A. Introduction

1. All actors of the United Nations Security Management System (UNSMS)[1] must be empowered with the necessary resources, knowledge, skills and attitudes to fulfill their security responsibilities and accountabilities as outlined in the Framework of Accountability. Security-related learning and training offers one of the most cost-effective tools that contribute to managing risks to UNSMS personnel, premises, assets and operations.

2. The responsibility of the United Nations Department of Safety and Security (UNDSS) for security learning and training across the whole UNSMS is mandated by the General Assembly[2].

3. The UNSMS must have sustainable, coherent and targeted security learning programmes, including harmonized and regulated content for all security-related courses. Security training raises security awareness, promotes security culture and consciousness, improves security preparedness and creates the capacity to adapt effectively to the evolving security environments.

5. The goal of security learning and training within the UNSMS is to prepare UNSMS personnel to understand and manage security risks that may impact them and United Nations operations. Standardized learning and training systems are an important tool in reaching this goal. Learning and training must be delivered in a timely, cost-effective manner using the most appropriate means of delivery.

B. Purpose

6. This policy sets out the goals and parameters for UNSMS-wide security learning and training. It identifies roles and responsibilities for the development and delivery of learning and training materials, methodologies and learning programmes.

C. Applicability

7. The policy is applicable to all UNSMS organizations as well as UNSMS personnel defined in Chapter III of the *Security Policy Manual* ("Applicability of the United Nations Security Management System").

D. Conceptual Framework

8. The strategy of security learning and training within the UNSMS is to support effective UNSMS operations worldwide by providing cost-effective security learning and training to three categories of UNSMS personnel: security decision-makers[3], security personnel and all other UNSMS personnel.

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[1] The UNSMS is a system of policies and procedures related to the security of personnel, premises, assets, and operations. Security relates to harm caused deliberately. In addition, the UNSMS is also responsible for some safety issues, limited to commercial air travel and road and fire safety. For more details, please refer to Security Policy Manual Chapter II Section A on Framework of Accountability (2021) footnote 1. For the purpose of this policy, all actors of the UNSMS refer to UNSMS Personnel as defined in the Security Policy Manual Chapter III Chapter A on Applicability of the UNSMS.

[2] A/59/365 as of 11 October 2004, noted by A/RES/59/276 as of 17 January 2005.

[3] For the purposes of this policy, "security decision maker" refers to the Designated Official and Representatives of UNSMS organizations who are members of the Security Management Team or are assigned as Area Security Coordinators and members of respective Area Security Management Teams with decision making authority as outlined in the Framework of Accountability.

8. Security learning and training within the UNSMS is categorized either "core mandatory security training" or "specialized security training". Core mandatory security training ensures that UNSMS personnel at all levels and irrespective of their day-to-day functions, are familiar with their security responsibilities, how to fulfil those responsibilities and the range of support available to them. Specialized security training is designed to equip UNSMS personnel with the specific knowledge, skills and expertise they need to discharge their security responsibilities in a professional, consistent and accountable manner.

9. The UNSMS recognizes the importance of learning and training that mainstreams gender equality, diversity and inclusion considerations across the spectrum of learning programmes. Therefore, security learning and training should incorporate elements that contribute to strengthening gender equality, diversity and inclusion.

10. The Inter-Agency Security Management Network's Standing Committee on Learning and Training (SCOLT), co-chaired by two IASMN members, has been established to prioritize training needs and facilitate training delivery. Learning partnerships between UNDSS and other UNSMS organizations ensure the best use of resources and training materials. The SCOLT Co-Chairs will represent the SCOLT in the Security Training Governance and Prioritization Mechanism (STGPM) and advise and inform the STGPM of the work the SCOLT has conducted and the position, and requirements/ priorities of the IASMN[4].

11. As the IASMN develops new policies, procedures and tools, there is a requirement for learning and training opportunities to ensure consistency in the application and rollout of these policies. The STGPM, chaired by the Under-Secretary-General of UNDSS, while recognizing the department's responsibility as outlined in paragraph 2 reviews training priorities for the integrated security workforce, establishes a consolidated, security learning calendar of courses facilitated or implemented by UNDSS (covering an 18-month period) and directs UNDSS assets to support the development and delivery of UNSMS learning programmes[5].

E. Learning and Training for UNSMS Security Decision Makers

12. All Designated Officials (DOs) appointed DOs ad interim, Area Security Coordinators (ASCs), ASCs ad interim, members of the Security Management Teams (SMT) and Area SMT (ASMT) must complete all mandatory security training courses for UNSMS personnel and applicable specific training for security decision makers, which includes the online SMT training. DOs and DOs ad interim are required to complete a Designated Official induction security briefing upon their assumption of duty.

F. Learning and Training for UNSMS Security Personnel

13. The security training curriculum provides progressive and comprehensive training at basic, intermediate and advanced stages and supports career development for security

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[4] For more details, please refer to the Terms of Reference of the SCOLT in Annex I. The SCOLT Chair will keep the IASMN informed of the decisions/outcomes of the STGPM.
[5] For more details, please refer to the Terms of Reference of the STGPM in Annex II.

personal.

14. All security personnel with functional security responsibilities are to receive core training, specialist training or specific training relevant to their functional tasking, and this training should meet standards of content and methodology that have been developed in consultation with the IASMN SCOLT.[6] Additional career development courses are available on the UNDSS and respective UNSMS organization Learning Management Systems.

15. Core mandatory security training and learning programmes are designed to equip security personnel with the appropriate knowledge, skills and competencies to fulfil their assigned functions to an agreed standard[7]. They will also enhance interoperability between UNSMS organizations and facilitate upwards mobility and career movement (i.e., "cross fertilization") of security personnel between UNDSS and other UNSMS organizations.

16. Specialized security training for security personnel shall depend on requirements to fulfil specific functions, including, but not limited to, courses on the blast assessment component of the physical security course, hostage incident management, security analysis process and practice and close protection.

G. Learning and Training for UNSMS Personnel

17. In addition to the above, UNSMS personnel must attend the required Security Induction Programme conducted by security personnel at their place of assignment and successfully complete other specialized security training, where required.

18. UNSMS personnel are also required to attend all learning and training events which are part of the approved Security Risk Management Measures at their place of assignment or when they are travelling.

19. All UNSMS personnel are required to complete the online mandatory security learning programme BSAFE[8]. Upon completion, personnel are required to update their TRIP profile accordingly. Personnel may undertake this training on the Learning Management Systems platform of UNDSS or their respective organizations.

H. Management of Security Training Programmes

20. UNDSS and the SCOLT will periodically review all training needs to ensure the relevance and efficiency of security learning and training throughout the UNSMS. All UNSMS organizations may share training materials with other organizations within the system, either bilaterally or through the SCOLT. Collaboration will help to ensure that training materials and activities meet appropriate requirements, learning objectives, maximize cost efficiencies and avoid unnecessary duplication.

21. As part of its system-wide responsibility for security learning and training, UNDSS, with

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[6] ISW (Integrated Security Workforce)-specific learning programmes, such as Close Protection Officer's Course (RCPOC), and UNDSS/DHSSS specific training courses for uniformed security staff will remain the responsibility, and under the sole auspice, of UNDSS.
[7] Each UNSMS organization is responsible for ensuring that approved training (security or otherwise) is compliant with its competency framework.
[8] This includes the equivalent course approved by the Under-Secretary-General of UNDSS.

the support of UNSMS organizations, shall establish and maintain a database to record training-related information regarding the number of UNSMS personnel who have successfully completed security training and, where relevant, the details of the UNSMS trainers involved in the training delivery. Data contained in this database will be shared with UNSMS organizations with respect to their personnel to ensure their organizational accountabilities. UNDSS and UNSMS organizations shall endeavour to share training-related information[9] to ensure effective collaboration and cooperation.

22. UNDSS will catalogue UNSMS Learning Programmes, providing details of specific aims, learning objectives, key learning points, suggested methodologies for delivery and detailed lesson plans. Learning programmes will be available to the Security Training Focal Points of all UNSMS organizations. UNDSS will develop best practices in close cooperation with the IASMN SCOLT.

I. Training and learning modalities

23. Security learning and training within the UNSMS may occur through the following modalities:

    a. Distance on-line learning initiatives via the websites and/or the Learning Management Systems of the respective UNSMS organizations.

    b. Face-to-face training delivered through mobile training teams from a network of security training focal points, certified trainers (defined in respective guidelines) and learning managers from UNSMS organizations[10].

    c. Engaging with and/or outsourcing to, where appropriate, Member States or commercial vendors, under the supervision and leadership of the relevant UNSMS entity and in line with existing UNSMS policies.

J. Roles and Responsibilities

24. In accordance with *Security Policy Manual*, Chapter II, Section A ("Framework of Accountability for the UNSMS"), the following are the responsibilities of various actors of the UNSMS regarding security training:

    Security decision makers and/or UNSMS organizations Senior Security Managers and/or Security Focal Points shall ensure that all personnel of their organization are aware of security learning obligations and facilitate the provision of security training and briefings, including the provision of additional security learning and trainings as determined within their respective organization, and shall disseminate information and educational materials regarding security matters. They also monitor and report on their organization's compliance with UNSMS approved SRM measures which include training.

25. UNDSS is responsible for the following security training-related activities:

    a. Continuous review of training materials to ensure that they reflect UNSMS agreed standards regarding approved security policies and procedures, best practices, lessons learned and requirements for objectivity.

    b. Through the IASMN SCOLT, establish and oversee security-related qualification and

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[9] In line with UN organizations' data protection and privacy policies.
[10] Face-to-face training may also be conducted by qualified learning managers on a case-by-case basis.

certification standards and practices for learning managers and trainers across the UNSMS.

c. Develop security-related training materials in the official languages of the UNSMS and share the materials with the UNSMS organizations.

d. Develop and maintain, in consultation with the Inter-Agency Security Management Network, the official listing of mandatory security training requirements.

e. Deliver training courses to the UNSMS organizations as per the agreed training calendar.

f. Share data regarding completion of training and training-related material stored in its database (para.21) with UNSMS organizations with respect to their personnel to ensure their organizational accountabilities.

K. Final Provisions

26. This policy is to be made available to all UNSMS personnel.

27. This policy enters effect on 28 February 2024.

Annex I: Terms of Reference of the SCOLT

I. Purpose

The IASMN Standing Committee on Learning and Training (SCOLT) has been established to:

1. Allow for the greatest outreach of UNSMS learning products, while strengthening learning partnerships and collaboration among UNSMS entities and to ensure the most effective and efficient use of resources and learning materials.

2. Provide a focus on establishing and maintaining a transparent and collaborative approach to help ensure that UNSMS learning materials and activities meet approved learning objectives and provide a basis for prioritisation, based on business and cost efficiencies, and effective implementation ensuring the avoidance of duplication.

3. Ensure security learning is mainstreamed throughout the UNSMS, and meets the needs of security personnel, managers with security responsibilities, and UN personnel, is a key role of the SCOLT.

4. Report and provide recommendations to the IASMN to maximize the effective use and sharing of learning resources among the UNSMS (see deliverable 3).

II. Scope

5. The SCOLT will address safety[11] and security risk management learning for UN personnel[12], managers with security responsibilities, and security personnel, based on operational needs and priorities identified by the IASMN.

6. The only exceptions to point 5, above, are the Integrated Security Workforce (ISW)-specific learning programmes, such as Close Protection Officer's Course (RCPOC), and Firefighting for the United Nations Department of Safety and Security (UNDSS)/Division of Security and Safety Services (DSSS) which will remain the responsibility, and under the sole auspice, of UNDSS. For this purpose, the ISW is comprised of UNDSS personnel at headquarters, at United Nations Offices away from Headquarters and in the field, and of UNDSS personnel funded under peacekeeping operations, special political missions and service centres.

III. Objectives

7. Identify UNSMS security learning needs and prioritize recommendations to the IASMN.

8. Contribute to the development of, and promote, an integrated global security learning strategy.

9. Foster discussions and collaboration on security learning, between UNSMS organizations, with a primary focus on the coordination of activities and initiatives.

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[11] Road, fire and aviation safety, in consultation with other IASMN working groups.
[12] As defined in SPM, Chapter III.

10. Ensure the consolidation and standardization of security learning programmes and the mainstreaming of gender and disability considerations in learning events.

11. Provide inputs, recommendations, and actively contribute to developing standards, quality management systems and learning content, including a mechanism for certification and accreditation of security learning programmes.

12. Research and recommend, in coordination with UNSMS managers and the HR working group, the learning development and implementation requirements of the Security Personnel career management system that will enable security personnel to progress within their chosen career, in accordance with HR rules and regulations.

IV. Methodology

13. The SCOLT will meet regularly to ensure that a focus is maintained on the deliverables of the Standing Committee. There will be scheduled meetings of the SCOLT prior to the IASMN Steering Group and full sessions.

14. Meetings will be held, every two months or more frequently if required, to focus on specific work prioritised by the IASMN. Technology will be leveraged to minimize cost and maximise efficiencies, whenever possible.[13]

V. Composition

15. The SCOLT will be co-chaired by at least two IASMN entities on a rotating basis (every two years).

16. The Standing Committee (SC) will form a secretariat for the purpose of supporting the Co-Chairs in maintaining an updated list of members, arranging meeting times, recording and sharing meeting minutes with SC members and any other requirements agreed by the Co-Chairs.

17. The SC Secretariat will coordinate and provide all relevant information pertaining to the SCOLT meetings and the outcome with the IASMN secretariat.

18. As part of its mandate, the UN Department of Safety and Security (UNDSS) is responsible for security learning across the UNSMS[14]. To this end, the Training and Development Section (TDS) of the Division of Partnerships and Specialized Support has, among its functions, to develop, deliver, evaluate, monitor, validate[15] and review security learning to ensure that it meets the needs of the UNSMS.[16] UNDSS/ Strategic Partnerships and Policy Unit (SPPU) will be a permanent member of SCOLT. UNDSS/TDS, having permanent subject matter expert and resource specialist status in SCOLT, will be

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[13] Details of the methodology will be in the workplan, e.g. sub-working groups.
[14] A/59/365 as of 11 October 2004 noted by A/RES/59/276 as of 17 January 2005.
[15] For example, the quality of content and delivery standards of the SSAFE course.
[16] ST/SGB/2013/5, Section 8, paragraph 8.2.

partaking in in SCOLT meetings when required and available to understand the needs of and provide advice to the SCOLT[17].

19. The SCOLT will consist of three working groups, with each working group being led by one of the Co-Chairs and a deputy lead will be selected from the members of the working group. Working groups will comprise of IASMN members and security learning focal points of UNSMS organizations who have shown an interest to be part of a particular working group.

20. Membership of the working groups will be formed on a voluntary basis. Each member should consider the commitment required to achieve the stated outputs of the working group and be ready to fully participate and contribute in all of those processes.

21. The working groups will cover the three key areas of:

    a. Managers with security responsibilities,
    b. Security personnel,
    c. UNSMS personnel.

22. The SCOLT Co-Chairs will represent the SCOLT on the Security Training Governance Prioritization Mechanism (STGPM) and will advise and inform the STGPM of the work the SC has conducted and the position, and requirements / priorities of the IASMN.

23. By encouraging participation across all IASMN entities, the SCOLT aims to capitalize on the rich skills, experience and varied inputs into the management, development and delivery of security learning, within the UNSMS, is received.

VI. Deliverables

24. Provide status report to the annual winter session and recommendations on learning priorities to the annual summer session of the IASMN for discussion[18], based on research and analysis of the learning and development needs of UNSMS entities.

25. On behalf of the IASMN, work with UNDSS/TDS[19] and contribute to the development of the security learning calendar in the fourth quarter of each year.

26. On the identification of any strategic and operational gaps resulting from the allocation on human and financial resources by UNDSS, the SCOLT will determine the learning capacity within the UNSMS and establish cooperative and sharing mechanisms among UNSMS organizations with respect to learning development, delivery and a career management system. (This may include, where practicable, sharing material, staff / instructors / facilitators, logistical resources, etc.)

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[17] Agenda items where the SCOLT would like advice from UNDSS/TDS should be consulted with TDS prior to circulation of the agenda.
[18] Reports to be shared to the STGPM.
[19] UNDSS/TDS and SCOLT to jointly create a template for annual completion. To support the development of the learning calendar, additional information could include location and volume of learning needs for the UNSMS, as well as indication on ability to host learning events or provide joint venture trainers for co-delivery.

27. Review and provide feedback on learning guidelines, manuals, aide memoires and catalogues of the UNSMS as they are updated, revised or created through the established processes.

28. Provide recommendations to the IASMN for the standardization of content and materials, delivery and compliance with consolidated learning, ensuring quality and relevance to evolving UNSMS needs.

29. Review current requirements needed to be a UNSMS trainer / instructor / facilitator and the mandatory standards required to maintain UNSMS learning delivery certification.

30. Coordinate with UNDSS/TDS to develop a learning evaluation system, accessible to all UNSMS members, which will:
    a. Evaluate the impact of learning delivered,
    b. Identify lessons learned and potential gaps,
    c. Develop / recommend a strategy to address gaps,
    d. Serve as an analysis process on learning delivery, and
    e. Provide information on future learning priorities.

31. Ensure that all learning provided is aligned with current UNSMS Training Policies.

32. Provide and perform any other business within the objective and scope of the SCOLT.

VI. Duties of the Co-Chairs will be to:

33. Serve, as agreed by the IASMN, for a period of two years after which the duties of the role will rotate to another UNSMS entity.

34. Represent the SCOLT at the STGPM.

35. Appoint a Secretariat.

36. Coordinate the work of any working groups, in the area of responsibility.

37. Review the use of funds, assets, personnel or other resources intended for learning within and across the UNSMS and provide feedback (in support of deliverable 25).

VII. Vision and Mission Statement

38. The **vision** of the IASMN SCOLT is **"Enabling the activities of the UNSMS through effective Security Management Learning."**

39. The **mission statement** of IASMN SCOLT is **"Through a transparent and coordinated approach to Security Learning, increase the awareness, readiness and capacity of all UNSMS Personnel."**

40. The SCOLT Vision and Mission Statements are in keeping with the strategic drivers, of the following documents:

a. UNDSS Learning and Development Strategy for the Integrated Security Workforce:

    i. To manage security risks and promote the implementation of UN security policies and the framework of accountability, and

    ii. To facilitate the professional development of ISW personnel and address current and future capability gaps in the ISW.

b. UNSMS Policy "Security Training and Certification" (SPM Ch V Section C):

    i. The responsibility of the United Nations Department of Safety and Security (UNDSS) for security training across the whole United Nations Security Management System (UNSMS) is mandated by the General Assembly. The UNSMS must have sustainable, coherent and targeted security learning programmes, including harmonized and regulated content for all security-related courses. Security training raises security awareness, promotes security culture and consciousness, improves security preparedness and creates the capacity to respond effectively to emerging threats towards the United Nations.

    ii. The goal of security training within the UNSMS is to enhance Security Risk Management effectiveness and cooperation between security personnel, managers with security responsibilities and all other personnel. Standardized training systems are an important tool in reaching this goal. At the same time, training must be delivered in a timely, cost-effective manner using the most appropriate means of delivery.

Purpose

The Security Training Governance and Prioritization Mechanism (STGPM) is established to support the USG for Safety and Security in making a determination on the optimal use of UNDSS resources in supporting learning and training of the UNSMS[20]. This Mechanism forms part of the existing authority of the USG to set standards for training and evaluate the delivery of training programmes across the entire UNSMS. The STGPM Committee, a body of the Mechanism, will meet on a biannual basis and ad hoc, as required, to undertake responsibilities listed below.

Responsibilities of the STGPM Committee

- Review and endorse a set of learning priorities as approved by the IASMN and identified by UNDSS for a two-year period with cost projections to ensure alignment with operational priorities and resource allocations (and HR Strategies for UNDSS and the UNSMS).
- Review and endorse a security learning calendar (covering an 18-month period) based on the learning priorities approved by the IASMN and based on input received from IASMN members.
- Review and endorse new UNSMS learning programmes (or significant revisions to existing programmes) as recommended by the SCOLT to the IASMN to ensure they meet operational requirements, are able to reach the intended target audience with realistic funding solutions, and have measurable Key Performance Indicators (KPIs) against which their impact can be monitored and evaluated.
- Ensure that the security learning calendar and allocation of TDS human and financial training resources are aligned to training priorities that meet the operational needs of the entire UNSMS.
- Review and assess the extent to which UNSMS learning programmes have met their desired KPIs and had the desired operational impact in two ways:

    a) By identifying one or two UNSMS learning programmes annually for an impact assessment and ensure follow up to the results of the evaluations;

    b) By reviewing and approving a global annual report on the achievements of UNSMS training programmes and expenditures delivered during the year[21].

Method of work

The STGPM Committee will meet biannually, following the IASMN Steering Group Meetings, and ad hoc as required. This will provide an opportunity for the discussions held within the Steering Group, as well as the Standing Committee on Learning and Training (SCOLT) to inform and feed into the STGPM Committee deliberations.

The first meeting of the STGPM Committee will endorse the training calendar for the subsequent 18 months. Ongoing maintenance of approved calendars would be managed by Chief TDS unless

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[20] Training and learning directly delivered and managed by individual UNSMS organizations to meet own organizational accountabilities and needs do not fall within the remit of the STGPM.
[21] This requirement is in line with the recommendations stemming from the 2021 OIOS internal audit of implementation of the training mechanism for the UN security management system by UNDSS. More information is provided below.

substantive changes were to occur that impact on already approved resource allocations endorsed by the STGPM. In cases where there is an identified major impact on approved resources, the STPGM Committee would be convened at the earliest opportunity.

In addition, at the end of each calendar year, the STGPM Committee would review a comprehensive report outlining training delivered during the course of that year, analysis of the achievements, how courses have met their performance indicators, and any existing systemic challenges. As part of the process, the STGPM Committee may choose to identify one or two security learning programmes for a more strategic level impact evaluation, to be undertaken the following year by a dedicated task force[22]. TDS would coordinate drafting of the annual report. All training programme managers, i.e. in TDS, Division of Field Operations (DFO), TRS and SSS are expected to contribute to the report and participate in the discussion of the report at the STGPM Committee. Following review, the annual report shall be published and made available to the IASMN, all security personnel and managers with security responsibilities.

Throughout the year, the STGPM Committee would review and endorse SCOLT-recommended new UNSMS training programmes or significant revisions to existing courses. Requests reviewed by the SCOLT could be presented by TDS or any other UNDSS entity, peacekeeping operation, special political mission or IASMN member if they felt there was a training gap.

As needed, managers of specific UNSMS training programmes would be invited to present or observe meetings at which their programmes are discussed, including specifically on the results of an impact evaluation and review of the annual training report. Submissions would be based on a template to ensure that proposals outline:

- the purpose and intended impact of the new UNSMS programme or revision (e.g. using quantitative and qualitative data, including from lessons learned, audit or BOI recommendations etc.);
- related KPIs against which the UNSMS programme would be evaluated;
- the specificities of the target audience (size, location, language requirements etc.);
- cost projections and proposals for sustainable funding and delivery of the UNSMS programme.

TDS would be available to assist all UNSMS entities in developing their submissions, as needed. Submissions should be reviewed by the SCOLT and Field Reference Group first to allow the STGPM Committee to also consider their views. On exceptional basis, submissions for urgent operational needs could be made directly to the STGPM Committee.

TDS would also be a resource to support the development/revision of the new learning programmes for the UNSMS and ensure consistent design processes, effective use of appropriate learning technologies, objective assessment methods and ongoing quality control components and training data collection.

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[22] The impact evaluation shall review not only participant feedback on a course, but whether participants were able to apply the skills and competencies learned and how that application has changed the performance of the relevant organization, SMT or entity. To undertake such an evaluation, a course must have a clearly defined objective linked to organizational aims and measurable learning outcomes that illustrate what participants are able to do after a course. Typically, such evaluations require dedicated resources and time for the evaluation force to follow up at least a year or two after a learner has completed the course in question. The evaluation task force should be comprised of relevant colleagues who can assess the organizational impact of a course, in particular in the field. To ensure objectivity, task force members should be from outside the relevant work unit running the training course being evaluated.

The Chief TDS would be responsible for gathering inputs from the SCOLT, UNDSS and the field on training needs and developing a proposed set of training priorities with cost estimates. TDS would also be responsible for liaising with the managers of all security training programmes to develop and update the learning calendar for review and endorsement by the STGPM Committee. Consequently, TDS would be available to provide advice to training managers, as well as the Chair and STGPM Committee members on training design, methodology and costing, as well as on the development of KPIs for training.

Composition

Standing members:

- USG for Safety and Security as Chair of the STGPM Committee
- ASG UNDSS
- Directors of DFO, DSSS, DPSS
- Co-Chairs of the SCOLT
- Two representatives of Agencies, Funds and Programmes (e.g. one from the development side and one from humanitarian side)
- Chief TDS

Agencies, Funds and Programmes (AFP) representatives will serve for a two-year term to provide a rotation opportunity. To capture broader representation and perspective, AFP representatives should be different than the ones taking part in the SCOLT and the IASMN Steering Committee.

Quorum for any meeting would be reached with participation of the Chair (in the absence of the USG this could also be the ASG), at least one UNDSS Director, at least one representative from security personnel outside NY, at least one SCOLT co-chair, at least one agency representative, and the Chief TDS.