

Reinforcement training package for UN commanders of military and police contingents on conduct and discipline and prevention of sexual exploitation and abuse

Instructor's Guide to Using the RTP

Aim. This reinforcement training package (RTP) is for use in pre-deployment training by UN Member States. It will provide learners with the desired attitudes, knowledge and skills to prevent all forms of misconduct, including sexual exploitation and abuse (SEA), handle allegations of misconduct effectively, and cooperate effectively with investigations and the UN disciplinary process.

Target audience. This RTP is for:

- Commanders of formed police units (FPUs) and their command staff teams; and
- Commanders of military contingents/units and their command staff teams.

Relevance. Commanders of military and police contingents are responsible for the discipline and good order of all members of the contingent while assigned to a UN Field Mission. This training package will help commanders to discharge this legal responsibility.

Learning Outcomes. By the end of this course, learners will be able to:

- Describe how commanders should prevent all forms of misconduct, handle and report allegations of misconduct to the UN, and cooperate with investigations and the UN disciplinary process.
- Assess which forms of misconduct contingent personnel are most likely to engage in and develop a misconduct action plan to prevent misconduct and mitigate these risks.
- Address different forms of misconduct in a range of challenging situations that they are likely to face when deployed to a UN Field Mission.

Duration. Maximum 6 hours.

Methodology. This is a blended learning training package. Learners are expected to complete self-paced, online learning followed by face-to-face, in-person training.

Learners should first complete the two e-learning courses (total of 2 hours). Once they pass these two online courses, they are expected to complete up to four hours of face-to-face training, which typically consists of one classroom-based exercise as well as one or two injects inserted into military or police field training exercises, table-top planning exercises or classroom-based training.

Target audience

This RTP is for the following target audience:

- **Commanders of formed police units (FPUs) and their command staff.** This includes FPU Commanders, their command staff (Deputy Commander, Platoon Commanders, Operations Officer, Logistics Officer, Duty Officer and Liaison Officer) as well as Section Leaders.
- **Commanders of military contingents/units and their command staff teams,** which includes both contingent commanders (e.g. referred to as a sector commander, battalion commander, brigade commander or contingent commander), their subordinate commanders (e.g. company commanders, platoon commanders) as well as other key staff positions who advise the commander on conduct and discipline issues (e.g. Legal Adviser, National Investigations Officer (NIO), Military Police, SEA focal point).

UN Member States may also wish to use all or some of the RTP in pre-deployment training for other uniformed personnel who deploy to UN Field Missions¹.

Pre-requisites

Before starting the RTP, commanders and their command staff teams are expected to complete the Core Pre-deployment Training Materials (CPTM), including the lesson on conduct and discipline and the lesson on SEA. The CPTM are mandatory for all civilian, police and military personnel. FPU commanders will receive training on the CPTM during the eight weeks of pre-deployment training provided to the entire contingent (see [‘Specialized Training Materials \(STM\) for Formed Police Units’](#)).

There is some overlap in the content of this RTP and the content in the CPTM lessons on conduct and discipline and SEA. However, this RTP expands on the basic messages contained in the CPTM and contains content that is specifically tailored to UN commanders of military and police contingents and their command staff teams.

Training sequence

Police-contributing country (PCC) instructors in national and regional peacekeeping training centres should integrate the RTP package into the content of their ‘FPU Command Staff Course’. Troop-contributing country (TCC) instructors in national and regional peacekeeping training centres should integrate the RTP package into pre-deployment training provided to military contingent commanders, including classroom-

¹ For example, this RTP is relevant to military officers with the legal status of experts on mission, who are acting in the capacity of a national contingent commander for a group of Military Staff Officers from the same troop-contributing country and have disciplinary authority over them.

based training and field training exercises. Further details on how to do this are provided below.

Learners should complete the RTP learning activities in the following sequence.

Step 1. Self-paced, online learning (2 hours)

The aim of the online learning is to provide commanders of military and police contingents with the knowledge, skills and attitudes needed to address conduct and discipline issues, including SEA, in UN Field Missions.

Learners start by completing two e-learning courses. The two e-learning courses are:

- Prevention of Sexual Exploitation and Abuse by UN Personnel for Commanders [version 2.0] (duration: approximately 1 hour)
- Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents (duration: approximately 1 hour)

The e-learning courses can be completed in any order. However, it is recommended to start with the course on prevention of SEA and then move on to the other one that covers all forms of misconduct.

These two e-learning courses take a total of approximately two hours to complete online (one hour for each course). If learners are not doing the course in their mother tongue, it may take longer than two hours to complete.

An offline version of both e-learning courses is also provided for training facilities that cannot offer online learning. The offline version of both courses can either be delivered to a group of learners in a classroom setting or to an individual learner. It is expected that, most of the time, the courses will be delivered to groups of learners. However, the option to deliver the courses to an individual is also provided to cover situations when specific commanders or command staff are unable to attend the group training. When using the offline versions, TCC-PCCs are expected to produce their own completion certificates. The two offline versions of the e-learning courses take a total of approximately six hours to complete with a group of learners in a classroom setting (i.e. three hours per course).

When to do the e-learning courses. Ideally, learners should complete the two e-learning courses one or two weeks before attending face-to-face training.

Learners need to complete and pass both e-learning courses before they attend any face-to-face, in-person training. This is because the face-to-face training involves practising what was learnt in the two e-learning courses. This means that PCC instructors should make completion of both e-learning courses a mandatory requirement before

attending the 'FPU Command Staff Course', which is a face-to-face training. Similarly, TCC instructors should make completion of both e-learning courses a mandatory requirement before attending classroom-based training and a field training exercise.

The UN Learning Management System called Inspira issues a certificate of completion to all users who pass the e-learning courses. Learners should be asked to produce these two certificates as evidence of having completed the two e-learning courses.

Step 2. Face-to-face, in-person training (up to 4 hours)

The aim of the face-to-face training is to practise handling conduct and discipline issues in situations that commanders are likely to experience during their upcoming deployments through classroom-based exercises and injects. The classroom-based exercises are designed to encourage in-depth reflection and discussion whereas the injects are designed to test the immediate reactions of learners. The face-to-face training consists of up to four hours of training, which typically corresponds to one classroom-based exercise as well as one or two injects.

Classroom-based exercises. The classroom-based exercises are designed to be delivered to a group of approximately 20 learners, divided into four groups. The duration of the classroom-based exercises ranges from 45 minutes to a maximum of 2 hours. Instructors should select one of the classroom-based exercises from the four examples provided and integrate it into classroom-based training provided to commanders. In the 'FPU Command Staff Course', the classroom-based training on conduct and discipline is best delivered in the first half of the course before the mid-term review exercise. For further guidance on how to use the classroom-based exercises and a full listing of the four classroom-based exercises, see the '**Instructor's Guide to Classroom-based Exercises**'.

Injects. The injects are designed to be delivered to a group of approximately 20 learners (divided into four groups) or to an individual learner. The duration of the injects ranges from 45 minutes to 1 hour 45 minutes when conducted with a group of learners and ranges from 25 to 45 minutes when conducted with an individual learner. Trainers should select the injects from the five examples provided. For further guidance on how to use the injects and a full listing of the five injects, see the '**Instructor's Guide to Injects**'.

TCC instructors should integrate the inject(s) into field training exercises for commanders of military contingents. Where this is not possible to do, TCC instructors can instead integrate the inject(s) into classroom-based training for commanders. PCC instructors should integrate the injects into the mid-term review exercise or final table-top planning exercise in the 'FPU Command Staff Course'. The injects are not context-specific and can

fit with the UN Carana Scenario or any other scenario chosen for a mid-term review exercise or table-top planning exercise.

Selecting exercises and injects for a course

Table 1. Overview of All Exercises and Injects below shows the themes and skills covered by each exercise and inject. It is recommended that trainers select exercises and injects to practice skills from all three thematic areas. These thematic areas are: 1). to prevent misconduct, 2). to report misconduct, and 3). to cooperate with UN initial fact-finding activities and investigations.

Content on sexual misconduct. Trainers should ensure that at least one exercise or inject contains a strong focus on sexual misconduct (e.g. sexual exploitation and abuse, sexual assault or sexual harassment) (see **Table 1.** below, column 'Contains content on sexual misconduct?').

If a trainer is unsure what to select, here are two suggested combinations to ensure that skills are practiced in all three thematic areas and that at least one exercise or inject contains a strong focus on sexual misconduct:

- Combination 1 (3 hours 30 minutes): Exercise 2 (risk management scenarios) combined with inject 2 (reporting SEA) and inject 4/5 (cooperating with investigations). Inject 2 contains a strong focus on sexual misconduct.
- Combination 2 (4 hours): Exercise 1 (discussion case studies) combined with any two injects. For exercise 1, at least one of the case studies selected must be on sexual misconduct.

A more detailed description of each exercise and inject can be found in the '**Instructor's Guide to Classroom-based Exercises**' and the '**Instructor's Guide to Injects**'.

Table 1. Overview of All Exercises and Injects								
Themes	Time	Prevent			Report		Cooperate	SEA/SH*
Skills	Hours **	Identify measures to prevent misconduct	Misconduct risk analysis	Develop a Misconduct Action Plan	How to report misconduct allegations	How to handle confidential information	How to cooperate with UN initial fact-finding activities and investigations	Contains content on sexual misconduct?
Exercises								
Exercise 1 (Discussion case studies)	2h00	x			x		x	Yes (a lot)
Exercise 2 (Risk management - scenarios)	1h15	x	x	x				Yes (some)
Exercise 3 (Risk management - videos)	1h45	x	x	x				Yes (some)
Exercise 4 (What to report to the UN)	45 min.				x			Yes (a little)
Injects								
Inject 1 (Assessing risks)	1h00	x	x					Yes (some)
Inject 2 (Handling SEA)	1h15-1h45				x	x		Yes (a lot)
Inject 3 (Handling drunk driving)	45 min.				x		x	No
Inject 4/5 (Cooperating with investigations)	1h00					x	x	Yes (some)

*SEA – Sexual Exploitation and Abuse; SH – Sexual Harassment. **Timings are for running the exercise/inject with a group of learners.

Training content

The RTP's training content is listed in **Table 2** below.

Table 2. RTP Training Content

General	File type
Instructor's Guide to Using the RTP , including its annex: <ul style="list-style-type: none"> Course Evaluation Form 	Word
E-learning courses and offline versions	File type
Prevention of Sexual Exploitation and Abuse by UN Personnel for Commanders [version 2.0]: LMS-7146-1 (English); LMS-7215 (French); LMS-7170 (Arabic); LMS-7180 (Chinese); LMS-7188 (Spanish); LMS-7191 (Russian).	Online course
Offline version of the e-learning course on the Prevention of Sexual Exploitation and Abuse by UN Personnel for Commanders contained in ' Specialized Training Materials (STM) on Prevention of Sexual Exploitation and Abuse by UN Personnel '. This offline course is for use in a classroom setting. It can either be delivered to a group of learners or to an individual learner. Available in English and French as well as Arabic, Chinese, Spanish and Russian.	<ul style="list-style-type: none"> Guidance note (PowerPoint) Lessons (PowerPoint) Assessments (PowerPoint, password-protected)
Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents: Available in English and French as well as Arabic, Chinese, Spanish and Russian.	Online course
Offline version of the e-learning course on Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingent. This offline course is for use in a classroom setting. It can either be delivered to a group of learners or to an individual learner. Available in English and French as well as Arabic, Chinese, Spanish and Russian.	<ul style="list-style-type: none"> Instructor's Guide (Word) How to Guide for an Individual Learner (Word) Presentation on Lessons 1-4 (PowerPoint) Video from lesson 1 (MP4) Video from lesson 2 (MP4) Video from lesson 4 (MP4) Final Assessment (Group) (PowerPoint, password-protected) Final Assessment (Individual) (PDF, password protected) 12 handouts (PDF)

Classroom-based exercises	File type
Instructor's Guide to Classroom-based Exercises	Word
Four classroom-based exercises (see ' Instructor's Guide to Classroom-based Exercises ' for a full listing)	Word
Injects	File type
Instructor's Guide to Injects	Word
Five injects (see ' Instructor's Guide to Injects ' for a full listing)	Word
Key resources	File type
Deployment Guide: a short summary of the key messages from the course	PDF
Examples Misconduct Prevention: this document provides examples of measures that military and FPU commanders can take to prevent misconduct by their personnel.	PDF
Glossary: a glossary with the key UN definitions and terms on conduct and discipline used in the RTP	PDF
Infographic Misconduct Allegations (Military): this infographic shows what happens to an allegation of misconduct involving a member of a military contingent after it is reported to the UN. It explains who does what when the allegation is reported and investigated as well as the consequences if misconduct did occur.	PDF
Infographic Misconduct Allegations (FPU): this infographic shows what happens to an allegation of misconduct involving a member of a formed police unit after it is reported to the UN. It explains who does what when the allegation is reported and investigated as well as the consequences if misconduct did occur.	PDF
Misconduct Action Plan Template: a template to create a misconduct action plan.	PDF
Misconduct Action Plan Example: a fictitious example of a misconduct action plan.	PDF

Learning evaluation method

To pass the whole RTP course, learners are expected to pass both the online element and face-to-face element of the course.

How to determine if learners have passed the online element of the course? The two e-learning courses both have a final assessment in the form of ten multiple choice questions. This final assessment requires a score of 10 out of 10 to pass and can be taken as many times as needed. Once each e-learning course has been completed, a certificate of completion will be issued electronically by the UN Learning Management System (Inspira) that hosts the course. When using the offline versions, TCC-PCCs are expected to produce their own completion certificates. Trainers will need to see a copy of both completion certificates in order to record that learners have passed the two e-learning courses.

How is learner performance assessed during face-to-face training? During face-to-face training, learner performance is assessed on a scale of 1-3 (1 – does not meet expectations, 2 – meets expectations, 3 – exceeds expectations). Learners can either be assessed as a group or individually.

During classroom-based exercises, the performance of a group/learner will be assessed using a combination of trainer observation and analysis of any written work produced. During injects, the performance of a group/learner will be assessed by observing their performance against a list of 'observed behaviours' for each inject (see **Table 2. Observed behaviours by inject** in the '**Instructor's Guide to Injects**').

What happens once all exercises and injects are completed? Once all exercises and injects are completed, the trainers meet and jointly complete the '**Course Evaluation Form**', which is an annex to this guide.

How to assign an overall score for the face-to-face element of the course?

To pass the face-to-face element of the course, a group of learners or an individual learner needs to have an overall score of 2 (meets expectations) or higher across all exercises and injects undertaken. Determining an overall score for the face-to-face element of the training is more art than science and needs to factor in any comments under 'remarks'. For example, if the group/learner scores 2 (meets expectations) in exercise 2 and inject 5 but in inject 2 scores 1 (does not meet expectations) and the trainer notes under 'remarks' that the trainer feedback covered all missed points and that the trainer is confident that these were understood by the end of the session, then this would justify the trainer providing an overall score of 2 (meets expectations), which is a pass grade for the face-to-face element of the course.

How to determine whether the learner has passed the course?

To pass the whole RTP course, learners are expected to pass the online element of the course, which consists of the two e-learning courses, and pass the face-to-face in-person element of the course, which consists of one classroom exercise and one or two injects.

How to score an exercise? While one trainer leads the exercise, the other trainer takes notes on group/learner performance using the solution key for the exercise and collects up any written work produced (see '**Instructor's Guide to Classroom-based Exercises**'). After the exercise is completed, all trainers jointly review the trainer notes as well as any written work produced and score the performance of each group/learner on a scale of 1-3 (1 – does not meet expectations, 2 – meets expectations, 3 – exceeds expectations). The trainers use **Table 2. Scoring Criteria – Exercises** in the '**Instructor's Guide to Classroom-based Exercises**' to help them decide on a score. Then, the trainers insert the score into the **Course Evaluation Form** as well as any key remarks.

How to score an inject? During injects, the performance of a group/learner will be assessed by observing performance against a list of 'observed behaviours', which are different for each inject. While one trainer leads the inject, the other trainer uses the solution key for the inject to record information about group/learner performance against the 'observed behaviours' for that inject.

After the inject is completed, all trainers jointly review the notes on learner performance and score the performance of each group/learner on a scale of 1-3 (1 – does not meet expectations, 2 – meets expectations, 3 – exceeds expectations). A group/learner must demonstrate all desired behaviours for the inject in order to score '2 – meets expectations' or above. Then, the trainers insert the score into the **Course Evaluation Form** as well as any key remarks.

What happens if a group/learner underperforms during an exercise or inject? If a group/learner underperforms during an exercise or inject, the trainer will immediately address any missed or misunderstood learning points during the session. However, at times, the trainer may decide that an additional, short 'recap' session is needed after all exercises and injects are completed to reinforce specific learning points that were poorly understood. This recap session should be conducted for all learners (e.g. a 15-minute session for the whole class), be interactive (e.g. a questions and answers session) and use the **Deployment Guide** as it contains a summary of the key messages from the course.

Trainer profiles

A minimum of two trainers are needed during the exercises and injects: one trainer to lead the exercise or inject and another trainer to take notes about group/learner performance during the exercise or inject.

All exercises and injects are best delivered by a mixed gender team with one male and one female trainer who can encourage questions and participation from both male and female learners. The trainers should have served in a UN Field Mission, and ideally should also have served in a command position or have experience of dealing with allegations of misconduct against uniformed personnel (e.g. as an SEA Focal Point, Legal Adviser or NIO).

Trainers should also be aware that some learners (or their close relatives and friends) may themselves have been victims of misconduct in the past (e.g. victims of sexual misconduct or victims of drunk driving). Trainers therefore need to have the skills to handle strong emotions that may surface during the training, including disagreements between learners over values. Practical guidance is provided on handling strong emotions and disagreements over values in the '**Instructor's Guide to Classroom-based Exercises**' and in the '**Instructor's Guide to Injects**'.

Before delivering this RTP, trainers should have a good understanding of UN standards of conduct, including on SEA, have completed the CPTM lesson on conduct and discipline and the CPTM lesson on SEA as well as the two e-learning courses in this RTP, and be familiar with the content of the **Deployment Guide**.

For any face-to-face training, it is also recommended to invite any of the following:

- Senior military/police leadership to underline the importance of the topic.
- Former military/police commanders and members of their command staff teams who have served in UN Field Missions to share their good practices and lessons.
- A legal expert to answer legal queries about conduct and discipline.
- Experts on gender-based violence to answer queries about sexual misconduct.

Key terms

In the RTP, the term 'FPU commander' is used to refer to commanders of formed police units. The term 'military contingent commander' is used to refer to commanders of military contingents or units. The terms 'commanders of military and police contingents' or 'commanders' are used when referring to both FPU commanders and military contingent commanders.

The term 'Conduct and Discipline Team' is used to refer either to a Conduct and Discipline Focal Point (in smaller UN Field Missions) or a Conduct and Discipline Team (in larger UN Field Missions). The Conduct and Discipline Team is the capacity in UN Field Missions that provides advice to the Head of Mission and senior leadership on conduct and discipline issues.

After the course

On completing the course, trainers should encourage commanders to take these documents with them on their deployments and integrate them into the contingent's internal guidance on how to maintain good order and discipline:

- **Deployment Guide:** a short summary of the key messages from the course.
- **Examples Misconduct Prevention:** this document provides examples of measures that military and FPU commanders can take to prevent misconduct by their personnel.
- **Misconduct Action Plan Template:** a template to create a misconduct action plan.
- **Misconduct Action Plan Example:** a fictitious example of a misconduct action plan.
- **Infographic Misconduct Allegations (Military) or Infographic Misconduct Allegations (FPU):** this infographic shows what happens to an allegation of misconduct involving a member of a military contingent/formed police unit after it is reported to the UN. It explains who does what when the allegation is reported and investigated as well as the consequences if misconduct did occur.

Useful UN resources

The UN Conduct in UN Missions website: <https://conduct.unmissions.org/>

The UN's Misconduct Risk Management Tools (2023) provide UN Field Missions with a step-by-step process to follow to understand which forms of misconduct their personnel are most likely to engage in and to put in place measures to mitigate and prevent misconduct. It covers all forms of misconduct, including SEA. It is available at: <https://conduct.unmissions.org/prevention-risk-assessment>.

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