeping training centres. However, for any such initiatives to succeed it is essential that members provide the Secretariat with the relevant information and periodical updates. In particular, changes in address, or contact names, new E-Mail addresses and Websites should be forwarded to the IAPTC Newsletter Editor.

Finally it was suggested that a presentation would be made in the next annual meeting on the impact of the work and conclusions reached at this year's meeting on peacekeeping training centres.

The meeting closed with the reconfirmation of Mr. Alex Morrison and Ms. Stephanie Blair as Directors of the IAPTC Secretariat.
APPENDIX A

WORKSHOP 1 SYNDICATE QUESTIONS

REGIONAL ORGANIZATIONS IN PEACEKEEPING
Background

A cursory look at recent literature on peacekeeping operations (PKO) immediately reveals a broad consensus for regional organizations to actively participate in, and support, United Nations PKOs. The common rationale given for the change is the significant increase in PKOs since the end of the Cold War which have over-stretched UN capabilities resources. Regional organizations emphasis cooperation among members, encourage consent and represent an international concern for conflict prevention and resolution. The resulting commitment will lighten the burden carried by the UN by contributing to international peacekeeping. It is interesting to note however, that emphasis is predominantly on the complementary role of regional organizations toPKOs rather than that of a leading actor.

Notwithstanding, practice has shown that regional organizations can initiate and implement PKOs without reference to the UNSC or the UNGA. Chapter VIII Article 52.2 encourages regional arrangements and agencies to “make every effort to achieve pacific settlement of local disputes through such regional arrangements or by such regional agencies before referring them to the Security Council.” This not only encourages diplomatic activities, but authorizes pacific settlement (deployment of an impartial force subsequent to a negotiated truce and consent of all parties) under provisions of Chapter VI, which includes observation interposition and other PKO activities.

Given the above, it is evident that if regional organizations progressively become more involved in international peacekeeping there will be increased potential for a non-UN sanctioned peacekeeping mission, in accordance with the terms of Chapter VI and Chapter VII of the UN Charter. While having certain advantages, such a mission does not enjoy the support and privileges associated with a UN-sanctioned mission. In particular, a non-UN sanctioned mission is not assessed by the UN and therefore is a greater financial burden to the contributing countries. It does not enjoy UN privileges, nor UN Status of Forces Agreement (SOFA). In addition, although legally supported by Chapter VII, a non-UN mission does not automatically receive recognition of authority, from the UN and neither international consent. As such, the regional organization must develop and have authority to implement all the policies and directives normally created by the UN – from mandate to privileges and immunities for personnel and equipment.

The objective of this Workshop is to identify the major problems related to regional organizations in PKOs in general, with particular attention to non-UN sanctioned missions. Possible solutions or suggestions should be offered and explored. For the purpose of discussion a hypothetical conflict/PKO is presented as a case study.
**Context**

**Options for recognition of a peacekeeping mission**
1. UN mission: assessed, SOFA, UN privileges
2. UN sanctioned mission: enjoys recognized authority, international consent, not assessed, no SOFA, no UN privileges
3. Non-UN sanctioned mission: not assessed, no SOFA, no UN privileges

**Criteria for recognition of a regional organization**
1. Established controlling organ (not an ad hoc arrangement) with charter and signatory member countries.
2. Elected/selected official national representatives to the organization.
3. Charter specific scope of acceptable missions (e.g. peacekeeping, disaster relief, humanitarian assistance.
4. Enjoys international legal personality and standing.
5. Observer status in the UN General Assembly.

**Scenario for workshop consideration**

**Hypothetical situation**
1. Conflict as a result of civil war in a single country - minimal sympathetic activities in border region.
2. Adequate state structures are still functional in the conflict zone: government, legal system etc.
3. Significant humanitarian needs (water, food, medication etc.) are escalating.
4. Recognized legal truce agreement in place (all parties).
5. Parties to the conflict give their strategic and tactical consent to the regional organization to deploy interposition forces in an observer role.
6. Invitation for impartial interposition/military observer force tendered by host/belligerents to the regional organization.
7. Belligerent commanders maintain effective ‘control’ of their forces.
**Syndicate questions**

1. What changes should be made to the UN Charter to better reflect the responsibilities and authority recognized for regional organizations?

2. What measures should be taken by the regional organization and member countries to compensate for the disadvantage inherent in a non-UN sanctioned mission to effectively implement a humanitarian/peacekeeping mission, (e.g. SOFA, command and control, financial support/logistics) in the region?

3. In the absence of a UN Special Representative to the Secretary General for the regional PKO mission, how is unity of purpose and unity of command achieved over both military and civilian components (including international organizations, UN agencies and NGOs) of the PKO?

4. Who should control the mission? What options should be considered?

5. How is impartiality and minimum use of force guaranteed outside the UN framework?

6. In view of Articles 34 and 54 of the UN Charter, what sort of mechanism can be proposed to offer sufficient UN monitoring of a non-UN sanctioned mission without necessarily hindering the activities of the regional organizations.
APPENDIX B

WORKSHOP 2 SYNDICATE QUESTIONS

UNITED NATIONS MILITARY OBSERVERS (UNMO)
WORKING PAPER
ON SELECTION STANDARDS AND TRAINING GUIDELINES
FOR UNITED NATIONS MILITARY OBSERVERS
A UN DPKO TRAINING UNIT PROPOSAL
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TO BE CREATED
As of March 1997 the United Nations was operating 17 Peace Missions involving 1487 Military Observers (UNMOs) provided by 63 Member States. Very few of these contributing countries conduct specific preparation and training for their personnel, who are considered to be military experts and are deployed as individuals, normally without benefit of the usual military logistic and operational backup system.

Military Observers, as a principle being unarmed, find themselves in the role of operational “pathfinders”, who observe, report, negotiate and investigate occurrences a multinational team. Through this unique composition they symbolize the international authority of United Nations. This international teamwork among UNMOs and the work within the non-military organizational hierarchy that is the UN requires a level of guidance and standardization to ensure that the preparation and training provides and maintains a balanced profile of professionalism and operational efficiency.

Almost everything has already been written and said concerning the selection and training of United Nations Military Observers at the national level, however the increased participation by Member States merits a global revision of the process.

This working document was produced by the UN DPKO Training Unit based on the compilation of various materials, curricula, selection criteria and advice concerning the training and preparation of UN Military Observers, provided by those Member States, Peace-keeping Training Centers and Organizations that conduct United Nations Military Observer Courses or who were willing to become involved in the standardization process. Their observations were invaluable and each contribution played a significant role in the development of the the document. Particular thanks go to:

- The Foundation for International Studies at the University of Malta, Institute of International Affairs
- The International Academy of Peace-keeping Training Centres (IAPTC)
- The Austrian Training Centre, Peacekeeping Operations, Vienna (MOC/PKO)
- The Canadian Peace Support Training Centre and the Lester B. Pearson Peace-Keeping Training Centre
- Peace-keeping Switzerland (SUNMOC)
- The United Training School, Ireland (UNTSI)
- The Nordic United Nations Training Centre, Niinisalo
- The School voor Vredesmissies, Amersfoort, The Netherlands
- The German Infantry School, Hammelburg
- The United Nations Training Advisory Team, Warminster, UK
Selection Standards and Training Guidelines for United Nations Military Observers, as a document is intended to assist the development of a structured process for the efficient selection and effective training of UN Military Observers for service in peace-support operations. It will also assist selection personnel who manage National officers volunteering to serve as United Nations Military Observers.

The training guidelines outlined in this document are designed to be generic in nature in order to cater for a diverse client base, diverse learning environments and a diverse range of facilitators. However, if adhered to, these guidelines are comprehensive enough to adequately prepare UN military observers for a Peace-keeping operation.

Personnel involved in the pre-deployment training or in-theatre training of UN military observers will need to design training programmes that best suit the needs of the selected UNMOs - hence the reason for the term “guidelines”. Facilitators should feel free to change, suppress and add information if necessary, based on the experience and previous preparation of the candidates. Generic and pre-deployment training may also be combined if the deployment area is already known, and time permits. Tailoring material is particularly important for the language training requirements. They are strongly encouraged to ascertain what the most relevant, current issues are for officers participating in each United Nations mission and then structure courses appropriately.

Furthermore, facilitators are encouraged to continually update written and/or audio visual resources that complete the training guidelines as they become available. In this regard, consultation with the United Nations / Department of Peace-Keeping Operations / Training Unit, New York (UNDPKO / Training Unit) and military observers trainers from other Member States is strongly recommended prior to the beginning of the selection and training process.
United Nations Military Observers (UNMOs) are military officers assigned to serve with the United Nations on a loan basis by Governments of Member States at the request of the Secretary-General.

While in the mission area, UNMOs are under command of the Chief Military Observer (CMO) and are answerable to him for their conduct and performance.

UNMOs are considered as "Experts on Missions for the United Nations" as it is defined under Article VI of the Convention on the Privileges and Immunities of the United Nations and are not permitted to carry weapons.

UNMOs must arrive in the mission area fully qualified to perform their assigned tasks. Failure to meet qualifications may result in the UNMO's immediate return to his/her home country.

(Need to add an extract of the convention)
SELECTION STANDARDS FOR U.N MILITARY OBSERVER DUTY

It must be stressed that the selection standards are a minimum requirement. For the purposes of this document, "military observer" refers to a serving member of the Member States Forces. Selection standards have been established to ensure that the highest quality of military observer is selected for service with the United Nations. Failure to meet one or more of these standards will be cause for repatriation of the military observer at the expense of the Member State.

Many of the necessary skills that prepare an observer for his duties are taught or developed during the normal course of military officers careers. Therefore the time actually allocated to the training of observers may vary. Should military officers lack any of these skills the gap will need to be addressed either during the Generic Peace-keeping Training or the Mission Specific Peace-keeping Training phases.

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

SELECTION STANDARDS:

1. Nationality:
Any military officer volunteering for service as a UN military observer must be a citizen (and hold a national or service passport) of the Member State he or she is representing.

2. Professional status:
Any military officer volunteering for service as a UN military observer must be a serving member of the Member State’s Forces. This excludes retired military officers.

3. Mental and physical health:

3.1 Any military officer volunteering for service as a UN military observer must be in excellent physical condition and meet the established United Nations medical criteria outlined in the Medical Support Manual for United Nations Field Operations, pg 139 -155

3.2 It is imperative that potential observers are closely screened for any physical, mental
or substance dependancy condition that may impair his or her work in the theater of operations.

3.3 Direct communication with the Medical Service and the Training Unit in New York is strongly advised.

4. Age limit:

As a rule, any military officer volunteering for service as a UN military observer should not be older than 50 years.

5. Rank:

5.1 He/She must serve in the rank of Captain or Major (i.e. must have at least 5 years of service as an officer).

5.2 More senior officers may sometimes be requested by the UN for specific missions or appointments.

6. Professional Competencies and Experience:

He/she must have a basic level of professional competencies and/or experience which will enhance the performance of the individual on the ground and reduce the level of additional training required to prepare the officer for deployment. Most of the following are normally taught as part of the normal career development of an officer. Possession of these skills permit National trainers to develop more appropriate training programs.

6.1 Previous operational experience in his or her national armed forces

6.2 Knowledge of infantry organizations and operations at the company and battalion level

6.3 Experience or training in weapon, equipment and aircraft identification

6.4 Map reading

6.5 Knowledge of the use of communications equipment and radio procedure

6.6 Knowledge of basic skills in foot patrolling and vehicle patrolling

6.7 Knowledge of basic negotiation and conflict resolution skills and basic
interviewing techniques

6.8 Basic problem solving skills

6.9 Knowledge of basic first aid and stress management techniques

6.10 Knowledge of HIV/AIDS, STDs and other communicable diseases

6.11 Knowledge of other languages, in particular official languages of the UN

6.12 Previous experience in UN operations

7. Language proficiency:

For the purposes of this document, "communicate" refers to being able to read, write, listen and speak to a level where he or she can understand and be easily understood.

Any military officer volunteering for service as a UN military observer must have a working ability in the language of the mission, including:

7.1 Reading

7.2 Writing

7.3 Elementary knowledge of the local language or languages.

7.4 In some cases priority may be given to this knowledge of local language(s) for operational matters.

8. Driving ability:

Any military officer volunteering for service as a UN military observer must have at least:

8.1 Two years experience in driving a standard shift vehicle

8.2 Cross country experience driving in rough terrain

8.3 Possess a valid driving licence from his or her Member State

8.4 Ability to operate a 4X4 vehicle in any driving conditions.

9. Personal and professional integrity:
Any military officer volunteering for service as a UN military observer must have:

9.1 Exemplary personal and professional integrity. This implies an international outlook, independence from direction from governments and organizations external to the United Nations
9.2 Knowledge of and ability to act impartially while on mission.
1. Main criteria:

The student must demonstrate that he/she has absorbed and is able to perform what he has been taught.

2. Initial qualification:

2.1 On completion of a formal course?

2.2 Completion of a tour as an UNMO in the preceding (36 ?) months?

2.3 Endorsement by the Commanding Officer?

3. Mission-specific Briefing:

Additional Mission-Specific Briefings that might be necessary to requalify or prepare an individual

4. Certification:

Duration of validity of a qualification
Should a qualification lapse after (36?) months of not having been assigned an UNMO job or (36?) months after completion of UNMO training?

5. Re-certification:

May be achieved after successful completion of a refresher course?
UN POLICY ON SELECTION AND REPATRIATION OF UN MILITARY OBSERVERS

Guidelines for Member States regarding the Selection, Testing and Repatriation of Military Observers for deployment in United Nations Peace-keeping and similar Operations

I. INTRODUCTION

11. The guidelines set out below reflect the overall policy of the United Nations Secretariat regarding the selection, testing and repatriation of Military Observers, for deployment in United Nations peace-keeping and similar operations. These guidelines consolidate existing United Nations administrative and related procedures concerning the deployment of the officers and pertain only to the initial phase of the officers’ association with the United Nations mission in which they are assigned.

12. The guidelines do not relate to either the mandate of the peace-keeping mission in which the officers are deployed or to matters which lie within the competence of the other relevant organs of the United Nations. The guidelines are intended to facilitate the pre-deployment preparation of personnel selected for United Nations Peace-keeping assignment. Well-prepared personnel not only reduce costs for both the United Nations and Member States related to training and repatriation, but also enhances the quick deployment of such personnel.

II. SELECTION: QUALIFICATIONS AND REQUIREMENTS

21. The number of years of professional experience, specialized skills, desired ranks, language skills and driving abilities required for deployment in United Nations operations are stipulated in the Notes for the Guidance of Military Observers on Assignment provided by the Secretariat for each mission. Each set of Notes takes into account the mandate and special circumstances of the mission. Strict adherence to the requirements of the Notes is imperative.

22. All officers must have a good command of the United Nations official language
determined by the Secretariat as the language of the mission. Detailed descriptors are included in this standard.

23. All officers must pass the required language tests before deployment. All tests will be administered in the home country and all related costs will be borne by the Government of the home country concerned.

24. Member States contributing officers will be required, upon request, to provide the Secretariat with information on the officers concerned, e.g., passport numbers, date and place of birth etc.

25. Medical clearance for all officers and the relevant vaccinations and immunizations must be obtained prior to deployment. Instructions relating to such clearance are contained in the guidance provided by the Secretariat.

26. All officers must pass basic driving tests administered by or at the request of the Secretariat prior to deployment. The tests will, as far as possible, be administered in the home country. These basic tests will include vehicle handling and road tests officers failing the basic tests should have two more attempts to pass the tests. Training of officers for such tests should be the responsibility of the Member State concerned.

III. IN-THEATRE VALIDATION

31. Upon arrival in-theatre officers are subject to validation testing and additional verification that they meet requirements as stipulated in the Notes for Guidance to the mission. Should an officer fail to meet the standards, the Chief Military Observer has the authority to refuse the officers for the mission.

32. Repatriation will be directed as quickly as possible with all expenses for the return to the home nation accruing to the Member States.
TRAINING GUIDELINES SYNOPSIS

The training guidelines outlined in this document are designed to be generic in nature but, if adhered to, comprehensive enough to adequately prepare UN military observers for a Peace-keeping operation. Personnel involved in the pre-deployment training or in-theatre training of UN military observers will need to design training programmes that best suit the needs - hence the reason for the term "guidelines". Facilitators should feel free to change the order that modules are taught in, suppress and add information if necessary. This is particularly important for the language training requirements.

The training guidelines have been sorted into three main Areas:

1. GENERIC TRAINING:

Common training subjects, guidelines and methods applicable to any officer, with the purpose of developing a basic level of skill in a Military Observers. These are the knowledge and skills that are applicable to all UN Military Observers. Since it changes less frequently this type of training should be conducted, improved, updated and refreshed on a regularly basis. Generic training is usually conducted at the national level although regional initiatives are strongly encouraged.

2. PRE-DEPLOYMENT TRAINING:

Training subjects, guidelines and methods applicable to those military observers appointed to a same specific UN mission. This type of training should be conducted during the period once details on deployment are published.

Pre-deployment training is conducted either at the national, regional or international level.

3. IN-THEATRE TRAINING

Training subjects, guidelines and methods applicable within the area of operation, once military observers have been deployed. This type of training usually includes specific details on the theatre (based on experience) and refresher training sessions on generic and pre-deployment subjects.

In-theatre training is usually conducted under the responsibility of the Chief Military Observer (CMO).
Generic Peace-keeping Training refers to general information about the United Nations and Peace-keeping missions that may be taught at any time prior to deployment. These training guidelines are applicable to any United Nations Mission.

Why is there a need for Generic Peace-keeping Training?

Generic peace-keeping training offers the future UNMO an opportunity to learn, well in advance of deployment, about the history, structure and global role of the United Nations and United nations peace-keeping operations. Generic peace-keeping training will enhance the UNMO's knowledge of the United Nations as well as raising this/her awareness about previous difficulties encountered by UNMOs during peace-keeping missions. Much of the information contained in Generic Peace-keeping Training may be useful for training personnel other than UNMOs earmarked for peace-keeping responsibilities.

Recommended Course Structure:

Generic Peace-keeping Training is broken down into eight curriculum areas (or modules) and may be taught as one block on consecutive days or as five individual courses over a number of weeks. Each UNMO client group will have different training requirements depending on previous training and experience and hence facilitators may need to go into more detail in some of the curriculum areas. A recommended time allocation for each curriculum topic would be 1 to 2 days.

Curricula Guidelines:

Generic Peace-keeping Training falls into eight categories:

1. FUNDAMENTAL / POLITICAL AND U.N. KNOWLEDGE,
2. BATTLEFIELD FAMILIARIZATION,
3. MEDICAL AND HYGIENE,
4 COMMUNICATIONS,
5 DRIVING,
6 U.N. OPERATING TECHNIQUES / CONDUCT OF OPERATIONS,
7 ADMINISTRATION and
8 LOGISTICS

Module Overviews:

1. FUNDAMENTAL / POLITICAL AND U.N. KNOWLEDGE

Learning Objectives:

By the completion of The History of United Nations and United Nations Peace-keeping module, participants will be able to describe the structure and role of the United Nations and the origins and purpose of United Nations peace-keeping.

Module Content:

The recommended content for Fundamental / Political and U.N. knowledge module is outlined below.

12. The global structure of the United Nations, the role of individual Organs and an overview of the work of the Specialized Agencies.
13. The origins of United nations Peace-keeping: The distinction between Chapter VI and Chapter VII Operations.
16. How the mission mandated are decided/developed, how peace-keeping
operations reflect mandated responsibilities and how peace-keeping operations are funded.

17. How peace-keeping operations are structured and where UNMOs fit into the overall mission structure: Attention needs to be given the role played by the military component of missions, the United Nations specialized agencies, the mandates and roles of international/national NGOs and PVOS, and the role of the media.

18. How the United Nations civilian administration functions in a peace-keeping operation and an overview of the various functions of services and sections and how they impact on the work of UNMOs.

19. An overview of the legal status and financial aspects of being a UN military observer in a peace-keeping operation.

2. BATTLEFIELD FAMILIARIZATION

TO BE CREATED

3. MEDICAL AND HYGIENE

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

Module Content:

The recommended content for the Medical and Hygiene module is outlined below.

31. Stress management: What is stress, what are the sources of stress, what are the symptoms of stress, consequences of UN-managed stress, stress management techniques and helping others displaying symptoms of stress.

32. Primary and secondary survey of casualties.

33. Cardiopulmonary resuscitation (CPR), care of an obstructed airway, external airway respiration and external cardiac massage (requiring demonstration and practice on a mannequin).

34. Management of a bleeding wound including application of a pressure bandage, elevation of bleeding limbs, identification of pressure points, specific wounds and sucking chest wounds.
35. Identification and management of burns.

36. Identification and management of shock.

37. Management of fractured bones including splinting, applying a sling, lifting techniques and C-SPAN techniques.

38. Climatic conditions including heat exhaustion, stroke and hypothermia.

4., 5., 6., 7., and 8. TO BE CREATED
IN-THEATRE TRAINING GUIDELINES FOR UN MILITARY OBSERVERS

TO BE SORTED AMONG THE FOLLOWING

-Organization
Composition and Administration
Operational Mission
Contributions of Participating Countries
Camp Locations and Facilities
Annexes: Map / Zonal structure

-General Information
Topography
Climate
History
Demography
Customs and Culture
Dos and Don'ts
General points
Off Camp considerations
Basic local phrases

-Field Sites and Patrols
Mission Tasks for Field Sites and Patrols
Sector Control Centers
Check Points
Observation Posts
Temporary Observation Posts
Special Temporary Observation Posts
Patrols
Field Site Requirements
Relationship considerations
Evacuation of Field Sites

-Observation
Judging distance
Target Indication
Range Cards
-Recognition
Local Forces Recognition
Police / Armed Forces / Aircraft Recognition

-Reporting Procedures
Flow of Information
Types of Reports
Annexes:
Vehicle/Personnel Incident Report
Aircraft Incident Report
Situation Report
Summary of Events Report
Medevac/Mass Casualty Follow-Up Report
Patrol Boat Status Report
Explosive Ordnance Report
Weather Report
Helicopter Fuel Status Report
Weekly Remote Site Status Report
Vehicle Departure/Entry Log
Site Reporting Responsibilities

-Communications
Field Site Communications
Radio Procedures

-Threat Assessment and Defense Measures
Defense Measures
Personnel Security
Unusual Activity outside Site Perimeters

-Instructions for the Use of Firearms and the Use of Force
Use of Force
Definitions
Principle of the Active Use of Force
Instructions for the Use of Firearms
Challenging

-Survival and First Aid
Operational Survival
Water Conservation
Situational Survival
Survival Scenarios
Personal Protection
Clothing/Shelter
Communication
Recovery
First Aid

-Vehicle Drills
Vehicle Commander
Convoy Commander
Briefings
Security
Vehicle Preparation
Actions on: Accidents/Contacts/Mines

-Identification of Mines and Unexploded Ordnance
Explosive Hazards
Explosive Safety
Minefields
UXOs
Scenarios
Suggested Unit Training
Additional Training

-Safety
History
Vehicle Hazards
Vehicle Safety
Fire Safety
Firearms and Ammunition Safety
Environment
Equipment required for movement within the area
Speed Limits
RECOMMENDED RESOURCES AND CONTACT PERSONNEL

TO BE AMENDED WITH MORE DETAILS

Recommended Resources:


11. United Nations Department of Peace-keeping Operations. Guidelines for the

**UN MEDICAL STANDARDS FOR PEACE-KEEPING AND SPECIAL MISSIONS**

Add Annex on United Nations Medical Standards for Peace-keeping and Special Missions

**TERMS OF REFERENCE FOR UNITED NATIONS MILITARY OBSERVERS**

To be created.

Chief Military Observers?

**UN MILITARY OBSERVER CODE OF CONDUCT**

To be scanned in.

**SUGGESTIONS FOR SELECTION OF UN MILITARY OBSERVERS**
In order to "Operate as an UNMO", one has to:

- "Act in Accordance with UN Policy and Concept of Operations"
- "Operate within local civilian infrastructure"
- "Carry out operational duties".

Following this approach and according to different proposals by Member States and Training Centers, the required knowledge to serve as UNMO has been converted into "TRAINING OBJECTIVES"
1. **FUNDAMENTAL / POLITICAL AND U.N. KNOWLEDGE**

1.1 The Military Observer understands the history, development, objectives and organization of the UN as well as it’s Charter.

   1.11 The UN Charter
   1.12 The UN Organization
   1.13 Background to UN-PK
   1.14 Agenda for Peace
   1.15 Peace-keeping Principles

1.2 The Military Observer understands the fundamentals of Human Rights, the Laws of war and applicable aspects of International Humanitarian Law.

1.3 Using selected current peacekeeping operations as examples, the Military Observer is familiarized with the UN efforts resolve crisis and conduct conflict management.

   1.31 He/She is familiarized with the UN structures and procedures in the host country.
   1.32 He/She has been briefed on the past, present and foreseen political/military situation in the mission area. This knowledge includes historical, geographical and economical matters.

1.4 The Military Observer understands the fundamentals of a political and military scenario which leads to a peacekeeping operation.

   1.41 He/she has been briefed on the fundamentals of the conduct of peace-keeping operations, procedures and principles.
   1.42 Organization and Composition of PKOs
   1.43 Co-operation/Components
   1.44 Strategy of Peace-making, Peace-keeping and Peace-keeping Activities

1.5 The Military Observer understands the possible military strategies and operational procedures for the execution and enforcement of a UN mandate.

   1.51 Planning processes
   1.52 Organization and command structures
   1.53 Logistics

1.6 The Military Observer has been briefed on the special requirements of an officer serving as a military observer and understands them.

   1.61 Code of Conduct for UN Personnel
   1.62 The Military Observer is familiar with new partnership and the rules
for dealing with people of other nationalities and other cultural spheres.

1.7 The Military Observer understands the fundamentals aspects of liaison with the Humanitarian component in a field operation:

1.71 The Military Observer understands the basic structure, the tasks and procedures of:
   1.711 In-theater United Nations agencies
   1.712 NGOs/PVOs
   1.713 Coordinating structures
   1.714 Methods of operation

1.72 He/she understands how to perform duties within and for the Humanitarian.
   1.721 Liaison procedures with humanitarian agencies
   1.722 Relationship / Status with UN
   1.723 CMOC operations

2. BATTLEFIELD FAMILIARIZATION

2.1 The Military Observer understands his/her own physical reactions to the effects of weapons and munitions in close proximity, is able to distinguish between the muzzle bang and the projectile bang and to determine the location of the firer.

2.2 The Military Observer has been briefed on weapons/vehicles and aircraft in the area of operations, the Military Observer is able to describe the key features of armored fighting vehicles and aircraft of certain factions and to identify the respective types.

2.3 The Military Observer has been briefed on Mines, booby traps, ammunition and UXOs, and is aware of the threat posed by mines and booby traps of all kinds

2.31 Threat awareness / Identification of hazards and threats :
   2.311 Responsibilities
   2.312 Natures of injury
   2.313 What is a device / Types of device / Aims of devices
   2.314 Specific devices
   2.315 Actions prior to event

47
2.316 Signs to look for / Areas to suspect
2.317 Theoretical actions, Drills, (actions and reactions)
2.3171 He/She is able to recognize booby traps and understands the protective action required.
2.3172 He/She is able to recognize mines emplaced in the terrain; understands the procedures for searching and marking mines and takes the action required.

2.318 Movement / precautions

2.4 He/She understands how to analyze craters left by exploded ammunition and how to protect the scene for expert follow up.
2.41 Artillery crater analysis
2.42 Mortar crater analysis
2.42 Fragment identification

2.5 The Military Observer understands the dangers of chemical toxic hazards and is capable of identifying basic types:
2.51 Use of chemical / biological weapons by indigenous factions
2.52 Industrial and commercial pollution
2.53 Basic identification of types
2.54 Chemical monitoring procedures

3. MEDICAL AND HYGIENE

3.1 Physical training/Military endurance training: The Military Observer determines, maintains and/or improves his/her level of physical fitness.

3.2 The Military Observer understands and is able to apply the principles of First Aid and Trauma situations

3.3 The Military Observer has been briefed on the climatic, hygienic and medical particularities of the host country.

3.4 He/She understands the dos and don'ts to be observed for preserving his/her own health and that of his/her team members
3.41 Food Preparation

3.5 The Military Observer understands the possible causes and consequences of stressful situations and is able, preferably on a preventive basis, to take
appropriate action for himself/herself and for his/her team.

3.51 Stress Management Techniques
3.52 Personal Stress Management evaluation
3.53 He/She is familiar with the likely physical, and psychological stresses of being arrested, kidnaped or taken hostage
3.54 Different cultural aspects of hostage taking
3.55 Understanding personal survival strategies if taken hostage

4. COMMUNICATIONS

4.1 The Military Observer is fully capable of communicating within the UN chain of command

4.11 The Military Observer understands how to read, write, listen and speak in the official language of the mission.

4.12 The Military Observer handles of communications systems / HF/VHF equipment

4.121 Use national communications systems / Fault finding
4.122 Use local communications systems / Fault finding
4.123 Use in-theater communications systems / conducts fault finding

4.13: The Military Observer understands UN and international Radio communications procedures, the radio communications on his/her military observer mission and is able to apply the radio voice traffic control procedures.

4.14 He/She applies the procedures of radio voice communications within the traffic control net when he/she receives or sends operational reports.

4.15 The Military Observer understands and employs appropriate reporting procedures

4.151 The Military Observer understands the most important types of reports, reporting procedures and message contents which are used in the surveillance and monitoring of cease-fire and force separation agreements and is able to use them.

4.152 He/she understands the rules of the reporting system and the radio voice procedures upon recognizing a violation of a cease-fire agreement.
4.16 The Military Observer understands computer handling for the day-to-day UNMO administration
4.161 He/she understands the basics on Personal Computers
4.162 He/she understands how to use the main software programmes in use by the United Nations in the mission area
4.163 He/she understands how to access and use the UNMO standardized macros in the mission area with particular emphasis on Interoffice Memorandums, Daily Occurrence Reports, Facsimile Transmissions and Incident Reports
4.164 Optional: He/she understands advanced programmes and computer trouble shooting

4.2 The Military observer understands the principles and procedures for communication with non UN personnel, civilian populations and the media
4.21 The Military Observer understands familiar words or expressions used in direct face-to-face communication in the local language(s) used by natives.
4.22 The Military Observer is able to apply the fundamentals of effective communication techniques and discussion techniques in a surprise meeting with media representatives, International TV and press
4.221 Local TV and press activities / International press
4.222 Communication / interview techniques
4.223 Information concerns / security
4.224 Mission media policies

5 DRIVING

5.1 The Military Observer is experienced in the operation of a 4X4 vehicle in extreme conditions; understands the vital components and field-expedient repairs
5.11 Patrol in a vehicle
5.12 Demonstrate practical driving skills
5.13 Defensive driving techniques
5.14 Extreme climatic variations
5.15 Host nation traffic regulations
5.16 Driving across country
5.17 Driving on roads and tracks
5.18 Vehicle maintenance
5.181 Extemporaneous vehicle repair
5.182 Recovery techniques
5.19 Familiarization with vehicles used in-theater

6. U.N. OPERATING TECHNIQUES / CONDUCT OF OPERATIONS
Position and Observation Posts / Checkpoints / Roadblocks / Searches / Patrolling / Investigations / Negotiations / Liaison / Use of force

6.1 The Military Observer is briefed on the responsibilities, tasks and conditions of UN military observer service.
6.11 He/she understands the primary duties of the CMO, sector commanders, principle staff and duty officers
6.12 Ethics and Ethos of military observers

6.2 The Military Observer applies the UN principles and techniques of the duties related to an observation post.
6.21 Manning of OPs
6.22 Carry out OP drills
6.23 Reporting observations
6.24 Observation techniques (day / night)
6.25 Observation equipment
6.25 Use of survival equipment
6.26 Daily routine in Ops

6.3 The Military Observer understands the parameters for the execution of a patrolling and inspection task and is able to establish the key measures for the preparation and the execution of the task
6.31 General principles and rules
6.32 Patrol planning, briefing and de-briefing
6.33 Inspection briefing and reports
6.34 Agreements and violations

6.4 The Military Observer understands the tasks of a Milob within a force separation mission and is able to apply these principles.

6.5 The military Observer understands and employs the principles and techniques of negotiation and mediation
6.51 He understands the appropriate use of interpreters in dealing with
warring parties
6.52 Techniques
6.53 Preparation and conduct of negotiations
6.54 Principles/application
6.55 Non verbal and cultural aspects

6.6 The Military Observer is capable of navigating within the mission area
6.61 Utilize navigational skills
6.62 Use of G.P.S.
6.63 Introduction to mapping in-theatre
6.64 Map reading skills

6.7 The Military Observer understands the application of field craft skills and employs those appropriate to his mission

6.8 The Military Observer understand the roles and use of helicopters to assist in the conduct of military observer tasks.
6.81 He/she is proficient in laying out a helicopter Landing Zone (LZ)
6.82 Plans and employs the helicopters in support of missions

6.9 The Military Observer applies the techniques and formats for written UN staff duties applicable to operations

7. ADMINISTRATION

7.1 The Military Observer is current with all aspects of Personnel administration and documentation needed for his mission
7.11 Duration of tour of duty
7.12 ID
7.13 Pay and allowances
7.14 Food and accommodation
7.15 Passport / visa
7.16 Driving licence
7.17 Photographs
7.17 Travel orders
7.18 Discipline
7.19 Type and conditions of CTO/Leave
7.20 Service secretary
7.21 Honors and awards
7.23 Movement
8. LOGISTICS

8.1 The Military Observer is capable of maintaining the equipment assigned to a field post

8.2 The Military Observer is capable of effecting minor repairs and make demands for replacements of equipment

8.3 The Military Observer is cognizant of and supports the mission equipment policy

9. MISSION SPECIFIC KNOWLEDGE

9.1 The Military Observer understands the organization and structure of the mission to which he/she is assigned
   9.11 Composition and Administration
   9.12 Operational Mission
   9.13 Contributions of Participating Countries
   9.14 Camp Locations and Facilities
   9.15 Annexes: Map / Zonal structure

9.2 The Military Observer Makes himself aware of the general information applicable to his mission area
   9.21 Topography
   9.22 Climate
   9.23 History
   9.24 Demography
   9.25 Customs and Culture of Host Nation and parties to the conflict
   9.26 Dos and Don'ts
   9.27 General points
   9.28 Off Camp considerations
   9.29 Basic local phrases
9.3 The Military Observer becomes familiar with all aspects of field sites and patrolling activities in his/her mission
   9.31 Mission Tasks for Field Sites and Patrols
   9.32 Sector Control Centers
   9.33 Check Points
   9.34 Observation Posts
   9.35 Temporary/Special Temporary Observation Posts
   9.36 Patrols
   9.37 Field Site Requirements
   9.38 Relationship considerations
   9.39 Evacuation of Field Sites

9.4 The Military Observer becomes competent in basic OP procedures
   9.41 Judging distance
   9.42 Target Indication
   9.43 Range Cards

9.5 The Military Observer becomes familiar with and skilled in intelligence gathering
   9.51 Information briefs
      9.511 Establish information gathering methodology
      9.512 Organization of information assets in-theater
      9.513 Methods of military information gathering
      9.514 Information gathering cycle
   9.52 Local Forces/Police/Aircraft Recognition
      9.515 Observation and monitoring of local forces activities
         9.5151 Recognize indigenous forces, ORBATs, deployments, capabilities, equipments etc.
         9.5152 indigenous forces deployment within AOR
         9.5153 Arty / mortar equipment
         9.5154 AFVs and other vehicles
         9.5155 Small arms and other weapons systems
         9.5156 Unit insignia and equipment markings
         9.5157 Uniforms and insignia
         9.5158 Local variations

9.6 The Military Observer becomes familiar with and uses the reporting procedures current in his/her mission
   9.61 Flow of Information
   9.62 Types of Reports
      9.621 Vehicle/Personnel Incident Report
9.622 Aircraft Incident Report
9.623 Situation Report
9.624 Summary of Events Report
9.625 Medevac/Mass Casualty Follow-Up Report
9.626 Patrol Boat Status Report
9.627 Explosive Ordnance Report
9.628 Weather Report
9.630 Firing Close Report
9.631 Weekly Remote Site Status Report
9.632 Vehicle Departure/Entry Log
9.633 Site Reporting Responsibilities

9.7 The Military Observer becomes familiar with communications structures and procedures applicable to his mission
9.71 Field Site Communications
9.72 Radio Procedures

9.8 The Military Observer becomes familiar with the threat assessment, defense measures and procedures applicable to his mission
9.81 Defense Measures
9.82 Personnel Security
9.83 Unusual Activity outside Site Perimeters

9.9 The Military Observer becomes familiar with the UN rules of engagement if a UN Force is deployed or the instructions for the Use of Firearms and the Use of Force applicable to other PK forces
9.91 Use of Force/ROE
9.92 Definitions
9.93 Principle of the Active Use of Force
9.94 Use of Firearms
9.95 Challenging used by forces deployed

9.10 The Military Observer becomes familiar with the survival and First Aid procedures unique to his/her mission
9.101 Operational Survival
9.102 Water Conservation
9.103 Situational Survival
9.104 Survival Scenarios
9.105 Personal Protection
9.106 Clothing/Shelter
9.107 Communication
9.108 Recovery
9.109 First Aid

9.11 The Military Observer becomes familiar with the survival and First Aid procedures unique to his/her mission Vehicle Drills
9.111 Vehicle Commander
9.112 Convoy Commander
9.113 Briefings
9.114 Security
9.115 Vehicle Preparation
9.116 Actions on: Accidents/Contacts/Mines

9.12 The Military Observer becomes familiar with the identification of Mines and Unexploded Ordnance unique to his/her mission area
9.121 Explosive Hazards
9.122 Explosive Safety
9.123 Minefields
9.124 UXOs
9.125 Scenarios
9.126 Suggested Training
9.127 Additional Training

9.13 The Military Observer becomes familiar with the unique safety procedures to his/her mission
9.131 History
9.132 Vehicle Hazards
9.133 Vehicle Safety
9.134 Fire Safety
9.135 Firearms and Ammunition Safety
9.136 Environment
9.137 Equipment required for movement within the area
9.138 Speed Limits.
ASSESSABLE CRITERIA FOR THE UN MILITARY OBSERVERS

1. LANGUAGE

2. DRIVING
The main objective of the Official Mission Language Training module is to enable Military Observers to communicate effectively in the official language of the mission. A note to Facilitators on Language Training: The Selection Standards for United Nations Military Observers stipulates that "Any officer volunteering for service as a UN military observer must be able to communicate effectively in the official language of his or her Member State and in the official language of the mission he or she has been selected for. For the purposes of this document, "communicate" refers to being able to read, write, listen and speak to a level where he or she can understand and be easily understood."

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

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

The training resources outlined in the Recommended Resources are only a guide (not specific standards) and will be most effective when taught in conjunction with a comprehensive UNMO specific language training programme. It is imperative that, as much as possible, UNMOs are subjected to immersion language learning. (Some Member States contributing UNMOs conduct all pre-deployment peace-keeping and In-Theatre specific training in the official mission language). Particular emphasis should be placed on day-to-day situations that UNMOs may encounter.

Facilitators are encouraged to tailor language training courses to the specific needs of their UNMOs. Language Training Programme Objectives has been developed by the United Nations Training Service, OHRM. These objectives are generic in nature and hence applicable to any language. As much as possible facilitators should conduct the language training in a UN Military Observer specific context. The text contained in this document is in draft form and is not to be used as official United Nations policy.
LANGUAGE TRAINING PROGRAMME OBJECTIVES

Language Training Programme Objectives has been developed by the United Nations Training Service, OHRM. These objectives are generic in nature and hence applicable to all languages.

Three stages of difficulty are described:
- Elementary stage
- Intermediate stage
- Advanced stage

Every stage includes:
- **Listening** comprehension objectives
- **Reading** comprehension objectives
- **Speaking** comprehension objectives
- **Writing** comprehension objectives

As much as possible facilitators should conduct the language training in a **UNMO** specific context. The text contained in this document is in draft form and is not to be used as official United Nations policy.
ELEMENTARY STAGE

Listening comprehension

Comprehension mainly limited to familiar words or expressions spoken in daily situations in direct face-to-face communication, which allows for repetition, rephrasing and some slowed speech.

Language learner is able to:

- Understand basic courtesy formulas (greetings, leave taking, apologies, etc.);
- Understand simple basic questions about personal identity, family, job, country, daily activities and interests;
- Understand questions and answers about daily survival needs when context aids understanding (in restaurants, transportation, stores, etc.);
- Understand simple expressions of emotion, opinion and reaction;
- Understand simple directions, instructions, requests and orders;
- Understand addresses, times, dates, prices and temperatures;
- Understand simple descriptions of persons, places, things;
- Understand simple accounts of incidents or events;
- Understand expressions of intention and future plans;
- Understand spelling of words and names;
- In telephone conversations, understand clear messages that are expected and deal with simple, straight-forward factual information (name and number of caller, appointments, etc.);
- In third party conversations or broadcast materials, understand words or expressions, identify topic and predict some meaning it highly contextualized.

Reading comprehension

Comprehension mainly limited to words and expressions already mastered. Some ability to guess meaning of highly contextualized words or cognates in
predictable areas. Several readings and checking required.

Language learner is able to:

- Recognize all the letters or characters and numbers in the writing system, whether printed or hand-written;

- Understand the essential information in public messages such as basic safety instructions, social codes, traffic regulations, etc., containing familiar vocabulary;

- Pick out needed information in menus, schedules, maps, notices, etc.;

- Understand simple biographical information requested in a form (name, address, occupation, etc.);

- Pick out words or expressions in authentic written materials (newspapers, documents, etc.), identify topic and predict some meaning if highly contextualized.

Speaking

Vocabulary quite limited and syntax fragmented. Unable to generalize linguistic knowledge beyond familiar situations. Frequent pronunciation errors interfere with understanding and repetitions often required. Using already learned expressions or utterances, can satisfy a limited number of immediate needs.

Language learner, in face-to-face conversation is able to:

- Use basic courtesy formulas (greetings, leave taking, apologies, etc.);

- Indicate lack of understanding and ask for clarification;

- Provide and obtain basic information about personal identity, family, job, country, daily activities and interests;

- Ask for and give simple directions, make simple requests and give simple commands related to everyday life;

- Report simple factual information (time, weather, etc.);
- Give simple descriptions of persons, places, things;
- Give a simple account of an incident or event;
- Express intention of future plans;
- Spell words and names
- Get a simple message across on the telephone.

**Writing**

Ability to communicate in writing is limited to learned material. Frequent misspellings and grammatical errors.

**Language learner is able to:**

- Form all the letters or characters and numbers in the writing system, whether printed or hand-written;
- Use simple basic punctuation;
- Fill in forms or questionnaires with simple biographical data;
- Write simple factual messages involving names, numbers, dates, addresses;
- Write simple notes making request, asking for and giving information.
INTERMEDIATE STAGE

Listening comprehension
Because of limited vocabulary, will have difficulty understanding unfamiliar
and unexpected topics. Even if the topic is familiar, will have difficulty
understanding native speakers who speak quickly, use colloquialisms or
have regional accent.

Language learner is able to:
- Understand the gist of face-to-face conversations (allowing for some
  repetition, rephrasing), including:
  - Instructions, directions, requests and orders;
  - Suggestions and advice;
  - Descriptions of persons, places, things and accounts of
    incidents and events;
  - Expressions of intention and future plans
  - Messages implied by the speaker (emotions, opinions, reactions
    and point of view);
- Understand routine telephone conversations that are reasonably clear
  (allowing for some repetition, rephrasing)
- Understand the general sense of a speech, meeting or training course, in
  area where there is some background knowledge of the subject;
- Understand certain pieces of factual information (names, dates, times,
  places) and some main ideas in public announcements and broadcast
  materials, if there is some prior knowledge of the topic.

Reading comprehension
Comprehension dependent on subject-matter. Able to read facts and to
interpret author’s attitude and point of view. Lack of vocabulary and lack of
familiarity with complex structures may cause misunderstanding. Reading
rate slow and several readings may be required.

Language learner is able to:
- Understand forms and questionnaires of a general nature;
- Understand the essential information in announcements, signs and advertisements not containing too many colloquialisms;

- Understand the essential information contained in other forms of printed material encountered in daily life (bills, catalogues, non-technical instructions, basic reference materials, etc.);

- Understand the essential information in personal and routine work related messages and correspondence in a familiar context;

- Understand the main idea of factual articles from newspapers or periodicals on familiar topics aimed at a general audience;

- Understand factual, non-technical information in United Nations reports or documents, if the subject is familiar.

**Speaking**

Still speaks with much hesitation. Misunderstandings frequently arise due to limited vocabulary and inaccuracies in grammar and pronunciation. However, with repetitions and circumlocutions, can generally be understood.

**Language learner, in face-to-face conversation, is able to:**

- Obtain and give factual information concerning own area of work or daily personal needs;

- Participate in conversations asking and answering questions and giving personal reactions on work-related matters, personal life or familiar current events;

- Give instructions, explanations or suggestions related to own area of work. In addition, should be able to make him or herself understood when asking for or reporting straight-forward information on the telephone.

**Writing**

Basic sentence patterns have been mastered but complex sentences may still present difficulty. Writing is loosely organized and generally only simple cohesive devices are used. Frequent use of inaccurate or incorrect vocabulary. Still many grammatical errors and misspellings, but generally most writing is comprehensible.
Language learner is able to:

- Take down telephone messages in a familiar context;
- Fill out forms giving work-related or biographical information;
- Write simple letters related to work matters or survival needs, if a model is provided;
- Write brief paragraphs relating to personal or work history, daily life or survival needs.
ADVANCED STAGE

(Level required to pass United Nations Language Proficiency Examinations)

May have difficulty understanding native speakers who are speaking very fast or using slang, colloquialisms, regionalisms or non-standard dialect. May not understand highly specialized or technical language or language spoken or broadcast when noise levels are high. Can detect some emotional overtones and make some inferences, but still may have trouble with irony and humor and may miss subtle nuances and shades of meaning.

Language learner is able to:

- Understand face-to-face conversations with one or more native speakers or conversations between native speakers that are of normal and speed in standard language on general subjects or subjects of own expertise;

- Understand telephone conversations concerning general or familiar subjects and explanations or detailed instructions on work-related matters;

- Understand the essential information in speeches, meetings or presentations in non-technical areas or areas of own expertise;

- Understand the substance of broadcast materials on general subjects or subjects of own expertise.

Reading comprehension

May have difficulty understanding complex material on subjects outside own experience. May have difficulty with colloquialisms, regionalisms, irony, humor, figurative language, subtle nuances, unusually complex structures or complex argumentation. Will probably read at a slower rate than in own first language and will have to rely on dictionary for unfamiliar vocabulary when meaning cannot be predicted.
Language learner is able to:

- Understand United Nations reports and documents in own area of work;
- Understand articles in newspapers or periodicals on non-technical topics addressed to a general audience;
- Understand technical articles in newspapers or periodicals on subjects in own area of interest or expertise;
- Understand messages related to own area of work;
- Understand general work-related correspondence (letters, memoranda, telegrams);
- Understand work-related announcements or notices;
- Understand instructions related to the job;
- Understand forms and questionnaires;
- Understand abbreviated materials, such as headlines, signs, advertisements.

Speaking

Still makes grammatical errors but these generally do not interfere with understanding. Has a limited vocabulary, but with circumlocutions is able to talk about particular interests and special fields of competence. Although speech may be hesitant and accent may be obviously foreign, is still intelligible.

Language learner is able to:

- Carry on casual conversations giving personal reactions about work personal life or current events;
- Give information, explanations or instructions concerning own area of work or special fields of competence;

- Follow an informal meeting on a familiar subject, ask and answer questions, make comments and suggestions.

Ability to carry out the above functions will be somewhat more limited on the telephone than in face-to-face conversations.

Writing

While basics are mastered, may still make grammatical errors with more complex structures. May use awkward constructions or imprecise vocabulary, but errors do not interfere with understanding the message.

Language learner is able to:

- Compose short, informal notes or letters conveying information, making requests, making suggestions or expressing an opinion on a familiar topic;

- Write informal accounts of own experience, travel, work performed, etc.
UNMO LANGUAGE TEST

GOAL:

To evaluate how effective the Military Observer will perform, i.e. to determine was he/her confident, coherent, accurate and concise, expressing himself/ herself orally and did the rates display logical presentation of ideas, flow, accuracy, neatness, clarity, completeness and timeliness in writing.

METHOD:

The Test consists of 4 portions presented in a logical sequence:

1. Oral Interview
   This is conducted on a one to one basis with the candidate being asked five general questions. The interview is recorded on a cassette. The Military Observer's ability to converse and understand the language is assessed.

2. Listening Comprehension
   A cassette tape is played of a conversation between a Military Observer and another person. The Military Observer has no written text and must provide correct answers for five questions

3. Video Presentation
   This consists of a scenario of a mission related conversation between Military Observers and individuals involved in everyday situations. This conversation is video recorded and shown to the Military Observer. The duration of the conversation will not exceed five minutes and at the end the Military Observer is required to write a brief report on the content. Multiple scenarios may be developed.

4. Reading Comprehension
   The Military Observer is presented with one short written Incident Report and is expected to answer five questions on it.
SCORE'S CALCULATION
A mark between 0/20 and 20/20 is allocated to every portion of the test. Every portion of the test is given a coefficient as indicated in the following table:

To consider the Test successfully passed the Military Observer must achieve at least 100 Pts./200 for the entire test and at least 10 Points/20 in each portion.

If not, a re-testing board will be set to evaluate his or her ability to comply with the mission's language requirements.

In cases where the language skills are marginal, all Test and result scoring are available for review prior to any re-test or recommendation for repatriation.

1. ORAL LANGUAGE TEST (Coefficient 4)

Goal:

The oral portion of the test evaluates the Military Observer's oral expression and effectiveness. The main considerations should be as follows:

- Was the Military Observer: confident, clear, accurate, concise, brief, etc. ?

- Did the Military Observer display: logical presentations of ideas, flow, completeness, etc. ?

Testing procedure and score's calculation:

- This test is conducted on a one to one basis.

- The interview may be recorded on a cassette.
- The interviewer has a set of topics to cover and some specifically worded questions to ask. All questions asked should be read exactly as they are stated in the questionnaire list in order to avoid misunderstanding and ensure impartiality.

- The Military Observer is asked five questions. Each question is marked out of 4 Points.

- The whole portion is marked out of 20 Points.

- A minimum score of 10/20 Points must be achieved for the whole portion.

2. LISTENING COMPREHENSION (Coefficient 2)

Goal:

The listening comprehension portion of the test evaluates how the Military Observer can comprehend speech and make statements on the information heard on radio, i.e. how effectively he/she perceives the subject presented using short sentences and abbreviations.

Testing procedure and score’s calculation:

- This test, which may be conducted simultaneously for a group of Military Observers, consists in listening to a short conversation between two persons recorded on a cassette.

- The Military Observer is allowed to make notes while listening to the tape.

- The Military Observer fills a form where he/she should answer 5 questions (Time allowed for this portion of the test is 15 minutes). Each question is marked out of 4 Points.

- The whole portion is marked out of 20 Points.
- A minimum score of **10/20 Points** must be achieved for the whole portion.

3. **VIDEO PRESENTATION** (Coefficient 3)

**Goal:**
The Video portion of the test evaluates how the Military Observer can comprehend *speech* and *make statements* on the *information seen*, i.e. how effectively he/she perceives the subject presented *visually*.

**Testing procedure and score’s calculation:**
- This test, which may be conducted simultaneously for a group of Military Observers, consists in watching two short screenplays:
  - A *conversation* between two Military Observers.
  - A *dictation*.
- The Military Observer writes a pre-formatted brief report about the subject presented.
- Time allowed for this portion of the test is 30 minutes.
- The candidate is allowed to make notes while watching the tape.
- This whole portion is marked out of **20 Points**.
- A minimum score of **10/20 Points** must be achieved for the whole portion.

4. **READING COMPREHENSION** (Coefficient 1)

**Goal:**
The reading portion of the test evaluates how the Military Observer can understand the written information presented as a brief incident report, i.e. how effectively he/she will use own vocabulary and ability to comprehend the written information and make conclusions on the basis of this information.
Testing procedure and score's calculation:
- The Military Observer reads a text
- The Military Observer is orally asked five questions and should answer orally. (Time allowed for this portion of the test is 15 minutes). Each question is marked out of 4 Points.
- The whole portion is marked out of 20 Points.
- A minimum score of 10/20 Points must be achieved for the whole portion.

UN MILITARY OBSERVER LANGUAGE TEST : SCORE'S CALCULATION

<table>
<thead>
<tr>
<th></th>
<th>PTS.MINI / 20</th>
<th>COEFF</th>
<th>MINI PTS</th>
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<tbody>
<tr>
<td><strong>ORAL</strong></td>
<td>10/20</td>
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<td><strong>LISTENING</strong></td>
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<td>20/40</td>
</tr>
<tr>
<td>5 Questions/4 Pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VIDEO</strong></td>
<td>10/20</td>
<td>3</td>
<td>30/60</td>
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<tr>
<td><strong>READING</strong></td>
<td>10/20</td>
<td>1</td>
<td>10/20</td>
</tr>
<tr>
<td>5 Questions/4 Pts</td>
<td></td>
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<tr>
<td><strong>TOTAL 10</strong></td>
<td></td>
<td></td>
<td><strong>TOTAL 100/200</strong></td>
</tr>
</tbody>
</table>

The driving test for Military Observers consists of two parts:

1. Handling Test
2. Road Test

1. HANDLING TEST

To assess the Military Observer's ability with respect to the following:

11. OPERATION:
   - Steering control
   - Foot control
   - Hand control
   - Seat adjustment
   - Seat belt operation
   - Mirror adjustment

12. ABILITY:
   - Start engine
- Operate auxiliaries (Wipers, lights etc.)
- Engage gears
- Move off smoothly
- Steer properly
- Stop smoothly
- Reverse using external mirror and shoulder checks
- Park properly
- Switch off engine
- Engage hand brake and parking gear
- Perform 3-point turn
- Park parallel to footpath

- The test will be carried out over a short period of time at the tester's discretion.

- Assistance cannot be given by a third party.

- This part of the test can not be taken more than two (2) times with a minimum of seven (7) days between each test.

- Successful completion of the Handling Test entitles the Military Observer to partake in the Road Test.

2. ROAD TEST
Driving in normal road and traffic conditions accompanied by the trained driving instructor to assess the Military Observer's ability with respect to the following:
21. OBSERVATION:
- Other traffic
- Pedestrians / Pedestrian crossings
- Traffic lights
- Warning signs
- Information signs
- Road markings
- Traffic controllers signals

22. ABILITY
- Moving off in traffic
- Stopping in traffic
- Use of accelerator / foot brake / clutch
- Changing gears
- Use of steering
- Use of hand brake
- Correct use of speed
- Use of mirror / signals
- Lane discipline
- Positionning (approach / turning / after)
- Concentration
- Keep distance
- Safety position
- Overtaking
- Shaving off (driving too close to other hazards)
NOTE: The road test is performed in right or left hand driving, according to the national regulations. If the mission’s driving side is inverted, the road test will again be administered.

**Failure of road test:**

In some circumstances the Military Observer must be failed if a serious mistake is committed. The following mistakes are considered serious enough to constitute a failure:

a. A person through his/her negligence is the cause of a traffic accident.

   (No further tests are allowed)

b. The Military Observer:
   - Disregards traffic control signals
   - Disregards traffic lights
   - Disregards stop signs
   - Disregards give-way signs
   - Disregards pedestrians on crossings
   - Drives on the wrong side
   - Shows no lane discipline
   - Interferes with other traffic
   - Collides with the pavement
   - Drives on the pavement
   - Signals incorrectly to other road users
   - Drives regularly too close to pedestrians, parked vehicles or other traffic

c. The driving instructor/tester has to interfere with driving, i.e. take control of steering or use of the foot pedals
The instructor/tester uses his/her discretion in deciding the result of the test.

Favoritism towards any individual, group or nationality must not be shown and decisions must be made solely on the merits of the driver's ability.

For the safety of everyone it is imperative that only competent drivers be issued driving permits.

On failing the first attempt, the Military Observer will have only one more test after seven days. Only two attempts are allowed.

If the instructor/tester decides that the Military Observer is not competent to drive the UN vehicles or is competent but may need more tuition or practice in the Mission area, then copy of attached form should accompany his/her file to his/her station of deployment. This form should show clearly where the Military Observer needs assistance. The decision to repatriation is not that of the instructor/tester.

Winter driving

In this particular case additional training may be needed, especially for Military Observers deployed in severe winter driving conditions areas and who hail from countries where winters are mild. This training should be given in the field by experienced instructors.

It should include driving:

- In snow and ice (low and high ground)
- In very wet conditions
- Through water
- Off-road (use of 4-wheel drive)
- In muddy tracks

Instruction should also be given in relation to correcting front-rear-wheel and four-wheel skids.
DRIVING TESTING FORM

Name:  
Rank:  
Nationality:  

Date of test:  
Driving Experience:  
Mission:  

The items that are marked below are those that you are advised to give special attention. Please study these with your instructor.

<table>
<thead>
<tr>
<th></th>
<th>Highway code</th>
<th></th>
<th>Traffic lights</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Checks before moving off</td>
<td></td>
<td>Normal position</td>
</tr>
<tr>
<td>02</td>
<td>Use of accelerator</td>
<td>15</td>
<td>Lane discipline</td>
</tr>
<tr>
<td>03</td>
<td>Use of brake</td>
<td>16</td>
<td>Warning signs</td>
</tr>
<tr>
<td>04</td>
<td>Use of clutch</td>
<td>17</td>
<td>Road markings</td>
</tr>
<tr>
<td>05</td>
<td>Use of hand brake</td>
<td>18</td>
<td>Keep distance</td>
</tr>
<tr>
<td>06</td>
<td>Gear changing</td>
<td>19</td>
<td>Overtaking</td>
</tr>
<tr>
<td>07</td>
<td>Steering exercise</td>
<td>20</td>
<td>Shaving off</td>
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<tr>
<td>08</td>
<td>Reversing</td>
<td>21</td>
<td>Observations</td>
</tr>
<tr>
<td>09</td>
<td>Speed + / -</td>
<td>22</td>
<td>Anticipation</td>
</tr>
<tr>
<td>10</td>
<td>Use of mirrors</td>
<td>23</td>
<td>Crossroads</td>
</tr>
<tr>
<td>11</td>
<td>Signals</td>
<td>24</td>
<td>Parking</td>
</tr>
</tbody>
</table>

Remarks:

Name of tester:

Date:

Signature:
DRIVING ASSESSMENT REQUIREMENTS

1. Vehicles:
   Manual gearbox, 4x4 pick-up if possible
   Good roadworthy condition

2. Licence:
   Military Observer must have a valid national driving licence

3. Personnel:
   National driving instructor (External advisor if required)

4. Testing area:
   Large area to facilitate handling and road driving test
   Separate area for each test if several conducted simultaneously
   Parking cones
   Bright coloured paint to mark handling area

5. Optional:
   Winter equipment
   Radio equipment
   Paper and writing implements
   Access to computer/printer/copier
International Association of Peacekeeping Training Centres

"Established in 1993 to provide an informal forum for the exchange of peacekeeping information"

Secretariat Director
Alex Morrison
Stephanie A. Blair

**HISTORY OF ANNUAL MEETINGS**

<table>
<thead>
<tr>
<th>DATE</th>
<th>PLACE</th>
<th>CHAIR(S)</th>
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</thead>
</table>
| 1-3 July 1995 | The Lester B. Pearson Canadian International Peacekeeping Training Centre Cornwallis, Nova Scotia Canada | Alex Morrison
                              |                                                 | Stephanie A. Blair                   |
| 1-3 April 1996 | Scuola Superiore S. Anna Pisa, Italy           | Andrea de Guttry                  |
| 25-26 April 1997 | Foundation for International Studies Malta | Christine Coleiro                 |
| 1998          | Norwegian Institute of International Affairs   |                                   |
IAPTC

THE ROLE OF REGIONAL AND SUB-REGIONAL ORGANISATIONS IN INTERNATIONAL PEACEKEEPING

INTERNATIONAL ASSOCIATION OF PEACEKEEPING TRAINING CENTRES

3RD ANNUAL MEETING

25-26 APRIL 1997
MALTA

WORKSHOP 1

"REGIONAL ORGANISATIONS IN PEACEKEEPING"

SYNDICATE QUESTIONS
A cursory look at recent literature on peacekeeping operations (PKO) immediately reveals a broad consensus for regional organisations to actively participate in, and support, United Nations PKOs. The common rationale given for the change is the significant increase in PKOs since the end of the Cold War which have over-stretched UN capabilities resources. Regional organisations emphasise cooperation among members, encourage consent and represent an international concern for conflict prevention and resolution. The resulting commitment will lighten the burden carried by the UN by contributing to international peacekeeping. It is interesting to note however, that emphasis is predominantly on the complementary role of regional organisations to PKOs rather than that of a leading actor.

Notwithstanding, practice has shown that regional organisations can initiate and implement PKOs without reference to the UNSC or the UNGA, Chapter VIII, Article 52.2 encourages regional arrangements and agencies to “make every effort to achieve pacific settlement of local disputes through such regional arrangements or by such regional agencies before referring them to the Security Council.” This not only encourages regional diplomatic activities, but authorizes pacific settlement (deployment of an impartial force subsequent to a negotiated truce and consent of all parties) under provisions of Chapter VI, which include observation interposition and other PKO activities.

Given the above, it is evident that if regional organisations progressively become more involved in international there will be increased potential for a non-UN sanctioned peacekeeping mission, in accordance with the terms of Chapter VI and Chapter VIII of the UN Charter. While having certain advantages, such a mission does not enjoy the support and privileges associated with a UN-sanctioned mission. In particular, a non-UN sanctioned mission is not assessed by the UN and therefore is a greater financial burden to the contributing countries. It does not enjoy UN privileges, nor UN Status of Forces Agreement (SOFA). In addition, although legally supported by Chapter VIII, a non-UN mission does not automatically receive recognition of authority, from the UN neither international consent. As such, the regional organisation must develop and have authority to implement all the policies and directives normally created by the UN - from mandate to privileges and immunities for personnel and equipment.

The objective of this Workshop is to identify the major problems related to regional organisations in PKOs in general with particular attention to non-UN sanctioned missions. Possible solutions or suggestions should be offered and explored. For the purpose of discussion a hypothetical conflict/PKO is presented as a case study.
**Context**

*Options for recognition of a peacekeeping mission*
1. UN mission: assessed, SOFA, UN privileges
2. UN sanctioned mission: enjoys recognized authority, international consent, not assessed, no SOFA, no UN privileges
3. Non-UN sanctioned mission: not assessed, no SOFA, no UN privileges

*Criteria for recognition of a regional organisation*
1. Established controlling organ (not an ad hoc arrangement) with charter and signatory member countries
2. Elected/selecte official national representatives to the organisation
3. Charter specific scope of acceptable missions (e.g. peacekeeping, disaster relief, humanitarian assistance)
4. Enjoys international legal personality and standing
5. Observer status in the UN General Assembly

**Scenario for Workshop Consideration**

*Hypothetical situation*
1. Conflict as a result of civil war in a single country - minimal sympathetic activities in border region.
2. Adequate state structures are still functional in the conflict zone: government, legal system etc.
3. Significant humanitarian needs (water, food, medication etc.) are escalating.
4. Recognized legal truce agreement in place (all parties).
5. Parties to the conflict give their strategic and tactical consent and the regional organisation to deploy interposition forces in an observer role.
6. Invitation for impartial interposition/military observer force tendered by host/belligerents to the regional organisation.
7. Belligerent commanders maintain effective ‘control’ of their forces

*Syndicate Questions*
1. What changes should be made to the UN Charter to better reflect the responsibilities and authority recognized for regional organisations?
2. What measures should be taken by the regional organisation and member countries to compensate for the disadvantage inherent in a non-UN sanctioned mission to effectively implement a humanitarian/peacekeeping mission, (e.g. SOFA, command and control, financial support/logistics) in the region?
3. In the absence of a UN Special Representative to the Secretary General for the regional PKO mission how is unity of purpose and unity of command achieved over both military and civilian components (including international organisations, UN agencies and NGOs) of the PKO?

4. Who should control the mission? What options should be considered?

5. How is impartiality and minimum use of force guaranteed outside the UN framework?

6. In view of Articles 34 and 54 of the UN Charter, what sort of mechanism can be proposed to offer sufficient UN monitoring of a non-UN sanctioned mission without necessarily hindering the activities of the regional organisation.
General Information on the International Association of Peacekeeping Training Centres

The International Association of Peacekeeping Training Centres is an open and voluntary association of various centres, institutions and programmes which deal with peacekeeping, peacekeeping research, education and training. Founded by the Pearson Peacekeeping centre, which also acts as its Secretariat, the IAPTC began operations in 1995. The group represents a collaboration of interested agencies and associated individuals focused on improving the effectiveness and efficiency of peacekeeping research, education and training. In accordance with guidelines established at the Inaugural Meeting of the IAPTC, there is no cost for membership of the association and interest in the IAPTC has been growing steadily. Evolving from a small core membership, the IAPTC currently has 150 contacts in 47 countries and nine international organizations.

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IAPTC General Meeting

The Co-Director of the IAPTC Secretariat, Mr. Alex Morrison, opened the General Meeting with his remarks on the 3rd Annual Meeting and other IAPTC administrative matters. This was followed by a discussion on the theme of the 4th Annual Meeting and on the further development of the IAPTC.

Mr. Morrison expressed his satisfaction with the proceedings of the 3rd Annual Meeting, which provided a good forum for formal and informal discussion. The exchange of ideas and information which took place within the Workshops were particularly useful because of their relevance to the work already being carried out at UNDPKO. Mr. Morrison thanked the Director General of the Foundation for International Studies, Prof. Salvino Busuttil, for hosting the IAPTC 3rd Annual Meeting and Ms Christine Coleiro, IAPTC 3rd Annual Meeting’s Coordinator, for her contribution to the meeting’s success. Mr. Morrison also expressed his appreciation for the Ministry of Foreign Affairs and Environment and the Armed Forces of Malta for their generous sponsorship and for their participation at this IAPTC event.

The Participants agreed that future IAPTC annual meetings should follow the model of the Malta meeting. It was debated whether the annual meetings should be extended over three days. However, no decision was taken on this matter other than that the hosting organization would decide on the length of the meeting based on the theme, the costs and other organizational considerations.

It was noted with satisfaction that offers to host the IAPTC Annual Meeting have been made and it was accepted that the Norwegian Institute of International Affairs (NUPI) will host the 4th Annual Meeting, in 1998, the Lester B. Pearson Canadian International Peacekeeping Training Centre will host the 5th Annual Meeting, in 1999; and the South African Institute of Security Studies with ACCORD will host the 6th Annual Meeting in 2000.

The theme of the 4th Annual Meeting was also discussed. The general topic proposed by NUPI fell broadly into the field of peacekeeping and law and order, with some attention given specifically to CIVPOL. However, this was put to the participants for their considerations and it is expected that further suggestions will be made directly to NUPI and to the IAPTC Secretariat over the next couple of months before a final title is chosen.

It was proposed that the IAPTC Secretariat should act as a clearinghouse for peacekeeping training centres. The IAPTC Newsletter and the IAPTC homepage, which were both launched in last year’s Annual Meeting held in Pisa, can be extremely useful tools if they enjoy the support of the members. The homepage is already providing
valuable information including a database for peacekeeping training centres' websites. It was proposed that the IAPTC could also be responsible for setting up a database on peacekeeping expertise. This would act as a human resource pool for peacekeeping training centres. However, for any such initiatives to succeed it is essential that members provide the Secretariat with the relevant information and periodical updates. In particular, changes in address, or contact names, new E-Mail addresses and Websites should be forwarded to the IAPTC Newsletter Editor.

Finally it was suggested that a presentation would be made in the next annual meeting on the impact of the work and conclusions reached at this year's meeting on peacekeeping training centres.

The meeting came to closure with the reconfirmation of Mr. Alex Morrison and Ms. Stephanie Blair as Directors of the IAPTC Secretariat.
MEMORANDUM TO IAPTC MEMBERS

As you are aware, our 1996 and 1997 meetings at Pisa and Malta respectively agreed that small work groups ought to be formed for specific purposes and also that the subject of UNMO selection and training ought to receive continued priority attention. I am pleased to be able to inform you that action has been taken in both areas.

From 30 June to 2 July, the US Army Peacekeeping Institute hosted a meeting of an IAPTC work group composed of Military Peacekeeping Training Commanders to deal with the subject of UNMO training. Colonel Chess Harris of the office of Deputy Assistant Secretary of Defense for Peacekeeping and Humanitarian Assistance of the US Department of Defense, was the main force behind the work group meeting. Colonel John Otte of UNDPKO was moderator.

The working group was able to agree on a paper entitled “United Nations Guidelines for the Training of Military Observers” which will be forwarded to UNDPKO by the IAPTC Secretariat.

Colonel Pekka Hannukkala, Commandant of the Finnish Peacekeeping Training Centre, has agreed to act as the “Custodial Sponsor” of the UNMO work group. As appropriate, work group members will send their comments on the paper to Colonel Hannukkala, once a year or so. He will consolidate these comments and prepare a recommended consolidation which, following agreement by the work group, will be forwarded to UNDPKO.

With regard to the establishment of working groups, I would like to put forward the following consideration:

- Work groups can be established on any topic within the IAPTC mandate
- Themes chosen should be specific in objective and scope and should be action/product oriented
- Each is to be open to all IAPTC members
- Each is to have a Custodial Sponsor to guide its affairs
- The IAPTC Secretariat is to be kept informed of all developments
- Reports on work group matters are to be delivered at each annual IAPTC meeting
The Military Peacekeeping Training Centre Working Group members agreed that the group would meet in Oslo for one day in advance of the 1998 IAPTC meeting. The main topic for consideration will be “Lessons Learned from Peacekeeping Training.” Other topics for future consideration at that meeting or in the future could be:

(1) Progress of the UNMO paper,

(2) Peacekeeping Training exercises, and

(3) Training standards for military contingents.

Colonel Dieter Duschner, Commandant of the German Peacekeeping Training Centre has agreed to prepare a “Discussion Paper” on Lessons Learned from Peacekeeping Training. The paper will set out some preliminary thoughts and points which could be considered at the next working group meeting in Oslo in 1998.
14 November 1997

Dear Colleague:

As usual, we at the IAPTC Secretariat are kept busy in furthering the Association’s ongoing projects. We write to you now in order to ask for your input on three of these: (1) the newsletter; (2) the professional database; (3) our next annual meeting. Finally, we would like to inform you of secretariat staffing changes and contact addresses.

1. The Newsletter. The editor has put out a call for submissions. She would particularly like to emphasize the importance of Contributions Other Than Articles (COTA). These can be letters, advertisements, comments on activities you have held or attended, book reviews: anything you feel could be of interest to the IAPTC members. From an editorial point of view, COTAs make the newsletter more interesting and therefore more readable. From an Association point of view, COTAs should serve the newsletter’s primary function: communication. Please take advantage of this opportunity to communicate your ideas and opinions to other members all over the globe. Of course, articles are always welcome.

2. The Professional Database. We are in the process of constructing a database of qualified peacekeeping professionals. Our intention is to create a central resource for locating experts in specific fields of all branches of the “new peacekeeping partnership” (including the military, civil police, government and non-government agencies dealing with human rights and humanitarian assistance, diplomats, the media, and organizations sponsoring development and democratization programmes). Inclusion on this database would imply a willingness to be consulted for speaking engagements, publications, and all else that identification as a subject expert entails. If you are interested in this opportunity, please be sure to submit the database application form contained in the next issue of the newsletter. Should you have any suggestions as to which particulars/categories you would like to see included on the database, please pass these on to the secretariat.

(please turn over)
3. IAPTC Fourth Annual Meeting. Planning is underway for our fourth annual meeting, to be hosted by the Norwegian Institute of International Affairs (NUPT). The theme is "training for civil-military cooperation in complex peace operations". The venue will be Oslo, Norway; the date, a weekend in mid-May, 1998. Further details will follow as determined.

4. Staffing Changes. Christine Dodge, Executive Assistant to the President of the Pearson Peacekeeping Centre, is now the chief IAPTC liaison officer for the secretariat. Her responsibilities encompass the day-to-day running of the project. She is assisted in this by Kristeva Zoé, IAPTC Desk Officer and Intern at the PPC. All enquiries concerning the IAPTC and its projects may be referred to us at the Pearson Peacekeeping Centre, as indicated above. Christine Coleiro is the editor of the IAPTC Newsletter; please send all newsletter submissions to her at the following address:

Christine Coleiro, IAPTC Newsletter Editor
Institute of Public Policy
Program on Peacekeeping Policy
Mail Stop 3C6
4400 University Drive
Fairfax, Virginia 22030-4444
USA

 Tel.: (703) 993-4403
(703) 383-0665
Fax: (703) 993-1574

We look forward to receiving your input regarding the above projects, and, as always, welcome your ideas and suggestions.

Yours sincerely,

Kristeva Zoé
Desk Officer, IAPTC
kzoe@ppccdnpeacekeeping.ns.ca

Christine Dodge
Executive Assistant to the President, PPC
cdodge@ppccdnpeacekeeping.ns.ca

Christine Coleiro
Editor, IAPTC Newsletter
ccoleiro@gm.edu
The International Association of Peacekeeping Training Centres (IAPTC)

Factsheet


Mandate: to provide an informal forum for the exchange of peacekeeping information.

Goal: to improve the quality of peacekeeping training worldwide.

Membership: over 250 individuals and institutions from 75 countries and 12 international organizations.

Secretariat: the Pearson Peacekeeping Centre, Nova Scotia

Secretariat Director: Mr. Alex Morrison

Publication: the IAPTC Newsletter (quarterly), available in print and electronically.

Activities: To date, the IAPTC has held three annual meetings:
(1) 1995 (Pearson Peacekeeping Centre, Nova Scotia, Canada)
(2) 1996 (Scuola Superiore S. Anna, Pisa, Italy)
(3) 1997 (University of Malta)

In addition, from 30 June to 2 July 1997, an IAPTC workgroup met to examine UNMO training; the resultant report was used to advise the UN.

The Role of Norway: The IAPTC fourth annual meeting will be held on 8-9 May 1998 in Oslo, Norway, and will be hosted by the Norwegian Institute of International Affairs (NUPI) and the Armed Forces International Centre -- Norway (AFIC-N). The conference organizers (NUPI) have done an excellent job of coordinating with the secretariat and the membership, and of arranging the conference logistics. The speakers they have invited are very high profile: the Prime Minister of Norway is scheduled to give the opening speech; the Minister of Defense, the closing remarks. The efforts put forward in the hosting of this event reflect extremely well both on the IAPTC, and on the Norwegians themselves.
General Information on the International Association of Peacekeeping Training Centres

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The IAPTC 3rd Annual Meeting was hosted by the Institute of International Affairs at the Foundation for International Studies of the University of Malta. The Meeting was sponsored by the Ministry of Foreign Affairs and Environment of Malta and the Armed Forces of Malta.
Dear Participant,

Please find attached, for your review prior to the IAPTC 3rd Annual Meeting in Malta, the following three documents:

(1) Training Objectives for UN MilObs
(2) Assessable Criteria for the United Nations
(3) Working Paper

We have prepared some guidelines to follow in preparation for the discussions to be held during the course. Please remember to bring the documents with you to Malta.

Document (1) - Training Objectives
- For review and comments during the workshop.

Document (2) - Assessable Criteria
- Do you accept the assessments made on the conduct of language and driving skills? If so, what are the National/Regional/United Nations responsibilities? Explain each one’s roles in detail.

Document (3) - Working Paper
- Review and comment on
  - selection standards
  - qualification/certification
  - validation
- Help determine the Terms of Reference for
  - CMO’s
  - UNMO’s
- Prepare all suggestions. Each participant will belong to a syndicate group based on this last item. Your comments and suggestions will determine to which group/topic you will be assigned upon your arrival in Malta.

Sincerely,

Lt. Col. Jean-Pierre Drobbeck
Training Adviser
Training Unit
Department of Peace-keeping Operations
WORKING PAPER
ON SELECTION STANDARDS AND TRAINING GUIDELINES
FOR UNITED NATIONS MILITARY OBSERVERS

A UN DPKO TRAINING UNIT PROPOSAL
TABLE OF CONTENTS

TO BE CREATED
FOREWORD

As of March 1997 the United Nations was operating 17 Peace Missions involving 1487 Military Observers (UNMOs) provided by 63 Member States. Very few of these contributing countries conduct specific preparation and training for their personnel, who are considered to be military experts and are deployed as individuals, normally without benefit of the usual military logistic and operational backup system.

Military Observers, as a principle being unarmed, find themselves in the role of operational “pathfinders”, who observe, report, negotiate and investigate occurrences a multinational team. Through this unique composition they symbolize the international authority of United Nations. This international teamwork among UNMOs and the work within the non-military organizational hierarchy that is the UN requires a level of guidance and standardization to ensure that the preparation and training provides and maintains a balanced profile of professionalism and operational efficiency.

Almost everything has already been written and said concerning the selection and training of United Nations Military Observers at the national level, however the increased participation by Member States merits a global revision of the process.

This working document was produced by the UN DPKO Training Unit based on the compilation of various materials, curricula, selection criteria and advice concerning the training and preparation of UN Military Observers, provided by those Member States, Peace-keeping Training Centers and Organizations that conduct United Nations Military Observer Courses or who were willing to become involved in the standardization process. Their observations were invaluable and each contribution played a significant role in the development of the the document. Particular thanks go to:

- The Foundation for International Studies at the University of Malta, Institute of International Affairs
- The International Academy of Peace-keeping Training Centres (IAPTC)
- The Austrian Training Centre, Peacekeeping Operations, Vienna (MOC/PKO)
- The Canadian Peace Support Training Centre and the Lester B. Pearson Peacekeeping Training Centre
- Peace-keeping Switzerland (SUNMOC)
- The United Training School, Ireland (UNTSI)
- The Nordic United Nations Training Centre, Niinisalo
- The School voor Vredesmissies, Amersfoort, The Netherlands
- The German Infantry School, Hammelburg
- The United Nations Training Advisory Team, Warminster, UK
- The Multinational Force and Observers (MFO)
- The U.S. Department of Defense
Selection Standards and Training Guidelines for United Nations Military Observers, as a document is intended to assist the development of a structured process for the efficient selection and effective training of UN Military Observers for service in peace-support operations. It will also assist selection personnel who manage National officers volunteering to serve as United Nations Military Observers.

The training guidelines outlined in this document are designed to be generic in nature in order to cater for a diverse client base, diverse learning environments and a diverse range of facilitators. However, if adhered to, these guidelines are comprehensive enough to adequately prepare UN military observers for a Peace-keeping operation.

Personnel involved in the pre-deployment training or in-theatre training of UN military observers will need to design training programmes that best suit the needs of the selected UNMOs - hence the reason for the term “guidelines”. Facilitators should feel free to change, suppress and add information if necessary, based on the experience and previous preparation of the candidates. Generic and pre-deployment training may also be combined if the deployment area is already known, and time permits. Tailoring material is particularly important for the language training requirements. They are strongly encouraged to ascertain what the most relevant, current issues are for officers participating in each United Nations mission and then structure courses appropriately.

Furthermore, facilitators are encouraged to continually update written and/or audio visual resources that complete the training guidelines as they become available. In this regard, consultation with the United Nations / Department of Peace-Keeper Operations / Training Unit, New York (UNDPKO / Training Unit) and military observers trainers from other Member States is strongly recommended prior to the beginning of the selection and training process.
United Nations Military Observers (UNMOs) are military officers assigned to serve with the United Nations on a loan basis by Governments of Member States at the request of the Secretary-General.

While in the mission area, UNMOs are under command of the Chief Military Observer (CMO) and are answerable to him for their conduct and performance.

UNMOs are considered as "Experts on Missions for the United Nations" as it is defined under Article VI of the Convention on the Privileges and Immunities of the United Nations and are not permitted to carry weapons.

UNMOs must arrive in the mission area fully qualified to perform their assigned tasks. Failure to meet qualifications may result in the UNMO's immediate return to his/her home country.

(Need to add an extract of the convention)
SELECTION STANDARDS FOR U.N. MILITARY OBSERVER DUTY

It must be stressed that the selection standards are a minimum requirement. For the purposes of this document, "military observer" refers to a serving member of the Member States Forces. Selection standards have been established to ensure that the highest quality of military observer is selected for service with the United Nations. Failure to meet one or more of these standards will be cause for repatriation of the military observer at the expense of the Member State.

Many of the necessary skills that prepare an observer for his duties are taught or developed during the normal course of military officers' careers. Therefore the time actually allocated to the training of observers may vary. Should military officers lack any of these skills the gap will need to be addressed either during the Generic Peace-keeping Training or the Mission Specific Peace-keeping Training phases.

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

SELECTION STANDARDS:

1. Nationality:
   Any military officer volunteering for service as a UN military observer must be a citizen (and hold a national or service passport) of the Member State he or she is representing.

2. Professional status:
   Any military officer volunteering for service as a UN military observer must be a serving member of the Member State's Forces. This excludes retired military officers.

3. Mental and physical health:

   3.1 Any military officer volunteering for service as a UN military observer must be in excellent physical condition and meet the established United Nations medical criteria outlined in the Medical Support Manual for United Nations Field Operations, pg 139 -155

   3.2 It is imperative that potential observers are closely screened for any physical, mental or substance dependency condition that may impair his or her work in the theater of operations.
3.3 Direct communication with the Medical Service and the Training Unit in New York is strongly advised.

4. Age limit:

As a rule, any military officer volunteering for service as a UN military observer should not be older than 50 years.

5. Rank:

5.1 He/She must serve in the rank of Captain or Major (i.e. must have at least 5 years of service as an officer).

5.2 More senior officers may sometimes be requested by the UN for specific missions or appointments.

6. Professional Competencies and Experience:

He/she must have a basic level of professional competencies and/or experience which will enhance the performance of the individual on the ground and reduce the level of additional training required to prepare the officer for deployment. Most of the following are normally taught as part of the normal career development of an officer. Possession of these skills permit National trainers to develop more appropriate training programs.

6.1 Previous operational experience in his or her national armed forces

6.2 Knowledge of infantry organizations and operations at the company and battalion level

6.3 Experience or training in weapon, equipment and aircraft identification

6.4 Map reading

6.5 Knowledge of the use of communications equipment and radio procedure

6.6 Knowledge of basic skills in foot patrolling and vehicle patrolling

6.7 Knowledge of basic negotiation and conflict resolution skills and basic interviewing techniques

6.8 Basic problem solving skills
6.9 Knowledge of basic first aid and stress management techniques
6.10 Knowledge of HIV/AIDS, STDs and other communicable diseases
6.11 Knowledge of other languages, in particular official languages of the UN
6.12 Previous experience in UN operations

7. Language proficiency:

For the purposes of this document, "communicate" refers to being able to read, write, listen and speak to a level where he or she can understand and be easily understood.

Any military officer volunteering for service as a UN military observer must have a working ability in the language of the mission, including:

7.1 Reading
7.2 Writing
7.3 Elementary knowledge of the local language or languages.
7.4 In some cases priority may be given to this knowledge of local language(s) for operational matters

8. Driving ability:

Any military officer volunteering for service as a UN military observer must have at least:

8.1 Two years experience in driving a standard shift vehicle
8.2 Cross country experience driving in rough terrain
8.3 Possess a valid driving licence from his or her Member State
8.4 Ability to operate a 4X4 vehicle in any driving conditions

9. Personal and professional integrity:

Any military officer volunteering for service as a UN military observer must have:

9.1 Exemplary personal and professional integrity. This implies an international
outlook, independence from direction from governments and organizations external to the United Nations.

9.2 Knowledge of and ability to act impartially while on mission.
METHOD OF QUALIFICATION / CERTIFICATION

1. Main criteria:

The student must demonstrate that he/she has absorbed and is able to perform what he has been taught.

2. Initial qualification:

2.1 On completion of a formal course?

2.2 Completion of a tour as an UNMO in the preceding (36 ?) months?

2.3 Endorsement by the Commanding Officer?

3. Mission-specific Briefing:

Additional Mission-Specific Briefings that might be necessary to requalify or prepare an individual

4. Certification

Duration of validity of a qualification
Should a qualification lapse after (36?) months of not having been assigned an UN job or (36?) months after completion of UNMO training?

5. Re-certification:

May be achieved after successful completion of a refresher course?
Guidelines for Member States regarding the Selection, Testing and Repatriation of Military Observers for deployment in United Nations Peace-keeping and similar Operations

I. INTRODUCTION

11. The guidelines set out below reflect the overall policy of the United Nations Secretariat regarding the selection, testing and repatriation of Military Observers, for deployment in United Nations peace-keeping and similar operations. These guidelines consolidate existing United Nations administrative and related procedures concerning the deployment of the officers and pertain only to the initial phase of the officers' association with the United Nations mission in which they are assigned.

12. The guidelines do not relate to either the mandate of the peace-keeping mission in which the officers are deployed or to matters which lie within the competence of the other relevant organs of the United Nations. The guidelines are intended to facilitate the pre-deployment preparation of personnel selected for United Nations Peace-keeping assignment. Well-prepared personnel not only reduce costs for both the United Nations and Member States related to training and repatriation, but also enhances the quick deployment of such personnel.

II. SELECTION: QUALIFICATIONS AND REQUIREMENTS

21. The number of years of professional experience, specialized skills, desired ranks, language skills and driving abilities required for deployment in United Nations operations are stipulated in the Notes for the Guidance of Military Observers on Assignment provided by the Secretariat for each mission. Each set of Notes takes into account the mandate and special circumstances of the mission. Strict adherence to the requirements of the Notes is imperative.

22. All officers must have a good command of the United Nations official language determined by the Secretariat as the language of the mission. Detailed descriptors are included in this standard.

23. All officers must pass the required language tests before deployment. All tests will be administered in the home country and all related costs will be borne by the Government
of the home country concerned.

24. Member States contributing officers will be required, upon request, to provide the Secretariat with information on the officers concerned, e.g., passport numbers, date and place of birth etc.

25. Medical clearance for all officers and the relevant vaccinations and immunizations must be obtained prior to deployment. Instructions relating to such clearance are contained in the guidance provided by the Secretariat.

26. All officers must pass basic driving tests administered by or at the request of the Secretariat prior to deployment. The tests will, as far as possible, be administered in the home country. These basic tests will include vehicle handling and road tests. Officers failing the basic tests should have two more attempts to pass the tests. Training of officers for such tests should be the responsibility of the Member State concerned.

III. IN-THEATRE VALIDATION

31. Upon arrival in-theatre officers are subject to validation testing and additional verification that they meet requirements as stipulated in the Notes for Guidance to the mission. Should an officer fail to meet the standards, the Chief Military Observer has the authority to refuse the officers for the mission.

32. Repatriation will be directed as quickly as possible with all expenses for the return to the home nation accruing to the Member States.
TRAINING GUIDELINES SYNOPSIS

The training guidelines outlined in this document are designed to be generic in nature but, if adhered to, comprehensive enough to adequately prepare UN military observers for a Peace-keeping operation. Personnel involved in the pre-deployment training or in-theatre training of UN military observers will need to design training programmes that best suit the needs - hence the reason for the term "guidelines". Facilitators should feel free to change the order that modules are taught in, suppress and add information if necessary. This is particularly important for the language training requirements.

The training guidelines have been sorted into three main Areas:

1. GENERIC TRAINING:

Common training subjects, guidelines and methods applicable to any officer, with the purpose of developing a basic level of skill in a Military Observers. These are the knowledge and skills that are applicable to all UN Military Observers. Since it changes less frequently this type of training should be conducted, improved, updated and refreshed on a regularly basis. Generic training is usually conducted at the national level although regional initiatives are strongly encouraged.

2. PRE-DEPLOYMENT TRAINING:

Training subjects, guidelines and methods applicable to those military observers appointed to a same specific UN mission. This type of training should be conducted during the period once details on deployment are published.

Pre-deployment training is conducted either at the national, regional or international level.

3. IN-THEATRE TRAINING

Training subjects, guidelines and methods applicable within the area of operation, once military observers have been deployed. This type of training usually includes specific details on the theatre (based on experience) and refresher training sessions on generic and pre-deployment subjects.

In-theatre training is usually conducted under the responsibility of the Chief Military Observer (CMO).
Generic Peace-keeping Training refers to general information about the United Nations and Peace-keeping missions that may be taught at any time prior to deployment. These training guidelines are applicable to any United Nations Mission.

Why is there a need for Generic Peace-keeping Training?

Generic peace-keeping training offers the future UNMO an opportunity to learn, well in advance of deployment, about the history, structure and global role of the United Nations and United nations peace-keeping operations. Generic peace-keeping training will enhance the UNMO's knowledge of the United nations as well as raising this/her awareness about previous difficulties encountered by UNMOs during peace-keeping missions. Much of the information contained in Generic Peace-keeping Training may be useful for training personnel other than UNMOs earmarked for peace-keeping responsibilities.

Recommended Course Structure:

Generic Peace-keeping Training is broken down into eight curriculum areas (or modules) and may be taught as one block on consecutive days or as five individual courses over a number of weeks. Each UNMO client group will have different training requirements depending on previous training and experience and hence facilitators may need to go into more detail in some of the curriculum areas. A recommended allocation for each curriculum topic would be 1 to 2 days.

Curricula Guidelines:

Generic Peace-keeping Training falls into eight categories:

1. FUNDAMENTAL / POLITICAL AND U.N. KNOWLEDGE,
2. BATTLEFIELD FAMILIARIZATION,
3. MEDICAL AND HYGIENE,
4. COMMUNICATIONS,
Module Overviews:

1. FUNDAMENTAL / POLITICAL AND U.N. KNOWLEDGE

Learning Objectives:

By the completion of The History of United Nations and United Nations Peace-keeping module, participants will be able to describe the structure and role of the United Nations and the origins and purpose of United Nations peace-keeping.

Module Content:

The recommended content for Fundamental / Political and U.N. knowledge module is outlined below:


12. The global structure of the United Nations, the role of individual Organs and an overview of the work of the Specialized Agencies.

13. The origins of United nations Peace-keeping: The distinction between Chapter VI and Chapter VII Operations.


15. A general history of United Nations Military Observers in peace-keeping operations

16. How the mission mandated are decided/developed, how peace-keeping operations reflect mandated responsibilities and how peace-keeping operations are funded
17. How peace-keeping operations are structured and where UNMOs fit into the overall mission structure. Attention needs to be given the role played by the military component of missions, the United Nations specialized agencies, the mandates and roles of international/national NGOs and PVOS, and the role of the media.

18. How the United Nations civilian administration functions in a peace-keeping operation and an overview of the various functions of services and sections and how they impact on the work of UNMOs.

19. An overview of the legal status and financial aspects of being a UN military observer in a peace-keeping operation.

2. BATTLEFIELD FAMILIARIZATION

TO BE CREATED

3. MEDICAL AND HYGIENE
By the completion of the Medical and Hygiene module, participants will have a greater awareness of the causes and management of basic emergency medical procedures with particular emphasis placed on mission type injuries and casualties.

Module Content:
The recommended content for the Medical and Hygiene module is outlined below.

31. Stress management: What is stress, what are the sources of stress, what are the symptoms of stress, consequences of UN-managed stress, stress management techniques and helping others displaying symptoms of stress.

32. Primary and secondary survey of casualties.

33. Cardiopulmonary resuscitation (CPR), care of an obstructed airway, external airway respiration and external cardiac massage (requiring demonstration and practice on a mannequin).

34. Management of a bleeding wound including application of a pressure bandage, elevation of bleeding limbs, identification of pressure points, specific wounds and sucking chest wounds.

35. Identification and management of burns.

36. Identification and management of shock.
37. Management of fractured bones including splinting, applying a sling, lifting techniques and C-SPAN techniques.

38. Climatic conditions including heat exhaustion, stroke and hypothermia.

4., 5., 6., 7., and 8. TO BE CREATED
TO BE CREATED
IN-THEATRE TRAINING GUIDELINES FOR UN MILITARY OBSERVERS

TO BE SORTED AMONG THE FOLLOWING

-Organization
Composition and Administration
Operational Mission
Contributions of Participating Countries
Camp Locations and Facilities
Annexes: Map / Zonal structure

-General Information
Topography
Climate
History
Demography
Customs and Culture
Dos and Don'ts
General points
Off Camp considerations
Basic local phrases

-Field Sites and Patrols
Mission Tasks for Field Sites and Patrols
Sector Control Centers
Check Points
Observation Posts
Temporary Observation Posts
Special Temporary Observation Posts
Patrols
Field Site Requirements
Relationship considerations
Evacuation of Field Sites

-Observation
Judging distance
Target Indication
Range Cards

-Recognition
Local Forces Recognition
Police / Armed Forces / Aircraft Recognition
-Reporting Procedures
Flow of Information
Types of Reports
Annexes:
Vehicle/Personnel Incident Report
Aircraft Incident Report
Situation Report
Summary of Events Report
Medevac/Mass Casualty Follow-Up Report
Patrol Boat Status Report
Explosive Ordnance Report
Weather Report
Helicopter Fuel Status Report
Weekly Remote Site Status Report
Vehicle Departure/Entry Log
Site Reporting Responsibilities

-Communications
Field Site Communications
Radio Procedures

-Threat Assessment and Defense Measures
Defense Measures
Personnel Security
Unusual Activity outside Site Perimeters

-Instructions for the Use of Firearms and the Use of Force
Use of Force
Definitions
Principle of the Active Use of Force
Instructions for the Use of Firearms
Challenging

-Survival and First Aid
Operational Survival
Water Conservation
Situational Survival
Survival Scenarios
Personal Protection
Clothing/Shelter
Communication
Recovery
First Aid

-Vehicle Drills
Vehicle Commander
Convoy Commander
Briefings
Security
Vehicle Preparation
Actions on Accidents/Contacts/Mines

-Identification of Mines and Unexploded Ordnance
Explosive Hazards
Explosive Safety
Minefields
UXOs
Scenarios
Suggested Unit Training
Additional Training

-Safety
History
Vehicle Hazards
Vehicle Safety
Fire Safety
Firearms and Ammunition Safety
Environment
Equipment required for movement within the area
Speed Limits
RECOMMENDED RESOURCES AND CONTACT PERSONNEL

TO BE AMENDED WITH MORE DETAILS

Recommended Resources:


UN MEDICAL STANDARDS FOR PEACE-KEEPING AND SPECIAL MISSIONS


TERMS OF REFERENCE FOR UNITED NATIONS MILITARY OBSERVERS

To be created.

Chief Military Observers?

UN MILITARY OBSERVER CODE OF CONDUCT

To be scanned in.

SUGGESTIONS FOR SELECTION OF UN MILITARY OBSERVERS
ASSESSABLE CRITERIA FOR THE UN MILITARY OBSERVERS

1. LANGUAGE
2. DRIVING
The main objective of the Official Mission Language Training module is to enable Military Observers to communicate effectively in the official language of the mission. A note to Facilitators on Language Training: The Selection Standards for United Nations Military Observers stipulates that "Any officer volunteering for service as a UN military Observer must be able to communicate effectively in the official language of his or her Member State and in the official language of the mission he or she has been selected for. For the purposes of this document, "communicate" refers to being able to read, write, listen and speak to a level where he or she can understand and be easily understood."

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

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

The training resources outlined in the Recommended Resources are only a guide (not specific standards) and will be most effective when taught in conjunction with a comprehensive UNMO specific language training programme. It is imperative that, as much as possible, UNMOs are subjected to immersion language learning. (Some Member States contributing UNMOs conduct all pre-deployment peace-keeping and In-Theatre specific training in the official mission language). Particular emphasis should be placed on day-to-day situations that UNMOs may encounter.

Facilitators are encouraged to tailor language training courses to the specific needs of their UNMOs. Language Training Programme Objectives has been developed by the United Nations Training Service, OHRM. These objectives are generic in nature and hence applicable to any language. As much as possible facilitators should conduct the language training in a UN Military Observer specific context. The text contained in this document is in draft form and is not to be used as official United Nations policy.
LANGUAGE TRAINING PROGRAMME OBJECTIVES

Language Training Programme Objectives has been developed by the United Nations Training Service, OHRM. These objectives are generic in nature and hence applicable to all languages.

Three stages of difficulty are described:
- Elementary stage
- Intermediate stage
- Advanced stage

Every stage includes:
- Listening comprehension objectives
- Reading comprehension objectives
- Speaking comprehension objectives
- Writing comprehension objectives

As much as possible facilitators should conduct the language training in a UNMO specific context. The text contained in this document is in draft form and is not to be used as official United Nations policy.
ELEMENTARY STAGE

Listening comprehension

Comprehension mainly limited to familiar words or expressions spoken in daily situations in direct face-to-face communication, which allows for repetition, rephrasing and some slowed speech.

Language learner is able to:
- Understand basic courtesy formulas (greetings, leave taking, apologies, etc.);
- Understand simple basic questions about personal identity, family, job, country, daily activities and interests;
- Understand questions and answers about daily survival needs when context aids understanding (in restaurants, transportation, stores, etc.);
- Understand simple expressions of emotion, opinion and reaction;
- Understand simple directions, instructions, requests and orders;
- Understand addresses, times, dates, prices and temperatures;
- Understand simple descriptions of persons, places, things;
- Understand simple accounts of incidents or events;
- Understand expressions of intention and future plans;
- Understand spelling of words and names;
- In telephone conversations, understand clear messages that are expected and deal with simple, straightforward factual information (name and number of caller, appointments, etc.);
- In third party conversations or broadcast materials, understand words or expressions, identify topic and predict some meaning it highly contextualized.

Reading comprehension

Comprehension mainly limited to words and expressions already mastered. Some ability to guess meaning of highly contextualized words or cognates in
predictable areas. Several readings and checking required.

Language learner is able to:

- Recognize all the letters or characters and numbers in the writing system, whether printed or hand-written;
- Understand the essential information in public messages such as basic safety instructions, social codes, traffic regulations, etc., containing familiar vocabulary;
- Pick out needed information in menus, schedules, maps, notices, etc.;
- Understand simple biographical information requested in a form (name, address, occupation, etc.);
- Pick out words or expressions in authentic written materials (newspapers, documents, etc.), identify topic and predict some meaning if highly contextualized.

Speaking

Vocabulary quite limited and syntax fragmented. Unable to generalize linguistic knowledge beyond familiar situations. Frequent pronunciation errors interfere with understanding and repetitions often required. Using already learned expressions or utterances, can satisfy a limited number of immediate needs.

Language learner, in face-to-face conversation is able to:

- Use basic courtesy formulas (greetings, leave taking, apologies, etc.);
- Indicate lack of understanding and ask for clarification;
- Provide and obtain basic information about personal identity, family, job, country, daily activities and interests;
- Ask for and give simple directions, make simple requests and give simple commands related to everyday life;
- Report simple factual information (time, weather, etc.);
- Give simple descriptions of persons, places, things;
- Give a simple account of an incident or event;
- Express intention of future plans;
- Spell words and names
- Get a simple message across on the telephone.

**Writing**

Ability to communicate in writing is limited to learned material. Frequent misspellings and grammatical errors.

**Language learner is able to:**

- Form all the letters or characters and numbers in the writing system, whether printed or hand-written;
- Use simple basic punctuation;
- Fill in forms or questionnaires with simple biographical data;
- Write simple factual messages involving names, numbers, dates, addresses;
- Write simple notes making request, asking for and giving information.
INTERMEDIATE STAGE

Listening comprehension

Because of limited vocabulary, will have difficulty understanding unfamiliar and unexpected topics. Even if the topic is familiar, will have difficulty understanding native speakers who speak quickly, use colloquialisms or have regional accent.

Language learner is able to:

- Understand the gist of face-to-face conversations (allowing for some repetition, rephrasing), including:
  - Instructions, directions, requests and orders;
  - Suggestions and advice;
  - Descriptions of persons, places, things and accounts of incidents and events;
  - Expressions of intention and future plans
  - Messages implied by the speaker (emotions, opinions, reactions and point of view);

- Understand routine telephone conversations that are reasonably clear (allowing for some repetition, rephrasing)

- Understand the general sense of a speech, meeting or training course, in area where there is some background knowledge of the subject;

- Understand certain pieces of factual information (names, dates, times, places) and some main ideas in public announcements and broadcast materials, if there is some prior knowledge of the topic.

Reading comprehension

Comprehension dependent on subject-matter. Able to read facts and to interpret author's attitude and point of view. Lack of vocabulary and lack of familiarity with complex structures may cause misunderstanding. Reading rate slow and several readings may be required.

Language learner is able to:

- Understand forms and questionnaires of a general nature;
- Understand the essential information in announcements, signs and advertisements not containing too many colloquialisms;

- Understand the essential information contained in other forms of printed material encountered in daily life (bills, catalogues, non-technical instructions, basic reference materials, etc.);

- Understand the essential information in personal and routine work related messages and correspondence in a familiar context;

- Understand the main idea of factual articles from newspapers or periodicals on familiar topics aimed at a general audience;

- Understand factual, non-technical information in United Nations reports or documents, if the subject is familiar.

Speaking

Still speaks with much hesitation. Misunderstandings frequently arise due to limited vocabulary and inaccuracies in grammar and pronunciation. However, with repetitions and circumlocutions, can generally be understood.

Language learner, in face-to-face conversation, is able to:

- Obtain and give factual information concerning own area of work or daily personal needs;

- Participate in conversations asking and answering questions and giving personal reactions on work-related matters, personal life or familiar current events;

- Give instructions, explanations or suggestions related to own area of work.

In addition, should be able to make him or herself understood when asking for or reporting straight-forward information on the telephone.

Writing

Basic sentence patterns have been mastered but complex sentences may still present difficulty. Writing is loosely organized and generally only simple cohesive devices are used. Frequent use of inaccurate or incorrect vocabulary. Still many grammatical errors and misspellings, but generally most writing is comprehensible.
Language learner is able to:

- Take down telephone messages in a familiar context;
- Fill out forms giving work-related or biographical information;
- Write simple letters related to work matters or survival needs, if a model is provided;
- Write brief paragraphs relating to personal or work history, daily life or survival needs.
ADVANCED STAGE

(Level required to pass United Nations Language Proficiency Examinations)

May have difficulty understanding native speakers who are speaking very fast or using slang, colloquialisms, regionalisms or non-standard dialect. May not understand highly specialized or technical language or language spoken or broadcast when noise levels are high. Can detect some emotional overtones and make some inferences, but still may have trouble with irony and humor and may miss subtle nuances and shades of meaning.

Language learner is able to:

- Understand face-to-face conversations with one or more native speakers or conversations between native speakers that are of normal speed in standard language on general subjects or subjects of own expertise;

- Understand telephone conversations concerning general or familiar subjects and explanations or detailed instructions on work-related matters;

- Understand the essential information in speeches, meetings or presentations in non-technical areas or areas of own expertise;

- Understand the substance of broadcast materials on general subjects or subjects of own expertise.

Reading comprehension

May have difficulty understanding complex material on subjects outside own experience. May have difficulty with colloquialisms, regionalisms, irony, humor, figurative language, subtle nuances, unusually complex structures or complex argumentation. Will probably read at a slower rate than in own first language and will have to rely on dictionary for unfamiliar vocabulary when meaning cannot be predicted.
Language learner is able to:

- Understand United Nations reports and documents in own area of work;

- Understand articles in newspapers or periodicals on non-technical topics addressed to a general audience;

- Understand technical articles in newspapers or periodicals on subjects in own area of interest or expertise;

- Understand messages related to own area of work;

- Understand general work-related correspondence (letters, memoranda, telegrams);

- Understand work-related announcements or notices;

- Understand instructions related to the job;

- Understand forms and questionnaires;

- Understand abbreviated materials, such as headlines, signs, advertisements.

Speaking

Still makes grammatical errors but these generally do not interfere with understanding. Has a limited vocabulary, but with circumlocutions is able to talk about particular interests and special fields of competence. Although speech may be hesitant and accent may be obviously foreign, is still intelligible.

Language learner is able to:

- Carry on casual conversations giving personal reactions about work personal life or current events;
- Give information, explanations or instructions concerning own area of work or special fields of competence;

- Follow an informal meeting on a familiar subject, ask and answer questions, make comments and suggestions.

Ability to carry out the above functions will be somewhat more limited on the telephone than in face-to-face conversations.

Writing

While basics are mastered, may still make grammatical errors with more complex structures. May use awkward constructions or imprecise vocabulary, but errors do not interfere with understanding the message.

Language learner is able to:

- Compose short, informal notes or letters conveying information, making requests, making suggestions or expressing an opinion on a familiar topic:

- Write informal accounts of own experience, travel, work performed, etc.
UNMO LANGUAGE TEST

GOAL:

To evaluate how effective the Military Observer will perform, i.e. to determine was he/her confident, coherent, accurate and concise, expressing himself/ herself orally and did the rates display logical presentation of ideas, flow, accuracy, neatness, clarity, completeness and timeliness in writing.

METHOD:

The Test consists of 4 portions presented in a logical sequence:

1. Oral Interview
   This is conducted on a one to one basis with the candidate being asked five general questions. The interview is recorded on a cassette. The Military Observer’s ability to converse and understand the language is assessed.

2. Listening Comprehension
   A cassette tape is played of a conversation between a Military Observer and another person. The Military Observer has no written text and must provide correct answers for five questions

3. Video Presentation
   This consists of a scenario of a mission related conversation between Military Observers and individuals involved in everyday situations. This conversation is video recorded and shown to the Military Observer. The duration of the conversation will not exceed five minutes and at the end the Military Observer is required to write a brief report on the content. Multiple scenarios may be developed.

4. Reading Comprehension
   The Military Observer is presented with one short written Incident Report and is expected to answer five questions on it.
SCORE'S CALCULATION

A mark between 0/20 and 20/20 is allocated to every portion of the test. Every portion of the test is given a coefficient as indicated in the following table:

To consider the Test successfully passed the Military Observer must achieve at least 100 Pts./200 for the entire test and at least 10 Points/20 in each portion.

If not, a re-testing board will be set to evaluate his or her ability to comply with the mission's language requirements.

In cases where the language skills are marginal, all Test and result scoring are available for review prior to any re-test or recommendation for repatriation.

1. ORAL LANGUAGE TEST (Coefficient 4)

Goal:

The oral portion of the test evaluates the Military Observer's oral expression and effectiveness. The main considerations should be as follows:

- Was the Military Observer: confident, clear, accurate, concise, brief, etc. ?

- Did the Military Observer display: logical presentations of ideas, flow, completeness, etc. ?

Testing procedure and score's calculation:

- This test is conducted on a one to one basis.

- The interview may be recorded on a cassette.
- The interviewer has a set of topics to cover and some specifically worded questions to ask. All questions asked should be read exactly as they are stated in the questionnaire list in order to avoid misunderstanding and ensure impartiality.

- The Military Observer is asked five questions. Each question is marked out of 4 Points

- The whole portion is marked out of 20 Points.

- A minimum score of 10/20 Points must be achieved for the whole portion.

2. LISTENING COMPREHENSION (Coefficient 2)

Goal:

The listening comprehension portion of the test evaluates how the Military Observer can comprehend speech and make statements on the information heard on radio, i.e. how effectively he/she perceives the subject presented using short sentences and abbreviations.

Testing procedure and score's calculation:

- This test, which may be conducted simultaneously for a group of Military Observers, consists in listening to a short conversation between two persons recorded on a cassette.

- The Military Observer is allowed to make notes while listening to the tape.

- The Military Observer fills a form where he/she should answer 5 questions (Time allowed for this portion of the test is 15 minutes). Each question is marked out of 4 Points.

- The whole portion is marked out of 20 Points.
3. VIDEO PRESENTATION (Coefficient 3)

Goal:
The Video portion of the test evaluates how the Military Observer can comprehend speech and make statements on the information seen, i.e. how effectively he/she perceives the subject presented visually.

Testing procedure and score's calculation:
- This test, which may be conducted simultaneously for a group of Military Observers, consists in watching two short screenplays:
  - A conversation between two Military Observers.
  - A dictation.
- The Military Observer writes a pre-formatted brief report about the subject presented.
- Time allowed for this portion of the test is 30 minutes.
- The candidate is allowed to make notes while watching the tape.
- This whole portion is marked out of 20 Points
- A minimum score of 10/20 Points must be achieved for the whole portion.

4. READING COMPREHENSION (Coefficient 1)

Goal:
The reading portion of the test evaluates how the Military Observer can understand the written information presented as a brief incident report, i.e. how effectively he/she will use own vocabulary and ability to comprehend the written information and make conclusions on the basis of this information.
Testing procedure and score's calculation:
- The Military Observer reads a text
- The Military Observer is orally asked five questions and should answer orally. (Time allowed for this portion of the test is 15 minutes). Each question is marked out of 4 Points.
- The whole portion is marked out of 20 Points.
- A minimum score of 10/20 Points must be achieved for the whole portion.

**UN MILITARY OBSERVER LANGUAGE TEST : SCORE'S CALCULATION**

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<th>PTS.MINI / 20</th>
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<td><strong>ORAL</strong></td>
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<td>30/60</td>
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UNITED NATIONS MILITARY OBSERVER DRIVING TEST


The driving test for Military Observers consists of two parts:

1. Handling Test
   2. Road Test

1. HANDLING TEST

To assess the Military Observer's ability with respect to the following:

11. OPERATION:
   - Steering control
   - Foot control
   - Hand control
   - Seat adjustment
   - Seat belt operation
   - Mirror adjustment

12. ABILITY:
   - Start engine
- Operate auxiliaries (Wipers, lights etc.)
- Engage gears
- Move off smoothly
- Steer properly
- Stop smoothly
- Reverse using external mirror and shoulder checks
- Park properly
- Switch off engine
- Engage hand brake and parking gear
- Perform 3-point turn
- Park parallel to footpath

- The test will be carried out over a short period of time at the tester’s discretion.

- Assistance cannot be given by a third party.

- This part of the test can not be taken more than two (2) times with a minimum of seven (7) days between each test.

- Successful completion of the Handling Test entitles the Military Observer to partake in the Road Test.

2. ROAD TEST

Driving in normal road and traffic conditions accompanied by the trained driving instructor to assess the Military Observer’s ability with respect to the following:
21. OBSERVATION:
- Other traffic
- Pedestrians / Pedestrian crossings
- Traffic lights
- Warning signs
- Information signs
- Road markings
- Traffic controllers signals

22. ABILITY
- Moving off in traffic
- Stopping in traffic
- Use of accelerator / foot brake / clutch
- Changing gears
- Use of steering
- Use of hand brake
- Correct use of speed
- Use of mirror / signals
- Lane discipline
- Positionning (approach / turning / after)
- Concentration
- Keep distance
- Safety position
- Overtaking
- Shaving off (driving too close to other hazards)
NOTE: The road test is performed in right or left hand driving, according to the national regulations. If the mission's driving side is inverted, the road test will again be administered.

Failure of road test:
In some circumstances the Military Observer must be failed if a serious mistake is committed. The following mistakes are considered serious enough to constitute a failure:

a. A person through his/her negligence is the cause of a traffic accident.
   (No further tests are allowed)

b. The Military Observer:
   - Disregards traffic control signals
   - Disregards traffic lights
   - Disregards stop signs
   - Disregards give-way signs
   - Disregards pedestrians on crossings
   - Drives on the wrong side
   - Shows no lane discipline
   - Interferes with other traffic
   - Collides with the pavement
   - Drives on the pavement
   - Signals incorrectly to other road users
   - Drives regularly too close to pedestrians, parked vehicles or other traffic

c. The driving instructor /tester has to interfere with driving, i.e. take control of steering or use of the foot pedals
The instructor/tester uses his/her discretion in deciding the result of the test.

Favoritism towards any individual, group or nationality must not be shown and decisions must be made solely on the merits of the driver's ability.

For the safety of everyone it is imperative that only competent drivers be issued driving permits.

On failing the first attempt, the Military Observer will have only one more test after seven days. Only two attempts are allowed.

If the instructor/tester decides that the Military Observer is not competent to drive the UN vehicles or is competent but may need more tuition or practice in the Mission area, then copy of attached form should accompany his/her file to his/her station of deployment. This form should show clearly where the Military Observer needs assistance. The decision to repatriation is not that of the instructor/tester.

Winter driving

In this particular case additional training may be needed, especially for Military Observers deployed in severe winter driving conditions areas and who hail from countries where winters are mild. This training should be given in the field by experienced instructors.

It should include driving:
- In snow and ice (low and high ground)
- In very wet conditions
- Through water
- Off-road (use of 4-wheel drive)
- In muddy tracks

Instruction should also be given in relation to correcting front-rear-wheel and four-wheel skids.
DRIVING TESTING FORM

Name:  
Rank:  
Nationality:  
Date of test:  
Driving Experience:  
Mission:  

The items that are marked below are those that you are advised to give special attention. Please study these with your instructor.

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<td>01</td>
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<td>02</td>
<td>Checks before moving off</td>
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<td>03</td>
<td>Use of accelerator</td>
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<td>04</td>
<td>Use of brake</td>
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<td>05</td>
<td>Use of clutch</td>
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<td>Use of hand brake</td>
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<td>07</td>
<td>Gear changing</td>
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<td>Steering exercise</td>
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<td>09</td>
<td>Reversing</td>
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<td>10</td>
<td>Speed +/-</td>
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<td>11</td>
<td>Use of mirrors</td>
<td>23</td>
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<tr>
<td>12</td>
<td>Signals</td>
<td>24</td>
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</tbody>
</table>

Remarks:

Name of tester:

Date:

Signature:
**DRIVING ASSESSMENT REQUIREMENTS**

1. **Vehicles:**
   - Manual gearbox, 4x4 pick-up if possible
   - Good roadworthy condition

2. **Licence:**
   - Military Observer must have a valid national driving licence

3. **Personnel:**
   - National driving instructor (External advisor if required)

4. **Testing area:**
   - Large area to facilitate handling and road driving test
   - Separate area for each test if several conducted simultaneously
   - Parking cones
   - Bright coloured paint to mark handling area

5. **Optional:**
   - Winter equipment
   - Radio equipment
   - Paper and writing implements
   - Access to computer/printer/copier
IAPTC 3rd ANNUAL MEETING, MALTA 25-26 APRIL 1997
WORKSHOP 2

TRAINING OBJECTIVES
FOR UNITED NATIONS MILITARY OBSERVERS
In order to "Operate as an UNMO", one has to:

- "Act in Accordance with UN Policy and Concept of Operations"
- "Operate within local civilian infrastructure"
- "Carry out operational duties".

Following this approach and according to different proposals by Member States and Training Centers, the required knowledge to serve as UNMO has been converted into "TRAINING OBJECTIVES".
1. FUNDAMENTAL / POLITICAL AND U.N. KNOWLEDGE

1.1 The Military Observer understands the history, development, objectives and organization of the UN as well as it's Charter.
   1.11 The UN Charter
   1.12 The UN Organization
   1.13 Background to UN-PK
   1.14 Agenda for Peace
   1.15 Peace-keeping Principles

1.2 The Military Observer understands the fundamentals of Human Rights, the Laws of war and applicable aspects of International Humanitarian Law

1.3 Using selected current peacekeeping operations as examples, the Military Observer is familiarized with the UN efforts resolve crisis and conduct conflict management.
   1.31 He/She is familiarized with the UN structures and procedures in the host country.
   1.32 He/She has been briefed on the past, present and foreseen political/military situation in the mission area. This knowledge includes historical, geographical and economical matters

1.4 The Military Observer understands the fundamentals of a political and military scenario which leads to a peacekeeping operation.
   1.41 He/she has been briefed on the fundamentals of the conduct of peace-keeping operations, procedures and principles.
   1.42 Organization and Composition of PKOs
   1.43 Co-operation/Components
   1.44 Strategy of Peace-making, Peace-keeping and Peace-keeping Activities

1.5 The Military Observer understands the possible military strategies and operational procedures for the execution and enforcement of a UN mandate.
   1.51 Planning processes
   1.52 Organization and command structures
   1.53 Logistics

1.6 The Military Observer has been briefed on the special requirements of an officer serving as a military observer and understands them.
   1.61 Code of Conduct for UN Personnel
   1.62 The Military Observer is familiar with new partnership and the rules
for dealing with people of other nationalities and other cultural spheres.

1.7 The Military Observer understands the fundamentals aspects of liaison with the Humanitarian component in a field operation:

1.71 The Military Observer understands the basic structure, the tasks and procedures of:
1.711 In-theater United Nations agencies
1.712 NGOs/PVOs
1.713 Coordinating structures
1.714 Methods of operation

1.72 He/she understands how to perform duties within and for the Humanitarian.
1.721 Liaison procedures with humanitarian agencies
1.722 Relationship / Status with UN
1.723 CMOC operations

2. BATTLEFIELD FAMILIARIZATION

2.1 The Military Observer understands his/her own physical reactions to the effects of weapons and munitions in close proximity, is able to distinguish between the muzzle bang and the projectile bang and to determine the location of the firer.

2.2 The Military Observer has been briefed on weapons/vehicles and aircraft in the area of operations, the Military Observer is able to describe the key features of armored fighting vehicles and aircraft of certain factions and to identify the respective types.

2.3 The Military Observer has been briefed on Mines, booby traps, ammunition and UXOs, and is aware of the threat posed by mines and booby traps of all kinds

2.31 Threat awareness / Identification of hazards and threats:
2.311 Responsibilities
2.312 Natures of injury
2.313 What is a device / Types of device / Aims of devices
2.314 Specific devices
2.315 Actions prior to event
2.316 Signs to look for / Areas to suspect
2.317 Theoretical actions, Drills,( actions and reactions)
2.3171 He/She is able to recognize booby traps and understands the protective action required.
2.3172 He/She is able to recognize mines emplaced in the terrain; understands the procedures for searching and marking mines and takes the action required.
2.318 Movement / precautions

2.4 He/She understands how to analyze craters left by exploded ammunition and how to protect the scene for expert follow up.
2.41 Artillery crater analysis
2.42 Mortar crater analysis
2.42 Fragment identification

2.5 The Military Observer understands the dangers of chemical toxic hazards and is capable of identifying basic types:
2.51 Use of chemical / biological weapons by indigenous factions
2.52 Industrial and commercial pollution
2.53 Basic Identification of types
2.54 Chemical monitoring procedures

3. MEDICAL AND HYGIENE

3.1 Physical training/Military endurance training: The Military Observer determines, maintains and/or improves his/her level of physical fitness.

3.2 The Military Observer understands and is able to apply the principles of First Aid and Trauma situations

3.3 The Military Observer has been briefed on the climatic, hygienic and medical particularities of the host country.

3.4 He/She understands the dos and don'ts to be observed for preserving his/her own health and that of his/her team members
3.41 Food Preparation

3.5 The Military Observer understands the possible causes and consequences of stressful situations and is able, preferably on a preventive basis, to take
appropriate action for himself/herself and for his/her team.

3.51 Stress Management Techniques
3.52 Personal Stress Management evaluation
3.53 He/She is familiar with the likely physical, and psychological stresses of being arrested, kidnapped or taken hostage
3.54 Different cultural aspects of hostage taking
3.55 Understanding personal survival strategies if taken hostage

4. COMMUNICATIONS

4.1 The Military Observer is fully capable of communicating within the UN chain of command

4.11 The Military Observer understands how to read, write, listen and speak in the official language of the mission.

4.12 The Military Observer handles of communications systems / HF/VHF equipment
   4.121 Use national communications systems / Fault finding
   4.122 Use local communications systems / Fault finding
   4.123 Use in-theater communications systems / conducts fault finding

4.13 The Military Observer understands UN and international Radio communications procedures, the radio communications on his/her military observer mission and is able to apply the radio voice traffic control procedures.

4.14 He/She applies the procedures of radio voice communications within the traffic control net when he/she receives or sends operational reports.

4.15 The Military Observer understands and employs appropriate reporting procedures
   4.151 The Military Observer understands the most important types of reports, reporting procedures and message contents which are used in the surveillance and monitoring of cease-fire and force separation agreements and is able to use them.
   4.152 He/she understands the rules of the reporting system and the radio voice procedures upon recognizing a violation of a cease-fire agreement.
4.16 The Military Observer understands computer handling for the day-to-day UNMO administration

4.161 He/she understands the basics on Personal Computers

4.162 He/she understands how to use the main software programmes in use by the United Nations in the mission area

4.163 He/she understands how to access and use the UNMO standardized macros in the mission area with particular emphasis on Interoffice Memorandums, Daily Occurrence Reports, Facsimile Transmissions and Incident Reports

4.164 Optional: He/she understands advanced programmes and computer trouble shooting

4.2 The Military observer understands the principles and procedures for communication with non UN personnel, civilian populations and the media

4.21 The Military Observer understands familiar words or expressions used in direct face-to-face communication in the local language(s) used by natives.

4.22 The Military Observer is able to apply the fundamentals of effective communication techniques and discussion techniques in a surprise meeting with media representatives, International TV and press

4.221 Local TV and press activities / International press

4.222 Communication / Interview techniques

4.223 Information concerns / security

4.224 Mission media policies

5 DRIVING

5.1 The Military Observer is experienced in the operation of a 4X4 vehicle in extreme conditions, understands the vital components and field-expedient repairs.

5.11 Patrol in a vehicle

5.12 Demonstrate practical driving skills

5.13 Defensive driving techniques

5.14 Extreme climatic variations

5.15 Host nation traffic regulations

5.16 Driving across country
<table>
<thead>
<tr>
<th>5.17</th>
<th>Driving on roads and tracks</th>
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<tbody>
<tr>
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<td>5.182</td>
<td>Recovery techniques</td>
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<tr>
<td>5.19</td>
<td>Familiarization with vehicles used in-theater</td>
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</tbody>
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### 6. U.N. OPERATING TECHNIQUES / CONDUCT OF OPERATIONS

Position and Observation Posts / Checkpoints / Roadblocks / Searches / Patrolling / Investigations / Negotiations / Liaison / Use of force

6.1 The Military Observer is briefed on the responsibilities, tasks and conditions of UN military observer service.

6.11 He/she understands the primary duties of the CMO, sector commanders, principle staff and duty officers

6.12 Ethics and Ethos of military observers

6.2 The Military Observer applies the UN principles and techniques of the duties related to an observation post.

6.21 Manning of OPs
6.22 Carry out OP drills
6.23 Reporting observations
6.24 Observation techniques (day / night)
6.25 Observation equipment
6.25 Use of survival equipment
6.26 Daily routine in Ops

6.3 The Military Observer understands the parameters for the execution of a patrolling and inspection task and is able to establish the key measures for the preparation and the execution of the task.

6.31 General principles and rules
6.32 Patrol planning, briefing and de-briefing
6.33 Inspection briefing and reports.
6.34 Agreements and violations

6.4 The Military Observer understands the tasks of a Milob within a force separation mission and is able to apply these principles.

6.5 The Military Observer understands and employs the principles and techniques of negotiation and mediation

6.51 He understands the appropriate use of interpreters in dealing with
warring parties
6.52 Techniques
6.53 Preparation and conduct of negotiations
6.54 Principles/application
6.55 Non verbal and cultural aspects

6.6 The Military Observer is capable of navigating within the mission area
   6.61 Utilize navigational skills
   6.62 Use of G.P.S.
   6.63 Introduction to mapping in-theatre
   6.64 Map reading skills

6.7 The Military Observer understands the application of field craft skills and
   employs those appropriate to his mission

6.8 The Military Observer understand the roles and use of helicopters to assist
   in the conduct of military observer tasks,
   6.81 He/she is proficient in laying out a helicopter Landing Zone (LZ)
   6.82 Plans and employs the helicopters in support of missions

6.9 The Military Observer applies the techniques and formats for written UN staff
   duties applicable to operations

7. ADMINISTRATION

7.1 The Military Observer is current with all aspects of Personnel administration
   and documentation needed for his mission
   7.11 Duration of tour of duty
   7.12 ID
   7.13 Pay and allowances
   7.14 Food and accommodation
   7.15 Passport / visa
   7.16 Driving licence
   7.17 Photographs
   7.17 Travel orders
   7.18 Discipline
   7.19 Type and conditions of CTO/Leave
   7.20 Service secretary
   7.21 Honors and awards
   7.23 Movement
7.24 Medical and dental
7.25 Material and services
7.26 Postal arrangements
7.27 Command and signal
7.28 Relief

8. LOGISTICS

8.1 The Military Observer is capable of maintaining the equipment assigned to a field post

8.2 The Military Observer is capable of effecting minor repairs and make demands for replacements of equipment

8.3 The Military Observer is cognizant of and supports the mission equipment policy

9. MISSION SPECIFIC KNOWLEDGE

9.1 The Military Observer understands the organization and structure of the mission to which he/she is assigned
   9.11 Composition and Administration
   9.12 Operational Mission
   9.13 Contributions of Participating Countries
   9.14 Camp Locations and Facilities
   9.15 Annexes: Map / Zonal structure

9.2 The Military Observer Makes himself aware of the general information applicable to his mission area
   9.21 Topography
   9.22 Climate
   9.23 History
   9.24 Demography
   9.25 Customs and Culture of Host Nation and parties to the conflict
   9.26 Dos and Don'ts
   9.27 General points
   9.28 Off Camp considerations
   9.29 Basic local phrases
9.3 The Military Observer becomes familiar with all aspects of field sites and patrolling activities in his/her mission

9.31 Mission Tasks for Field Sites and Patrols
9.32 Sector Control Centers
9.33 Check Points
9.34 Observation Posts
9.35 Temporary/Special Temporary Observation Posts
9.36 Patrols
9.37 Field Site Requirements
9.38 Relationship considerations
9.39 Evacuation of Field Sites

9.4 The Military Observer becomes competent in basic OP procedures

9.41 Judging distance
9.42 Target Indication
9.43 Range Cards

9.5 The Military Observer becomes familiar with and skilled in intelligence gathering

9.51 Information briefs
9.511 Establish information gathering methodology
9.512 Organization of information assets in-theater
9.513 Methods of military information gathering
9.514 Information gathering cycle

9.52 Local Forces/Police/Aircraft Recognition
9.515 Observation and monitoring of local forces activities

9.5151 Recognize indigenous forces, ORBATs, deployments, capabilities, equipments etc.
9.5152 Indigenous forces deployment within AOR
9.5153 Arty / mortar equipment
9.5154 AFVs and other vehicles
9.5155 Small arms and other weapons systems
9.5156 Unit insignia and equipment markings
9.5157 Uniforms and insignia
9.5158 Local variations

9.6 The Military Observer becomes familiar with and uses the reporting procedures current in his/her mission

9.61 Flow of Information
9.62 Types of Reports
9.621 Vehicle/Personnel Incident Report
| 9.622 | Aircraft Incident Report |
| 9.623 | Situation Report |
| 9.624 | Summary of Events Report |
| 9.625 | Medevac/Mass Casualty Follow-Up Report |
| 9.626 | Patrol Boat Status Report |
| 9.627 | Explosive Ordnance Report |
| 9.628 | Weather Report |
| 9.630 | Firing Close Report |
| 9.631 | Weekly Remote Site Status Report |
| 9.632 | Vehicle Departure/Entry Log |
| 9.633 | Site Reporting Responsibilities |

9.7 The Military Observer becomes familiar with communications structures and procedures applicable to his mission
   - 9.71 Field Site Communications
   - 9.72 Radio Procedures

9.8 The Military Observer becomes familiar with the threat assessment, defense measures and procedures applicable to his mission
   - 9.81 Defense Measures
   - 9.82 Personnel Security
   - 9.83 Unusual Activity outside Site Perimeters

9.9 The Military Observer becomes familiar with the UN rules of engagement if a UN Force is deployed or the instructions for the Use of Firearms and the Use of Force applicable to other PK forces
   - 9.91 Use of Force/Rules of Engagement (ROEs)
   - 9.92 Definitions
   - 9.93 Principle of the Active Use of Force
   - 9.94 Use of Firearms
   - 9.95 Challenging used by forces deployed

9.10 The Military Observer becomes familiar with the survival and First Aid procedures unique to his/her mission
   - 9.101 Operational Survival
   - 9.102 Water Conservation
   - 9.103 Situational Survival
   - 9.104 Survival Scenarios
   - 9.105 Personal Protection
   - 9.106 Clothing/Shelter
   - 9.107 Communication
9.108 Recovery
9.109 First Aid

9.11 The Military Observer becomes familiar with the survival and First Aid procedures unique to his/her mission Vehicle Drills
   9.111 Vehicle Commander
   9.112 Convoy Commander
   9.113 Briefings
   9.114 Security
   9.115 Vehicle Preparation
   9.116 Actions on: Accidents/Contacts/Mines

9.12 The Military Observer becomes familiar with the identification of Mines and Unexploded Ordnance unique to his/her mission area
   9.121 Explosive Hazards
   9.122 Explosive Safety
   9.123 Minefields
   9.124 UXOs
   9.125 Scenarios
   9.126 Suggested Training
   9.127 Additional Training

9.13 The Military Observer becomes familiar with the unique safety procedures to his/her mission
   9.131 History
   9.132 Vehicle Hazards
   9.133 Vehicle Safety
   9.134 Fire Safety
   9.135 Firearms and Ammunition Safety
   9.136 Environment
   9.137 Equipment required for movement within the area
   9.138 Speed Limits
Dear Alex,

Welcome to Malta and to the IAPTC 3rd Annual Meeting. I hope you have had a pleasant flight and are settling in nicely at your hotel. Here are a few details regarding transport and social events.

All transport during the conference days is kindly provided by the Armed Forces of Malta. Due to the fact that we have not been able to accommodate all the participants in one hotel transport arrangements will take a little longer. We would appreciate it if you would consult your final programme for bus pick-up times and be ready in the hotel lobby in good time.

Registration on Thursday will be in the hotel lobby from 1600hrs -1800hrs. Those who arrive later can register on Friday morning at the Foundation for International Studies, during the coffee break. Our staff will do their best to take as little of your time as possible.

Please note that on Thursday 24, the bus will start picking up participant at 1915hrs from the hotels for the reception hosted by the Minister of Foreign Affairs and the Environment. Pick ups in the morning are now 0815hrs and not 0830hrs as shown on the draft programme.

Lunches on Friday and Saturday will be at the Casino Maltese. Jacket and tie are required to enter this club.

The Armed Forces are providing an excursion. Weather permitting, we shall be shown the Grand Harbour aboard the Armed Forces' patrol boats. After the excursion you shall be taken to your hotel to freshen up and then picked up again for dinner at Luqa Barracks' Officers Mess. Remember to check your pick up times!

Should you wish to have your air tickets confirmed towards the end of the meeting you can leave your ticket with Simone Vella, Conference Unit.

The IAPTC 3rd Annual Meeting will come to an end on Saturday around 1745hrs. Transport will be provided to take you back to your hotel.

The registration fee covers your accommodation from Thursday to Sunday 1200hrs, bed and breakfast. Saturday dinner is not covered. Any extras and additional nights must be paid for directly with the hotel at the reception desk before your departure. Transport from your hotel to the airport is also not covered by the registration fee.

Should you have any queries please see me, or a member of our staff, we shall certainly do our best to be of assistance to you.

Have a very pleasant stay in Malta.

Very best wishes,

Sincerely,

Christine Coleiro
IAPTC 3rd Annual Meeting

Human Rights Programme, Peace and Conflict Studies, Tolerance Programme
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