Reference: 2017.14

Manual

Police Monitoring, Mentoring and Advising in Peace Operations

UNHQ, New York, 2017

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10. Contact

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1. TERMS AND DEFINITIONS

Advising. A process of working together with the host-State police and other law enforcement agencies to find solutions to their problems and to improve their performance.

Capacity. Aptitudes, resources, relationships and facilitating conditions necessary to act effectively to achieve some intended purpose.

Capacity-building. Efforts to strengthen the above components of capacity. Capacity-building targets individuals, institutions and their enabling environment.

Gender mainstreaming. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Gender equality (Equality between women and men): Gender equality refers to the equal enjoyment of human rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that rights, responsibilities and opportunities will not depend on whether a person is born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue, but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

Individual Police Officer (IPO). Police or other law enforcement personnel assigned to serve with the United Nations on secondment by Governments of Member States at the request of the Secretary-General.

Institution-building. Part of capacity-building, see above.

Law enforcement official. All officers of the law, whether appointed or elected, who exercise police powers, especially the powers of arrest or detention. In countries where police powers are exercised by military authorities, whether uniformed or not, or by State security forces, the definition of law enforcement officials shall be regarded as including officers of such services.

Mentoring. A process of 'shadowing' of the host-State police officer by an UNPOL mentor with a view to witnessing the application of new knowledge and skills by the host-State officer and assisting him/her in performing tasks, promoting professional growth and, overall, enhancing the effectiveness of the host-State police service or other law enforcement agencies.

Monitoring. Regular observation of and reporting on an activity or area related to mandated or implied tasks within a United Nations peace operation.

Peacekeeping operation. Operation led by the Department of Peacekeeping Operations.

Police and other law enforcement agencies. Includes police, gendarmerie, customs, immigration and border services, as well as related oversight bodies, such as ministries of the interior.

Police component. All United Nations police officers in a given mission, i.e. seconded officers on fixed-term contract, individual police officers (IPOs), Specialised Police Teams (SPTs) and/or Formed Police Units (FPUs).

Police development. Efforts to strengthen a host-State police service through reform and restructuring, as part of capacity-building.

Public safety. Day-to-day security that allows full freedom of movement, virtual absence of crime and disturbances.

Rule of law. Principle of governance in which all persons, institutions and entities, public and private, including the state itself, are accountable to laws that are publicly promulgated, equally enforce and independently adjudicated, and which are consistent with international human rights norms and standards. It requires, as well, measures to ensure adherence to the principles of supremacy of the law, separation of powers, participation in decision-making, legal certainty, avoidance of arbitrariness and procedural and legal transparency (*see report of the Secretary-General, S/2004/616).*

Special Political Mission (SPM). United Nations operations led by the Department of Political Affairs.

United Nations police (UNPOL). Includes both Headquarters staff in the United Nations Police Division (inclusive of the Standing Police Capacity) and mission staff in United Nations police components.

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2. RATIONALE

Monitoring, mentoring and advising (MMA) have been identified by UN field missions as a key gap in guidance most urgently in need of further development. MMA are key tools in capacity-building and the wider police development process and are fundamental to the United Nations police's ability to anchor police development truly within national ownership. Monitoring, mentoring– through a staple UNPOL activity for decades – is a seemingly straightforward endeavour. However, advice on monitoring and on the areas to be monitored has not been provided to the United Nations police components. It is equally important to equip the UNPOL staff with the 'know-how' of imparting/ sharing knowledge through communication with their host-State police colleagues. Mentoring and advising are essential tools for consolidating training and are dependent, to a considerable degree, on the mentor or adviser's skill, experience and preparedness to engage in these tasks in a foreign and challenging environment.

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3. OBJECTIVE

The aim of this manual is to provide practical advice for United Nations police on what to monitor in the host-State police, what areas of police activity to pay special attention to and how to effectively turn monitoring results into programmatic activities/ targeted United Nations responses/interventions. The advising and mentoring parts of the manual describe how these activities can be performed on the basis of latest advances in peer-to-peer learning and adult education practices with a particular emphasis on the global knowledge transfer and on-the-job training 'know-how' in the police and other law enforcement agencies.

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│  4.  MONITORING                                                       │
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4.1. GENERAL ASPECTS

4.1.1. **Two faces of monitoring.** Monitoring is defined in DPKO-DFS Policy on United Nations Police in Peacekeeping Operations and Special Political Missions as a regular observation of and reporting on an activity or area related to mandated or implied tasks within a United Nations peace operation. Traditionally, monitoring has focussed on the respect of human rights by the host-State police and other law enforcement agencies and/or of ceasefire. In the past, such type of monitoring used to be the core task of UNPOL components. Increasingly, missions are mandated to do a different type of monitoring which essentially supports police capacity-building and development activities. This type of monitoring focusses on observing performance and conduct of the host-State institution and individual officers with the aim of assisting them in improving their performance through mentoring and advising, while continuing to monitor respect for human rights.

4.1.2. **Human rights monitoring.** Ensuring respect for human rights is essential for United Nations police, including in its monitoring work. All police personnel must be able to recognise a human rights violation and be prepared to intervene according to the peace operation's directives on the use of force and mandate, as well as their specific roles, responsibilities and limits of their competence and capacity. Allegations received or observed by the police component in their work that may amount to human rights violations must be promptly recorded and shared with the human rights component for verification, investigation and follow-up by the latter. . Principles of, methodology for and guidance on this type of monitoring is described in great detail in OHCHR's Manual on Human Rights Monitoring. Further clues on the exact nature of the collaboration modus operandi between the human rights and police components shall be described in the Police Concept of Operations (CONOPS) as well as in a mission-level SOP on "*Roles and Responsibilities of Military, Police and Corrections Personnel in Information Sharing and Follow-up Action on Human Rights Violations*" which must be developed by each mission under the DPKO-DFS Guidelines on Mission-specific Guidance (2016.04).

4.1.3. **Performance monitoring.** This type of monitoring focuses on observing, assessing and reporting on:
- the host-State institution (e.g. internal processes, budgeting, policies, standing orders, training facilities);
- operating environment (political, economic, social and other opportunities and constraints impacting police reform and development); and
- personnel skills and conduct, including skills acquired through mentoring.

The end goal of such monitoring is to arrive at recommendations to the host State authorities on how to build on achievements and address shortcomings in their police and other law enforcement agencies and to feed these recommendations into planned or ongoing United Nations assistance.

As such, this type of monitoring is a key tool in the delivery of the United Nations police capacity-building and development mandate.

4.1.4. **What are the benchmarks?** In accordance with United Nations standards, every police or other law enforcement agency should be representative of and responsive and accountable to the communities it serves. All United Nations police assistance must aim at helping the host State achieve such state of policing. Consequently, the overall monitoring activity of United Nations police must aim at capturing the host

State progress in each of the three areas and, as noted above, at working together with the Government and all relevant stakeholders to arrive at recommendations and a plan of action (e.g. police development plan) for improvement.

Representative policing	Responsive policing	Accountable policing
1. Police personnel sufficiently represent the communities they serve; 2. Minority groups and women are adequately represented through fair and non-discriminatory recruitment policies in police services; and 3. The human rights of all people are protected, promoted and respected.	1. Police are responsive to public needs and expectations, especially in preventing, detecting and tackling crime and maintaining public order and with regards to vulnerable and marginalized groups; 2. Policing objectives are attained both lawfully and humanely; 3. Police understand the needs and expectations of the public they serve; and 4. Police actions are responsive to public opinion and wishes.	1. Legally: police are accountable to the law, as are all individuals and institutions in States; 2. Politically: police are accountable to the public through the democratic and political institutions of government as well as through mechanisms to improve community-police relations; and 3. Economically: police are accountable for the way they use resources allocated to them.

4.1.5. **Who are the monitors?** Monitoring is a whole-of-mission activity. From the Head of the Police Component (HoPC) to an individual police officer/member of a Formed Police Unit in a remote region, all United Nations police officers need to collect, verify, analyse and transmit information which may help the mission fulfil its mandate and hand security responsibilities over to the host State. The function of the Capacity-Building and Development pillar within the police component is to collate and analyse this information and present options for decision-making to the HoPC and the mission leadership.

4.2. **WHAT TO MONITOR: FIVE-CORE-ELEMENTS APPROACH TO MONITORING AND REPORTING**

4.2.1. **The UNPOL understanding of capacity-building and development**. The DPKO-DFS Guidelines on Police Capacity-Building and Development (CB+D) identify five core elements of UNPOL's involvement in the host-State police assistance:
   1. Support to police policy formulation (e.g. reform of police-related legislation, internal police policies, SOPs and procedures);
   2. Stakeholder engagement (e.g. informing, educating and empowering host-State stakeholders concerning police matters);
   3. Support to policing services (e.g. helping the host-State police to excel in the job of policing/ teaching the profession of policing);
   4. Support to enabling services (e.g. making sure that the host-State police administration (budgeting, human resources, infrastructure and fleet management, procurement are transparent, effective and efficient);
   5. Support to police accountability mechanisms (e.g. assisting the host-State police in establishing effective internal oversight and performance measurement mechanisms, strengthening of external accountability mechanisms, helping establish host-State police performance measurement system).

4.2.2. **A comprehensive approach to police reform.** These five elements are complementary but equally important and mutually reinforcing. Lessons identified by UNPOL components, and more broadly by DPKO-DFS, indicate that police reform can only succeed if attention is paid to, and action is undertaken

simultaneously in all five areas. The UNPOL Guidelines build on these lessons and require UNPOL to invest time and resources in achieving progress in **all** five core areas. For example, a police organization with skilled officers may be crippled by weak administrative support systems in the budgetary, human resources or fleet management areas. Equally, the absence of a robust internal oversight and/or external accountability system may undercut the legitimacy and acceptance of a hots-State police agency. Lastly, but not least, the best guarantee for successful police reform in the long-run is a sustained demand of the host-State society for quality democratic policing that respects human rights. It can be fostered by informing, educating and empowering key local stakeholders.

4.2.3. **A holistic approach to monitoring.** If UNPOL is to pursue capacity-building in a comprehensive manner and focussing on all key elements (by deploying mentors and advisers covering topics within all five core elements mentioned above), then the monitoring effort needs to correspond to the overall approach. Such an approach would ensure consistency of data over time and help measure the progress and adjust priorities if needed.

4.2.4. **The monitoring checklist.** The checklist below is based on the DPKO-DFS Guidelines on Police Capacity-Building and Development (2015.08). Police components are required to use this checklist for monitoring reporting on police capacity-building and development activities. If the police component is not undertaking activities in one or more of the core areas and/or facing political/ budgetary/ personnel obstacles, the report drafters are requested to elaborate.

4.2.5. **What to do with monitoring results?** The results of monitoring should feed into and shape all ongoing and/or planned activities of the mission, including political engagement strategy, , human rights work and related public reporting, outreach to civil society and donors, training, mentoring and advising, advocacy, reporting to the United Nations legislative bodies and UNHQ. There must be a clear linkage between the monitoring process, which is usually conducted at the tactical level, and the designing of policies and strategic direction, which are shaped at the command level. The figure below illustrates this process.
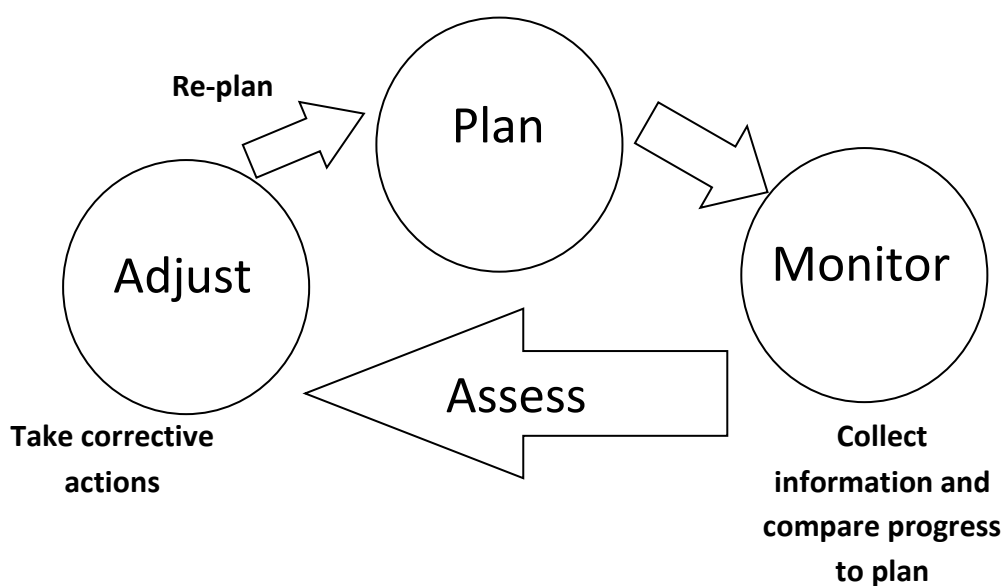
1. Police Policy

   i.   The legislative framework: Police Act, Penal Code, Penal Procedure Code, etc.

   ii. An internal policy framework of the host-State police, including (at a minimum):

   - budgeting procedures and procurement;

   - procedures governing the use of force;

   - procedures governing arrest and detention;

   - procedures governing stop and search;

   - procedures governing asset seizure, confiscation and recovery;

   - procedures governing handling of police complaints;

   - procedures governing disciplinary rules and standards of conduct;

   - procedures governing police oversight bodies;

   - procedures governing policing assemblies ;

   - procedures governing police action in support of free and fair electoral processes;

   - procedures governing the investigation of various types of crimes (including interviewing), criminal intelligence gathering, use of covert measures, community-oriented policing, victim support and witness protection, etc.; various types of forms and registers to be maintained in a police stations and supervisory offices;

   - duties of officers and staff as well as of supervisory officers in a police station;

   - rule and procedures governing conditions of service;

   - clothing (uniform) and rank regulations;

   - regulations on organizational structure and decentralization.

   iii. The involvement of relevant stakeholders in addressing identified gaps, e.g. legislators, national human rights institution, civil society organizations, etc.

   iv. A Code of Ethics for the host-State police.

   v.   Public policy statements and/or codes of conduct with regard to:

   - Gender equality issues, including on female officers' career progression and retention;

- Minorities;
- Children;
- Persons with disabilities;
- Lesbian, gay, bisexual, transgender and intersex persons.

vi. A legislative and policy framework for victim and witness protection and any ongoing efforts to enhance the system.

vii. Any policy and/or mechanisms to encourage people to report their feedback on police activities, to ensure and report on follow-up and to protect the identity of reporting persons ('whistle-blowers').

2. Stakeholder Engagement

i. Host-state police efforts to engage (inform, involve, educate, convince) the following groups in the police reform process:
- government officials (e.g. Finance Ministry, Interior Ministry, Justice Ministry);
- legislators;
- national human rights institution (Ombudsman) and human rights defenders;
- public prosecutors and judiciary (on police oversight issues);
- police unions or associations (if they exist);
- associations of entrepreneurs (if they exist);
- journalists;
- civil society organizations, including women's, minority, LGBT, persons with disabilities organizations and advocates.

ii. Any host-State outreach to the donor community with a view to uniting them behind the achievement of the police reform objectives identified in a National Police Development Plan.

iii. Any instances of donors, bilateral actors or international organizations working against the police reform objectives of the National Police Development Plan, or unwilling to coordinate deliverables with the work of the United Nations police component and thus duplicating or negating efforts.

3. Policing Services

i. Does a local community-oriented policing model exist? If it does, how does it translate into daily police practice?

ii. How do the host-State police integrate data analysis and criminal intelligence into decision-making and allocation of resources?

iii. Does the host State police invest in a proper information

technology system and to appropriate equipment for surveillance, mobile satellite visualisation control, radio monitoring tracking (GPS), forensic investigative electronic online systems, fraud-related monitoring and dialogue electronic online system collaboration with central agencies, banks and other financial institutions.

iv. Does dedicated senior leadership training aimed at developing the capacity of senior and mid-level management in the host-State police exist? Is basic mandatory gender equality training a part of this leadership training?

v. Does basic police training exist? The non-exhaustive list of areas to be covered is provided below. Data ought to be disaggregated on the basis of gender and current employment status (cadets vs. in-service training).

  - general policing topics (legal literacy, i.e. Police Act, Penal Code), basic principles on the use of force, driving, arrest and detention, code of ethics, codes of conduct and procedures, use of administrative resources, basic public order management, basic traffic management, basic investigations, community-oriented policing;

  - human rights training which should be integrated in regular programmes rather than designed as standalone courses and also included in refresher courses and programs for senior leadership;

  - sexual- and gender-based violence;

  - crime victim and witness assistance and protection;

  - firearms training;

  - physical training;

  - operational training (self-defence, body search, handcuffing, police search, operational procedures with violent criminals, radio communications, police patrols, self-protection procedures, etc.);

  - multidisciplinary sensitization training for male and female police officers on gender equality between men and women and the elimination of stereotypes;

  - child protection;

  - STI/HIV/AIDS awareness and prevention training as part of induction training.

vi. What kind of specialized police training exist? If it does, are there any gaps? The non-exhaustive list of areas to be covered is provided below. Data ought to be disaggregated on the basis of gender and current employment status (cadets vs. in-service training).
  - criminal intelligence and threat assessment;
  - criminal investigations, including evidence collection, interviewing and crime scene management;
  - forensics;
  - public order management;
  - traffic management;
  - treatment of children in conflict with the law and relevant legislation ;
  - preventing and investigating sexual and gender-based violence,

- countering transnational organised crime and terrorism;
- financial investigations.

What is the host-State police's training architecture, including is there a police academy for senior police ranks (commissioned officers), a police school for basic police ranks (non-commissioned officers), in-service training centres for aspiring managers and for specialised training as well as a police research capacity?

4. Enabling Services

i. What is the process of budgeting for policing in the host State (both operating budget and capital investment)? Are there any weaknesses or gaps? Are any particular population groups underserved, especially marginalized groups?

ii. What is the total personnel strength of the host State police, including the use of civilians, and how does it relate to the police tasks at hand? What is the ratio of police to population?

iii. Are there any incentives and opportunities for corruption within the host State, including in the areas of hiring, promotions, procurement, payment of salaries and allowances, overtime payments, equipment use, management of proceeds of asset forfeiture management, etc.?

iv. Do the host State police have a transparent and merit-based appointment and promotion system?

v. Is there a policy framework in place for posting and transfers of police officers to various posts? What are the checks and balances put in place to make sure that the postings and transfers are independent of political influences?

vi. What is the system to address the administrative grievances of police officers and civilian staff?

vii. What is the process to be followed by the host-State police in case of undue political interference? Whom to report?

viii. What is the host State system of asset management (equipment and infrastructure)? Is it affordable and sustainable in the short-, medium- and long-term?

ix. Is fleet management organized efficiently?

x. Does the host-State police procurement system work on the basis of transparency, good management, prevention of misconduct, compliance and monitoring as well as accountability and control?

xi. Are infrastructure development and procurement in the host-State police gender-sensitive? If not, what are the steps needed to help the host State overhaul these processes?

5. Accountability Mechanisms

i.   What is the host-State system for collecting crime statistics? Does police collect crime statistics or an independent criminal justice statistics body? Are statistics sufficient disaggregated by sex and age? Are statistics kept on police use of force, arrest and other enforcement action?

ii. What performance measurement system do the host-State police have?

iii. Are internal oversight bodies sufficiently independent and have in-built budgetary and personnel safeguards?

iv. How does the data on the number of complaints received against the host-State police evolve? How many final determinations have been made and communicated to the complainant (if known)? Have the results of all investigations been made public?

v.   What are external accountability mechanisms, e.g. parliamentarians, national human rights institutions (NHRI), prosecutors, courts, CSOs, legislative reforms, etc.? Are they effective and in need of assistance? Are women's groups represented? Does an independent external police complaints mechanism exist?

vi. What is police accountability at the local level (both internal oversight and external accountability mechanisms)?

vii. What are the systems in place to protect police officers from prosecution for their legal action with bonafide (genuine) intention, while discharging their official duties?

viii. What are the systems in place for protecting human rights of police officers and staff? Are police unions allowed in the host State police and other law enforcement agencies?

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5. MENTORING

5.1. GENERAL ASPECTS

5.1.1. **Who is a mentor?** In the context of police peacekeeping, a mentor is an experienced and competent professional from a police-contributing country who supports his/her host-State counterpart(s) ('mentees') in their professional and personal development. An UNPOL mentor 'shadows' his/her local counterpart, witnessing the application of knowledge and skills by the host-State officer and assisting him/her in performing tasks. Usually, UNPOL mentors are co-located with their mentees and accompany them on missions and operations. The goals of UNPOL mentoring are: (a) to promote professional growth through the development of individual skills and competences; (b) inspire personal motivation; and (c) enhance the effectiveness of the host-State police service or other law enforcement agency.

5.1.2. **An UNPOL mentor is an agent of change.** The mentor's role in the host-State police reform process is critical as he/she is the frontline agent of change in the reform process of the host-State police or other law enforcement agency. This role is not simply a technical skill transfer. More broadly, the mentor is a primary and valuable channel of information to the police component leadership on the progress of the police reform and development. As such, he/she needs to continuously feed what he/she witnesses, what difficulties he/she and the mentee encounter and what positives he/she notices to the mission management in order for the mission to be able to flexibly adjust priorities and to implement strategies with specific attention to more acute issues the mentor has observed.

5.1.3. **Mentoring is collaboration.** Mentoring is a collaborative partnership. This phrase by an UNPOL practitioner sums up the essence of this partnership: "*Tell me and I forget. Teach me and I remember. Involve me and I learn.*" Mentoring is not a teacher-student relationship. Instead of the mentor taking full responsibility for the learning, the mentee must learn to:
- share responsibility for the learning;
- set priorities, and manage resources; and
- become more self-directed.

If the mentee is not ready to assume this responsibility, the mentor will nurture and develop the mentee's capacity for self-direction over the course of the relationship. As the learning partnership evolves, the mentoring partners share the responsibility for achievement of the mentee's goals.

5.1.4. **Mentoring to be based on adult learning principles.** Adult learners are different from students or other younger learners. They need to know why, what, and how new knowledge, skills and competences will be used to their benefit. They seek new knowledge which is life-related and problem centred. Adult learning principles ought to guide all UNPOL mentors' activities, namely,
- adults learn best when they are involved and can diagnose, plan, implement, and evaluate their own learning;
- adult learners need the mentor to create and maintain an appropriate learning environment;
- adult learners have a need to be self-serving;
- with adults, readiness for learning increases when there is a specific need to know (e.g. host-State police leadership directive to learn new skills);
- adults use life experiences as a primary learning resource;
- adult learners have an inherent need for immediacy of application;
- adults respond best to learning when they are internally motivated to learn (e.g. "I want to be a better expert in investigations" or "I want my country to put its conflict in the past and to have better policing").

The 'rights and wrongs' of mentoring – based on these learning principles are summarised in a chart at the end of this section.

5.1.5. **Focus on learning goals.** Learning is the primary purpose of mentoring. In order for the mentoring to succeed, the mentor and the mentee must focus on learning goals which must be maintained throughout the learning process. An excellent tool the mentor and mentee may use to ensure they accomplish the goals they lay out for their relationship is SMART objectives. SMART stands for **S**pecific, **M**easurable,

Attainable/**R**ealistic, and **T**ime bound. The mentor and mentee will benefit if they have a SMART objective in mind for every mentoring exchange. The outcome of the objectives is to close the skills/knowledge gaps, which in turn will allow the mentee to get his/her work done.

5.2. **Being a foreign mentor**

5.2.1. **Mentoring in a foreign context.** Mentoring in a peacekeeping mission is different from any mentoring an UNPOL officer may have performed at home. First, mentoring presupposes a long-term, intense caring relationship while personnel rotations in a peacekeeping mission are a natural hurdle in developing such long-term relationship of confidence and trust. Second, traditional mentoring involves a more experienced mentor supporting a less experienced mentee. This is not necessarily the case in a peacekeeping operation. The UNPOL mentor may be supporting an equally or even more qualified host-State professional in the acquisition of new skills or in embracing new behaviours to which his/her organization has committed. Third, UNPOL mentoring is a cross-cultural relationship in which a mentor's cross-cultural awareness and communication skills are as important as his/her technical knowledge.

5.2.2. **What to bear in mind: re-defining mentor's role.** In some cultures the word 'mentor' is closely related to teacher or supervisor. In other cultures, the word has a negative connotation because seeking a mentor is either a sign of weakness or a hierarchical senior-junior relationship. UNPOL mentors should make it clear to their mentees from the very start that their role is to be partners-in-learning and to support their learning goals as defined by the host-State police or other law enforcement agency and themselves. The UNPOL mentor may also choose not to use the word mentor.

5.2.3. **What to bear in mind: cultural awareness and adaptability.** Learning about cultural norms that influence the mentee's behaviour may be one of the best investments the mentor can make as a mentor. The mentee's culture may have different attitudes to time management and to 'speaking truth to the power.' The mentor should not expect his/her mentee to adopt the mentor's cultural norms; rather, the mentor needs to adapt his/hers. The mentor must not compromise on the United Nations values of inclusion and non-discrimination, for example, when it comes to women or minorities. However, he/she needs to be inventive about advancing them and making positive change happen. To illustrate: the majority community in the host-State society may have deeply entrenched prejudices about a minority community. A culturally aware mentor may simply take note of this regrettable situation and do nothing more about it. A culturally aware and adaptable mentor will think creatively about how the status quo could be addressed - not necessarily by directly challenging the host-State counterpart(s) but by appealing to their self-interest and showing to them how minority inclusion will improve community relations and police performance.

5.2.4. **What to bear in mind: language sensitivity.** Language is the mentor's main tool. Being able to convey one's message – either directly or through an interpreter or language assistant– and to be understood is a prerequisite of the mentor's

success. If the mentor chooses to communicate in the mentee's language, he/she must be fluent in the mentee's language and confident in his/her linguistic ability to convey highly technical terms and concepts. Further, even if the mentor and mentee share the same mother tongue, the mentor must take extra care in explaining the meaning of terms and ask his/her counterpart(s) whether they understand the term meaning in the same way. If the mentor does not speak the mentee's language, he/she may still wish to learn a few phrases in the mentee's language to establish rapport and show respect for it. Furthermore, the mentor may consider learning key technical terms so that he/she can correct/ check the accuracy of the interpretation.

5.2.5. **What to bear in mind: working through an interpreter**. Devote ample time to selecting an interpreter or, if provided an interpreter by the Mission, to coach him/her. The mentor's interpreter must not only be impartial but also be seen as impartial. In addition to ascertaining the interpreter's qualifications, the mentor needs to vet him/her for impartiality by contacting references and asking probing questions. When making a presentation or conveying a highly technical subject, the mentor needs to provide his/her interpreter with the text in advance and to request him/her to do the background reading and to check for the equivalents of certain terms in the mentee's language. Communicating through an interpreter is an art – the mentor ought to maintain eye contact with the mentee and <u>not the interpreter</u>, speak slowly, pause and give the interpreter the time to formulate the entire message accurately. The mentor also has to ask the mentee for continuous feedback on whether he/she understands the mentor's message. Make clear to both the mentee and the interpreter that this is done not to expose the interpreter's mistakes or question his/her qualifications. Mentoring is an impossible task without the mentee's comprehension of what the mentor shares with him/her. If host-State counterparts speak none of the Mission's official languages, the police components ought to include the request for these resources in the Mission budget submission.

5.2.6. **What to bear in mind: patience.** One former politician once quipped that "in establishing the rule of law, the first five centuries are always the hardest." Any reform, including the police reform, can be painful and can cause resistance. Police reform can change power dynamics and, thus, perceived to be a threat. UNPOL counterpart(s) can also be sceptical about proposed changes, and may even reject UNPOL advice. He/she may be nostalgic about the old way of doing business. The UNPOL mentor needs to be patient and, drawing on culturally acceptable local/regional examples, to work at a pace which suits his/her mentee and organization. The UNPOL mentor also needs to reflect on why reform is being resisted and share his/her thoughts within the police component to adjust UNPOL's support strategy if necessary.

5.2.7. **What to bear in mind: advance the United Nations' way of policing.** One of the most commonly repeated complaints of UNPOL's host-State counterparts has been the lack of consistency in knowledge transfer. A mentee would be encouraged, for instance, to embrace a particular way of community-oriented policing by an UNPOL mentor from a particular country. Once that mentor has rotated out, a new UNPOL mentor from a different country would convey a different set of principles. UNPOL mentors must base their mentoring on the police-related guidance issued by DPKO-DFS. They are welcome to use examples from their own

countries but they must be consistent and compatible with the United Nations police guidance.

5.3. **Establishing trust and open communication**

5.3.1. **What kind of trust?** It has almost become a truism in literature on mentoring that a mentor must establish a relationship of trust and confidence. But what kind of trust? Trust in some instances may be gained quickly, but more frequently in other cases, it may take significant time to earn. As UNPOL mentor, the type of trust one is seeking to establish is his/her mentee's trust in the mentor's expertise and its relevance to his/her tasks and assignments. Experience suggests that adult learning works best when the mentee sees direct value of the mentoring for his/her work performance and career development, i.e. the immediacy of application. Such a level of confidence in the mentor's professional abilities and an unambiguous understanding of the "added value" the UNPOL mentor represents will encourage his/her counterpart(s) to share their problems and concerns freely. The pursuit of other 'trust' may be a naïve undertaking but this is not to suggest that it is impossible.

5.3.2. **The specifics of trust building.** Each and every case of trust building may require a different set of ingredients but there are some common elements that UNPOL mentors may employ to achieve this objective:
- Acknowledge that both you and your counterpart(s) have technical expertise and knowledge to offer to each other;
- Solicit your counterpart's advice and knowledge on the local culture and the operating environment, including on gender-related aspects such as women's rights and obstacles therein;
- Position yourself as a resource to your counterpart and as an expert in your field - people tend to relate to their professional peers;
- Talk less, listen more and ask questions.

5.3.3. **Social contract.** Once initial rapport has been established and depending on the particular situation and context, UNPOL mentors may consider sharing the below list of mentor-mentee roles with their counterpart(s) in order to be constantly reminded of each other's respective obligations and expected behaviours. Depending on the local context, UNPOL mentors may or may not seek to formalise these responsibilities but it may use as a useful reminder of the mutual expectations.

Mentor Responsibilities	Mentee Responsibilities
• Encourage and model value-focused behaviour	• Clearly define professional development goals
• Share critical knowledge and experience	• Take and follow through on directions given
• Listen to personal and professional challenges	• Accept and appreciate mentoring assistance
• Set expectations for success	• Listen to what others have to say
• Offer wise counsel	• Be assertive – ask questions
• Help build self-confidence	• Ask for help when needed
• Be close, offer empathy and	• Share credit for a job well done with

encouragement
- Provide information and resources
- Offer guidance, feedback and cheer accomplishments
- Discuss and facilitate opportunities for new experience and skill building
- Assist in mapping career plans

other team members
- Respect the mentor's time and his/her other responsibilities

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5.4. **Communicating with mentee**

5.4.1. **Goals of mentor-mentee communication.** As outlined above, adults learn best when they are involved and can diagnose, plan, implement, and evaluate their own learning. This is the primary purpose of mentor-mentee communication. UNPOL mentors need
- to jointly identify learning goals and existing knowledge and capacity gaps;
- to problem solve with their counterpart in order to nurture their sound judgment;
- to make judgments and explain the reasons for making these decisions;
- to jointly assess the risks in taking a particular action;
- to develop a variety of practical alternatives in dealing with a situation;
- to develop self-confidence of their mentee in his/her judgment.

Gender-responsive communication should be ensured taking into account the specific situation and needs of women and men.

5.4.2. **Technique one: use open questions.** These are questions that get people to describe and discuss, make judgments, offer opinions, offer examples. Mentors must be very good at using open questions to probe information mentees have and often do not realize that they have from prior experience or observation of others.

5.4.3. **Technique two: trial and error.** Adults learn practical job related skill through trying out varied behaviours and seeing what works and what does not. Then, the next time they encounter the same situation, they get another chance to take an 'educated' approach to solving the same problem. UNPOL mentors can be most useful in anticipating situations and discussing them in advance so the problem solving and trial and error behaviour occur before a real incident occurs.

5.4.4. **Technique three: active listening and reflection.** If UNPOL mentors are really listening to their mentee, they are doing each of the following:
- Listening without interruption;
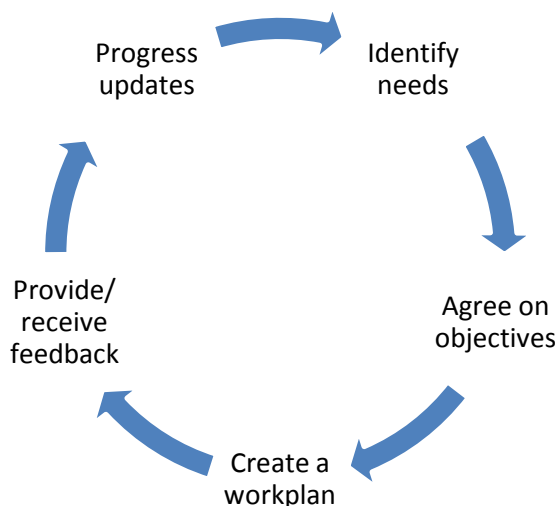- Clarifying and confirming that they fully understand what the mentee is saying by repeating it and asking questions; this is also called reflecting back;
- Looking at the mentee, not just listening; body language adds a great deal to understanding the message the other party is sending;
- Listening without judging what the mentee is saying; not being critical from the beginning.

Demonstrating that one is truly listening to his/her mentee is critical in their relationship. Mentoring is a process based on a relationship between adults who show mutual respect and who each contribute to the dialogue. Active listening demonstrates the mentor's commitment to that process.

5.4.5. **Technique four: multiple mentors and online/ distance mentoring.**

Traditionally, learning has been primarily a face-to-face interaction, with the use of correspondence or telephone conversation to supplement the contact. However, the use of modern technology has improved the opportunity for contact, and long distance mentoring (through communities of practice or VTCs) need to be considered when appropriate. Further, the mentee may need mentoring in an area of expertise which the Mission may not have. In such situations, linking the mentee with another mentor is therefore to be considered. A mentor for all situations and every person is an unrealistic expectation. A better situation is for the mentee to have multiple mentors over the lifetime of the mentoring relationship or even at the same time.

5.5. **Stages of individual mentoring**

Progress updates → Identify needs → Agree on objectives → Create a workplan → Provide/ receive feedback → (back to Progress updates)

5.5.1. **Stage One: Identify Mentee Needs**

The identification of the mentee's needs takes place on the basis of

- Any handover notes the UNPOL mentor has received from prior mentor. The production of a handover note is a mandatory separation requirement in United Nations peacekeeping.
- Personal observation of mentee.
- Discussion of the mentor's observations and learning goals with the mentee and a compilation of a list of possible areas in priority order that the mentor and his/her mentee have targeted for learning and on-the-job training.
- If appropriate, a conversation with mentee's supervisor to align learning goals and plans with the organization's direction.

- Conduct a SWOT Analysis with the mentee to determine strengths/weaknesses in his skills development and opportunities and threats that the environment presents in relation to using these skills.
- Review previous performance evaluations if/where available.

5.5.2. **Stage Two: Agree on learning objectives**

Under each topic list the key SMART objectives the mentor and his/her mentee should accomplish together in each topic.

For example (larceny investigation):

- Mentee will be able to list, explain and apply the accepted legal framework for larceny investigations.
- Mentee will demonstrate on the job all the steps in larceny investigation.
- Mentee will describe the larceny-related investigations most common in his/her area and why these are the most common.
- Mentee will be able to correctly document and secure evidence taken at a crime scene so that it can be used for prosecution where required.

5.5.3. **Stage Three: Create a Work Plan**

Create a workplan with objectives, activities, indicators of performance, and budget implications for accomplishing the goals the mentor and mentee have mapped out together.

5.5.4. **Stage Four: Provide and Receive Feedback from the Mentee**

Keep a journal of incidents and situations that the mentee was professionally involved in that were relevant to the skills and knowledge referenced in the goals the mentor and the mentee have set together. Use these specific situations to provide coaching and reinforcing feedback to the mentee and illustrate and track progress. Accompany mentee to a larceny investigation. Observe his/her completeness, technique and securing of the information obtained.

Encourage the mentee to keep a log of his or her comments on the mentoring and on his/her progress, in particular what he/she is deriving from each session. Regularly request feedback from the mentee to get self-evaluation from the mentee and to ensure that sessions are practical and that the relationship is satisfactory to the mentee. Mentor feedback should include positive feedback as well as negative/development feedback and should aim to build the mentee's confidence.

Feedback rules:

- Honest and positive;
- Timely and specific;
- Focus on the description of the mentee's concrete observable behaviour and avoid judgement and analysis of their behaviour;
- Constructive: criticism should apply only to change-prone aspects;
- Start with positive description of behaviour, continue with negative and always finish on a positive/encouraging note POSITIVE-NEGATIVE-POSITIVE).

5.5.5. **Stage Five: Provide Progress Updates to Mission Leadership**

Use the goals, the journal and results of the discussions during coaching feedback to make progress reports on the mentoring to the mentoring coordinator (please see below), focussing on the mentee's behaviour.

5.5.6. **Outcome**

The desired outcomes of any UNPOL mentoring programme include

- Host-State police officers acquiring, comprehending, and applying new knowledge, skills and attitudes in daily tasks;
- Host-State police officers individually and collaboratively analysing problems and proposing solutions;
- Host-State police officers evaluating new technologies or strategies and determining their utility;
- Host-state police officers acting in line with principles of democratic policing and protecting and promoting human rights in their daily work; and
- Host-State police officers innovating to improve their agency's police performance and accountability to the general public.

5.6. **Challenges in mentoring**

5.6.1. **Mentoring in a foreign context is not an easy task.** Frequent UNPOL rotations raise issues of institutional memory and smooth handovers which the United Nations Peacekeeping has attempted to address through a robust knowledge sharing and organizational learning framework adopted in 2015. The UN standards in specific areas of policing are only now beginning to emerge through the on-going development of the Strategic Guidance Framework. Host-State police officers are often fatigued from having been 'mentored' by a variety of frequently rotating foreigners from different entities and numerous countries. There is a danger that the host-State police and other law enforcement agencies may become over reliant on the UN (see Para 6.1.8. below), stifling their independence. Some of these problems cannot be addressed by an individual UNPOL mentor/ police component and are to be tackled at a systemic level. Other 'pain points' are self-inflicted when an UNPOL mentor makes a bad first impression or the Mission fails to demonstrate tangible and observable results from UNPOL activities, which may result in a lack of motivation of the mentee or differing levels of expectations.

5.6.2. **Ways to overcome challenges.** There are a number of ways in which individual mentors can deal with these challenges, including:

- Proper introduction;
- Clear explanation of UNPOL role and mandate;
- Demonstration of interest in professional business of the mentee;
- Demonstration of knowledge and respect of host country's legislation and culture;
- Active listening.

Further, a robust handover and succession planning arrangement within the police component will go a long way towards professionally dealing with the issue of frequent rotations.

Mentee Role

- Right: Active Partner
- Wrong: Passive Receiver
- Underlying truth: adults learn best when involved in diagnosing, planning, implementing and evaluating their own learning

Mentor Role

- Right: Be a facilitator
- Wrong: Act as authority
- Underlying truth: for learnign to take place, a supportive climate is necessary

Learning Process

- Right: Self-directed; mentee responsible for own learning
- Wrong: Mentor directs and is responsible for learning
- Underlying truth: adults learners have a need to be self-directing

Length of Relationship

- Right: Goal determined
- Wrong: Calendar focus
- Underlying truth: readiness for learnign increases when there is a specific need to know

Mentoring Relationship

- Right: Multiple mentors over a lifetime
- Wrong: one-life=one mentor; one mentor=one mentee
- Underlying truth: a mentor for all situations and every person is unrealistic; multiple mentors enrich learning

Setting

- Right: Multiple and varied venues and opportunities
- Wrong: Face to face only
- Underlying truth: adult learners have an inherent need for immediacy of apllication

Focus

- Right: Process-oriented (critical reflection and application)
- Wrong: Product-oriented knowledge transfer and acquisition
- Underlying truth: adults respond best to learnign when they are internally motivated

6. ADVISING

6.1.1. **Advisers work at a strategic level.** As opposed to mentors, advisers work on a strategic, mid- to senior management level and advise an organization, rather than individuals. An adviser works with his/her counterpart(s) to build or strengthen the institution, either by helping solve a particular problem or accompanying the entire reform process, while a mentor guides another person in developing his/ her own ideas, learning and personal and professional competences.

6.1.2. **The cornerstone of UNPOL advisory work.** The principles of the United Nations assistance in police development and capacity-building are laid out in detail in the DPKO-DFS Guidelines on Police Capacity-Building and Development. They are the guiding directive for all UNPOL advisers and must be read and adhered to at all times:

- Multi-party, cross-societal consensus on police reform and broad engagement of relevant stakeholders through the reform process.
- Leadership role and engagement of the host-state institution.
- Building a culture of accountability in the host-state institution.
- Encouraging improvements in the broader criminal justice system of the host State.
- Insistence on international human rights and criminal justice standards, including comprehensive integration of women's rights and gender equality commitments.

6.1.3. **The skillset of an effective adviser.** Any advisory role requires, on one hand, a level of technical expertise in the subject matter and, on the other hand, the personal and organizational soft skills for the process of knowledge transfer and/or persuasion and influencing others.

6.1.4. **What to be prepared for.** Any UNPOL advisory role will likely be drastically different from what one has done as a police officer or executive in his/her national jurisdiction. A good rule of thumb is to not take anything for granted. An UNPOL adviser is likely to have no formal or even perceived authority over his/her 'client.' While the UNPOL adviser may be a well-known and respected professional or leader in his/her organization, he/she may not have this reputation abroad. The UNPOL adviser needs to be prepared to transform from a decision-maker to an active listener, a management consultant who is there to help his or her national counterpart to come up with a solution and plan for its implementation. The UNPOL adviser's detailed knowledge of policing in his/her national jurisdiction may not be directly applicable in a post-conflict environment. Finally, the host-country's language and culture may be significantly different from the adviser's.

6.1.5. **Advise on the basis of UNPOL guidance.** An UNPOL adviser's service in a particular mission may span 1 to 2 years. Reforming a police service is a generational effort. In the past, the host-state police counterparts often complained that the advice delivered by UNPOL varied from one adviser to his/her successor. To ensure consistency and continuity, an effective UNPOL adviser ought to be well-versed in the police-related guidance issued by DPKO-DFS. This guidance – rather than his/her personal views or experiences – should be the first point of departure in undertaking any advisory role. Further, it is expected that an UNPOL adviser is knowledgeable about the latest trends in his/her field of police specialism.

6.1.6. **Provide critical feedback.** The provision of critical feedback to the local counterpart(s) is one specific and important responsibility of any UNPOL adviser. An UNPOL adviser is deployed not to cuddle up to his/her receiving institution. Such behaviour compromises the United Nations mission and runs counter the interests of the host State or institution and the Secretary-General's instruction to staff to take principled positions and act with moral courage. If the UNPOL adviser witnesses human rights violations or corrupt practices, he/she needs to act by bringing this information to the attention of the mission leadership, including the human rights component, and intervening promptly, if appropriate.

6.1.7. **Demonstrate empathy.** The host-state counterpart(s) – both within the police institution and outside – may have lived through a turbulent moment in their country's history. Such experiences may have resulted in deep emotional wounds or even psychological trauma. UNPOL advisers ought to be aware of any such circumstances and tailor their interventions accordingly, demonstrating empathy and understanding.

6.1.8. **Beware of stifling local capacity.** United Nations peacekeeping missions often operate in environments where the host State consent is lacking. In other situations, UN Missions face a situation in which the host government either lacks a long-term perspective for its security sector or is happy with the UN security umbrella provided. Such 'ever-green' consent may stifle the development of or displace local capacity of the security sector, and foster the government's dependency on the United Nations police services. Developing an exit strategy with timeline and benchmarks helps avoid such displacement and/or dependency.

6.2. **Preparing for advisory role**

6.2.1. **Mapping of capacity and capability gaps.** Effective advising begins with background reading and a mapping of organizational weaknesses. Depending on the timing of the adviser's deployment (mission start-up, steady state or transition/withdrawal), he/she may already have such mapping at hand. It may be contained in the handover note of his/her predecessor which is a requirement in United Nations peacekeeping. It may also be present in the national development plan for police or other law enforcement agencies or in progress reports on the implementation of such plan. Reports of other mission components, notably the human rights and rule of law components, will also provide valuable background on key concerns. If the mapping has already been done, the adviser needs to thoroughly study it to familiarize him-/ herself with the local police context and

determine where his/her predecessor has left things at and what advice he/she is expected to provide. If no mapping exists, e.g. in the case of the mission start-up, it will be the Mission's first task to carry out a baseline assessment and an evaluation of existing capacity. What and how to assess is described in the DPKO-DFS Guidelines on Police Capacity-Building and Development.

6.2.2. **Other sources of information.** Further immersion in the local context will assist the adviser in a deeper understanding of factors which may assist or obstruct the police reform and development process. Additional information on the local context can be obtained by

- Conducting personal observation and asking questions;
- Studying progress reports compiled by the police, human rights, justice and corrections components of the mission as well as United Nations Agencies, Funds and Programmes, international and regional organizations, international NGO;
- Interacting with civil society to get their perspective on problem areas, including, for example, women's groups, minorities, persons with disabilities, trade unions, and LGBT;
- Reviewing performance evaluations of national officers where available.
- Surveying the media.

6.2.3. **Understand the opportunities and risks.** It has been repeatedly stated that police reform is a highly sensitive subject of domestic politics. Essentially, one is talking about changing the dynamics and redistribution of power in a foreign environment. To be effective, the UNPOL adviser needs to understand what motivates and who influences the behaviour of his/her counterpart and to be prepared to influence and persuade, if necessary. At the same time, UNPOL advisers should avoid the impression of working behind their counterpart's back to put pressure on him or her.

UNPOL advisers may wish to conduct a SWOT analysis to systematically evaluate the Strengths, Weaknesses, Opportunities and Threats involved while setting a particular advisory objective or priority. Similarly, with the help of the Mission's HRDDP Task Force or Secretariat, UNPOL advisers should conduct a risk assessment of the intended support to the host-State police, and identify measures to mitigate any future serious human rights violations being committed by the receiving entity.

PESTELO is also a recognized framework for considering the external and internal factors that may impact upon a police or other law enforcement organization. These are commonly categorized as:

- Political: government and opposition policy and influence.
- Economic: the influence of economic trends on police work.
- Social: the impact of changes in social trends and population; post-conflict legacies, including conflict-related sexual violence.
- Technological: this may include, for example, technological gaps in the host-State police service or new technologies available to criminals.

- Environmental: the impact of factors such as the physical / built environment.
- Legal: Factors which may impact upon the behaviour of individuals or organizations.
- Organizational: Changes to and within organizations that may affect the delivery of objectives.

UNPOL advisers may also use the Cause and Effect Fishbone (Ishikawa) Diagram which also helps in identifying many possible causes for an effect or problem. When used to structure a brainstorming session, it immediately sorts ideas into useful categories.

- Methods;
- Machines (equipment);
- People (personnel, staffing);
- Materials;
- Measurement;
- Environment.

6.2.4. **Gender issues awareness**. The post-conflict environment and the reform and restructuring of the police service should build on the changes in the social dynamics of women's and men's roles. UNPOL advisers ought to recognize the context as an opportunity to promote gender equality. For example, women may have become heads of families or have undertaken combat roles. In this case, women can be empowered to keep their newfound roles such as integrating them into the police service instead of pushing them back to their support roles in the society. Police reform that ensures the equal participation and rights of women is more sustainable in the long run.

6.3. **Advising sequencing**

6.3.1. **Initial meetings with the counterpart(s).** In this initial meeting(s), UNPOL advisers are encouraged to demonstrate sensitivity to the local context and express empathy and support for the difficult task of police reform which is not an easy undertaking in any jurisdiction. They may also introduce themselves and the expertise that they bring to the table. They would also be well-advised to show their interest in learning about their counterpart's institution and the issues it is facing. It would be important to underline to the counterpart(s) that the authority to implement changes rests with him/her and that the adviser is there to share ideas and expertise that the counterpart(-s) may find useful. The counterpart needs to view the UNPOL adviser not as a visitor, but as a professional and experienced colleague who may have faced a similar challenge in the past. It is an opportunity to emphasise that any support provided by UNPOL to the host-State police will also need to be in conformity with the Human Rights Due Diligence Policy.

6.3.2. **Identification and definition of the problem.** Once rapport has been established, the adviser needs to promote and facilitate a dialogue to arrive at a joint understanding of the problem(s) that she/he and the counterpart will solve as a team. Any assumptions of the UNPOL adviser about the host-State police issues need to be tested as the discussion may bring up issues that he/she did not see as

a problem. At this stage, the adviser ought to allow the counterpart(s) to describe the problems as he/she sees them. It is also important to realize that the counterpart(s) may feel uncomfortable talking about weaknesses and vulnerabilities of his/her institution. It may take several meetings to achieve such frankness of the conversation. It may also merit dividing a certain issue into several elements, talking about the easier parts first and more sensitive issues in subsequent encounters.

For example, a discussion on inadequate fleet management of the host-state police organization may begin from the description of the current fleet and its advantages. Eventually, more painful issues will emerge. In any circumstances, UNPOL advisers need to let their counterpart(s) do most of the talking and have him/her relaxed laying out the issues he/she faces.

If more than one adviser is deployed to assist the host-State police in a particular area, it is imperative that they closely coordinate their messaging to the national counterparts and offer consistent advice.

6.3.3.   **Identification of a solution**. Once UNPOL counterpart(s) and the adviser have reached a common understanding of the problem, the adviser needs to share his/her knowledge and ideas about this particular problem and the way United Nations approaches such problems. The ideas and knowledge presented need to be raw material for the development of the solution itself.

The idea for solving the problem must come from UNPOL counterpart(s) so that he/she owns it. UNPOL advisers may stimulate the solution search by organizing a brainstorming on possible ways for the institution to move forward in a way that respects the realities on the ground. They may also bring to the table their view on the constraints and interests of stakeholders and, together with their counterpart, chart a path of consultations and securing buy-in from anyone else responsible for implementing and sustaining changes.

Yet again, the adviser is to demonstrate empathy and respect for the challenges that the counterpart(s) faces and recognize that he/she has ideas about how to make positive change.

The adviser also needs to encourage his/her counterpart(s) to seek the opinion of relevant stakeholders. For example, advising on the establishment of an effective internal oversight body would require inputs and views from civil society.

6.3.4.   **Development of a plan to address the problem**. Again, the principle of national ownership has to be respected, and the counterpart ideally leads the design process. The UNPOL adviser needs to be part of the process but not the solution. A highly structured approach at this stage, i.e. sophisticated plans, precise metrics, detailed budgets, has been shown to rarely work in post-conflict environments. The plan has to be understood and owned by the host-State counterpart(s).

It is important to ensure that the plan the adviser and the counterpart have developed together aligns with the overall police reform and development objectives which may be laid out in a police development plan agreed upon between the Government of the host State and the Mission.

6.3.5. **Implementation of the plan.** The adviser must remain on hand to help implement the solution and troubleshoot problems as they arise. Further, the UNPOL adviser should refrain from offering to lead or orchestrate the implementation of the plan. Equally vital is to refrain from creating an impression that the adviser's job is done with the adoption of a plan. UNPOL advisers should emphasize that they are there to help with any stumbling blocks their counterpart may encounter in the plan's implementation.

6.3.6. **Feedback to mission leadership.** UNPOL advisers and their counterpart are likely to face some difficulty in implementing the plan. For example, the host-State police leadership may procrastinate with the passage of a directive on an internal oversight body. In case one faces such political hurdles, he/she needs to immediately bring them to the attention of the mentoring and advising coordinator as well as the Deputy Head of the police component for capacity-building and development.

7. MISSION ROLES

7.1. Senior leadership

Monitoring, mentoring and advising work stream is an enabling factor for the successful implementation of the Mission's overall police development and capacity-building mandate. As such, the mission leadership, including the Special Representative of the Secretary-General, the Deputy Special Representative of the Secretary-General for the Rule of Law (where applicable), the HoPC, the Chief of Staff and the Deputy Head of the police component (CB+D) need

- to employ monitoring for the determination and adjustment of mission police development and capacity-building priorities;
- to analyse and feed the results of monitoring into any assessment of the mission mandate implementation progress and benchmarking;
- to use monitoring for engagement with the host-State authorities and civil society in order to foster consensus and support for police reform process;
- to provide continuous direction to mentors and advisers in order to align their activities and advice with the overall mission priorities in the area of policing;
- to ensure that the skillsets and experience of mentors and advisers available to the mission correspond to the host-State police learning goals and needs;
- to follow the progress and updates of the mission's mentors and advisers and to amend mission strategy of police development and capacity-building, its selection and recruitment and external outreach accordingly;
- to include the most senior advisers and mentoring coordinator (see below) in any strategic discussions to assist decision-making;
- to insist on and monitor the integration of human rights and gender equality considerations as transversal axes in all monitoring, mentoring and advising activities;
- to perform a human rights due diligence risk assessment of the support and identify and implement mitigating measures as necessary

The strategic direction responsibility for the monitoring, mentoring and advising activities is vested in the Deputy Head of the police component for capacity-building and development.

7.2. **Mentoring and advising coordinator**

The Mission leadership ought to consider the designation of a mentoring and advising coordinator whose responsibilities will include

- translation of the host-State police's learning and development goals and needs (usually contained in the national police development plan) into a mission's mentoring and advising support plan;
- identification of the host-State officers to be mentored and of advising needs in close consultation with the host-State counterparts;
- continuous mapping of the existing police expertise for the purposes of advising and mentoring and maintenance of a database or a spreadsheet with all available mentors and advisers with their areas of expertise and expected end of assignment;
- articulation of the required mentoring and advising profiles of United Nations police officers to the Police Division's selection and recruitment team if such expertise is not available already;
- matching and orientation of mentors and mentees and assistance in establishing expectations and timelines;
- solicitation of feedback from the mentor-mentee pair about the fit;
- provision of specific guidance, methodological assistance and support to mentors in the identification of the individual mentee's learning goals and plans;
- complication and analysis of the advisers' and mentors' feedback and updates; presentation for decision-making to the police component's leadership;
- verification that a departing mentor or adviser has left a handover note for his/her successor;
- participation in organizational learning and evaluation exercises; and
- coordination of mentoring and advising activities of the mission with international partners involved in mentoring and advising of the host-State police and other law enforcement agencies.

The mentoring coordinator is not necessarily a line manager for mentors and advisers but he/she has an overview of and coordinates the police component's mentoring and advising activities with a view to continuous improvement of the overall programme and its realignment with the evolving operating environment as well as learning and development objectives of the host-State police.

7.3. **Learning and Evaluation**

In accordance with the United Nations Peacekeeping's knowledge sharing and organizational learning framework, significant activities must be reflected upon in a lessons identified and learned exercise. As monitoring, mentoring and advising form such an essential part of the United Nations police activities and budgets, all police components ought to engage in lesson identification and to learn from both good and bad experiences in the area of monitoring, mentoring and advising. The Head of the Police Component should – as a matter of routine – direct such exercises to be carried out by the Mission's Policy and Best Practices Officer (or focal point) and the Mentoring and Advising Coordinator. All UNPOL officers ought to be aware of the DPKO-DFS Policy on Knowledge Sharing and Organizational Learning (2015.13) and be

encouraged to contribute to the UNPOL lessons learned exercises and to avail themselves of a standout day available to all peacekeepers on an annual basis to reflect on their experiences.

8. REFERENCES

8.1. **Normative or Superior References**

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- Report of the Secretary-General on United Nations policing, S/2016/952, 10 November 2016.
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8.2. **Related Policies**

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- DPKO/DFS Guidelines on Police Capacity-Building and Development, Ref. 2015.08.
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- United Nations Policy on Human Rights Due Diligence on UN Support to Non-UN Security forces (2011).
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8.3. **External Sources**
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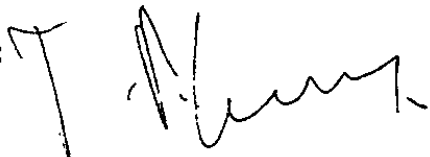
9. MONITORING AND COMPLIANCE

In field missions, this manual will serve the Head of Police Component assisted by other managers, the Mentoring and Advising Coordinator as well as individual mentors and advisers. At Headquarters, the Police Adviser to the Department of Peacekeeping Operations and Director of the Police Division shall monitor compliance with this document.

10. CONTACT

The Chief of the Strategic Policy and Development Section, Police Division, Office of Rule of Law and Security Institutions, Department of Peacekeeping Operations.

APPROVAL SIGNATURE:

DATE OF APPROVAL:

JUL 1 4 2017

RECAP: Designing Mentoring Programme In United Nations Police Components

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│  Assess host-State  │ →  │   Develop mission   │ →  │  Identify host-State│ →  │    Identify UNPOL   │
│  police goals and   │    │  mentoring goals    │    │  police officers for│    │  officers to serve  │
│       needs         │    │      and plan       │    │      mentoring      │    │     as mentors      │
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│    Match mentors    │ →  │   Orientation for   │ →  │   Identify mentee   │ →  │  Agree on learnign  │
│    with mentees     │    │    mentor and       │    │        needs        │    │       goals         │
│                     │    │       mentee        │    │                     │    │                     │
└─────────────────────┘    └─────────────────────┘    └─────────────────────┘    └─────────────────────┘

┌─────────────────────┐    ┌─────────────────────┐    ┌─────────────────────┐    ┌─────────────────────┐
│  Create individual  │ →  │    Execute plan/    │ →  │   Update mission    │ →  │      Evaluate       │
│    leaning plan     │    │  Provide & receive  │    │     leadership      │    │                     │
│                     │    │      feedback       │    │                     │    │                     │
└─────────────────────┘    └─────────────────────┘    └─────────────────────┘    └─────────────────────┘
```
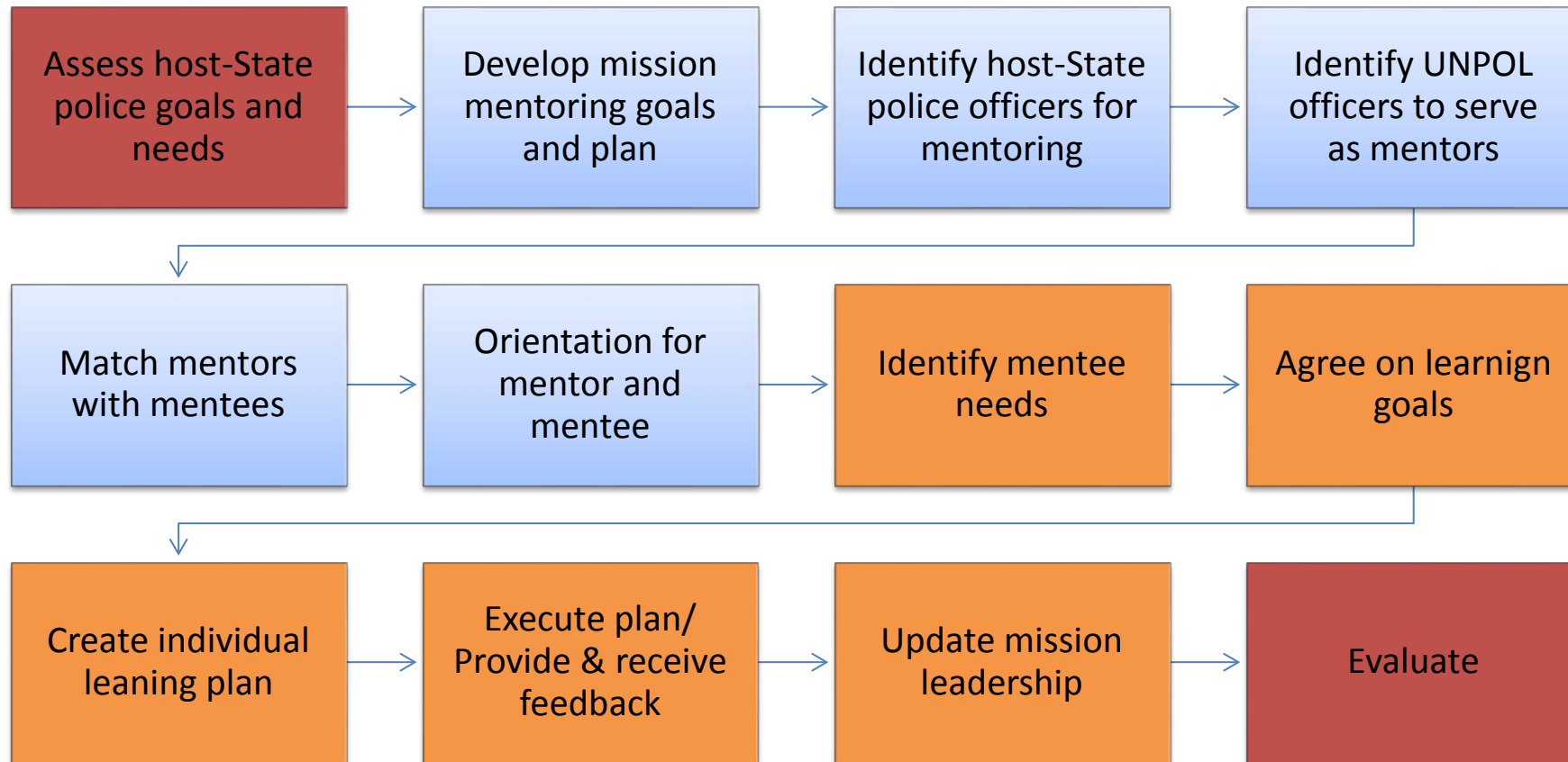
Red: command responsibility
Blue: mentoring and advising coordinator (CB&D) responsibility
Orange: individual mentor responsibility