

Instructor's Guide to Using the Offline Course on Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents

Background

The UN reinforcement training package (RTP) for UN commanders of military and police contingents on conduct and discipline and prevention of sexual exploitation and abuse contains two e-learning courses. As some troop-contributing countries (TCCs) and police-contributing countries (PCCs) cannot offer online learning, offline versions of both e-learning courses are also provided. Note that when using the offline version of the course, TCCs and PCCs are expected to produce their own completion certificates.

For information on the RTP, guidance on when to use the offline courses, and suggestions for trainer profiles, please see the main '**Instructor's Guide to Using the RTP**'.

Purpose

This Instructor's Guide provides guidance on how to conduct the offline version of the e-learning course called 'Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents'.

Training methods

The offline version of the course can either be delivered to a group of learners or to an individual learner. It is expected that, most of the time, the course will be delivered to groups of learners. However, the option to deliver the course to an individual is also provided to cover situations when specific commanders or other members of the command staff team are unable to attend the group training.

Delivery to a group of learners. In a classroom setting, the trainer takes a group of learners (e.g. 20 learners) through a PowerPoint presentation containing four lessons. Once this is completed, the trainer takes the group through a final assessment, consisting of ten test questions. The learners answer the test questions as a group. The offline course (including the final assessment) is estimated to take approximately three hours to deliver to a group of learners.

Delivery to an individual learner. The trainer provides the individual learner with the presentation containing the four lessons. The individual learner completes the four lessons from the offline course on their own, working at their own pace. The learner then takes the final assessment under the supervision of the trainer in a classroom setting. The offline course (including the final assessment) is estimated to take approximately 1 hour and 15 minutes to deliver to an individual learner.

Training content

The content of the offline version of the e-learning course 'Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents' is listed in **Table 1** below.

Table 1. Content of Offline Course on Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents

Document name and content	File type
Guides	
Instructor's Guide to Using the Offline Course on Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents	Word
How to Guide for an Individual Learner (Offline) This is a short 'how-to-guide' to give to an individual learner. It contains step-by-step instructions on how to complete the four lessons and final assessment.	Word
Lesson content and final assessment	
Presentation on Lessons 1 to 4 This presentation contains the content of lessons 1-4 from the e-learning course. It is for use with a group of learners and an individual learner.	PowerPoint
Videos The offline course uses three videos: Video from lesson 1 (with introductory messages) Video from lesson 2 (on risk management) Video from lesson 4 (on investigations) 'Presentation on Lessons 1 to 4' contains the option to either view the videos or to view a series of stills images from the videos. If viewing the videos, these need to be downloaded in advance. All videos contain sub-titles that can't be switched off.	MP4
Final Assessment (Group) This is the final assessment for use with a group of learners. It contains both the test questions and the correct answers.	PowerPoint that is password-protected

Document name and content	File type
Final Assessment (Individual) This is the final assessment for use with an individual learner. It contains only the test questions.	PDF that is password-protected
Handouts	
Offline Course Handouts The e-learning course contains a number of additional resources. These have been compiled into twelve handouts: <ol style="list-style-type: none"> 1. Deployment Guide 2. Examples prevention measures 3. Glossary 4. Legal obligations discipline 5. Legal obligations investigations 6. Legal obligations reporting 7. Misconduct Action Plan Template 8. Summary lesson 1 9. Summary lesson 2 10. Summary lesson 3 11. Summary lesson 4 12. UN Standards of Conduct 	PDF

How to run the offline course with a group of learners

Before the course

1 month before

The TCC-PCC should email the UN Conduct and Discipline Service at 'cds-ohr@un.org' to request the password for the final assessment called '**Final Assessment (Group)**'. The email request should be sent by an official from the country's peacekeeping training centre.

1 week before

Action 1. Print the training materials. The trainer will need to print the following:

- '**Presentation on Lessons 1 to 4**': Print the whole PowerPoint presentation in 'Notes Pages' mode so that it prints both the slide and speaker notes to the slide. Print 1 copy per trainer (double-sided). The trainer will use this print-out as their 'training script' and read from it during the training. The speaker notes are in font size 14 so that the trainer can read comfortably from the print-out.
- '**Offline Course Handouts**': Print 1 copy of each handout per learner + 1 copy of each handout per trainer (double-sided)

Action 2. Prepare the training equipment needed for the exercises. The trainer will need a computer and screen to project the PowerPoint. For the exercises, the trainer should decide whether they will be writing inputs from the group directly into the PowerPoint slide, or whether they will be writing inputs onto a separate flip chart instead. If the latter, the trainer will also need one flip chart stand, flip chart paper and pens.

Action 3. Decide whether to show the videos or stills images from the video. There are three videos in the e-learning course: an introductory video in lesson 1, a video on risk management in lesson 2 and a video on investigations in lesson 4. In the PowerPoint '**Presentation on Lessons 1-4**', the trainer is given the option to either show the video or instead a series of stills images from the video.

If the trainer decides to show the stills images, the trainer does not need to take any specific action as these images are already in the '**Presentation on Lessons 1-4**' PowerPoint. However, if the trainer decides to show the videos, the trainer needs to download the videos ahead of time and save them onto the trainer's computer.

Action 4. Produce completion certificates.

During the course

The trainer uses the PowerPoint '**Presentation on Lessons 1-4**' to show the content of the e-learning course 'Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents'. The trainer should plan a total of 2.5 hours to complete this presentation.

Reading the slides and speaker notes. The trainer uses the print-out of the PowerPoint '**Presentation on Lessons 1-4**' (printed in 'Notes Pages' mode) as their training script. When going through the slides, the trainer first reads the content on the slide and then reads out any supplementary information contained in the speaker notes to the slide. Note that some, but not all, of the slides contain information in the speaker notes.

How to use the videos or stills images. In the PowerPoint '**Presentation on Lessons 1-4**', the trainer is given the option to either show the video or instead a series of stills images from the video. If the trainer wishes to show the stills images, the trainer can continue with the PowerPoint '**Presentation on Lessons 1-4**' since it already includes the stills images from the videos. If the trainer wishes to show the video, the trainer will have to stop the PowerPoint and open the relevant video, which should be contained in a separate MP4 file on the trainer's computer. Once the video is over, the trainer skips over the still images in the PowerPoint '**Presentation on Lessons 1-4**' and continues with the lesson.

How to run the exercises. The PowerPoint '**Presentation on Lessons 1-4**' contains a total of twelve scenarios and exercises: these are scenarios that require a yes/no answer, exercises that require views from the group, as well as one exercise called 'Who is responsible for each task?' that involves matching up information. It is recommended to keep the exercises short (e.g. 2-5 minutes per exercise) as there will be time for more in-depth discussion during the classroom-based exercises and injects that learners have to do later on in the RTP. Note that one of the scenarios that requires inputs from the group called 'Cooperating with UN initial fact-finding activities' uses a short audio clip: the trainer should read out loud the script from the audio clip contained in the speaker notes.

To get answers to yes/no questions, trainers can ask the group for a show of hands (i.e. ask all those who think the answer is 'yes' to raise their hand, then follow that by asking all those who think the answer is 'no' to raise their hand). Alternatively, the trainer can ask the learners to 'vote with their feet' (i.e. ask all learners to stand up, then ask those who think the answer is 'yes' to move to one side of the room and ask those who think the answer is 'no' to move to the other side of the room). For the exercise called 'Who is responsible for each task?' in lesson 4, the trainer reads out the first box on the top row and asks the group which box on the bottom row matches up with it. The trainer then repeats this for the other four boxes on the top row. For all other exercises, the trainer

can select 2-3 learners to provide their views and then insert their answers into the PowerPoint slide or on a separate flip chart.

After finishing lessons 1-4, the trainer shows the PowerPoint called '**Final Assessment (Group)**', which contains ten test questions and ten feedback slides with the correct answers. The trainer should plan to take 30 minutes for the final assessment.

How to run the final assessment. The trainer projects a test question and asks the group for their views. The trainer then shows the feedback slide that contains the correct answer before moving on to the next test question.

To get answers to yes/no questions, the trainer can ask the group for a show of hands (i.e. ask all those who think the answer is 'yes' to raise their hand, then follow that by asking all those who think the answer is 'no' to raise their hand). Alternatively, the trainer can ask the learners to 'vote with their feet' (i.e. ask all learners to stand up, then ask those who think the answer is 'yes' to move to one side of the room and ask those who think the answer is 'no' to move to the other side of the room).

To get answers to multiple choice questions, the trainer can ask for 2-3 learners to provide their views.

For the test question 4 called 'What actions can commanders take to reduce the risk of their contingent personnel engaging in misconduct?', the trainer reads out the first box on the top row and asks the group which box on the bottom row matches up with it. The trainer then repeats this for the other three boxes on the top row.

For the test question 8 called 'Who is responsible for investigating allegations of misconduct involving these types of personnel?', the trainer reads out the first box on the top row and ask the group which box(es) on the bottom row matches up with it. The trainer then repeats this for the second box on the top row.

Distributing completion certificates. Before distributing the completion certificates, the trainer must be confident that the group has understood the key messages contained in the feedback slides for all ten test questions.

At the end of the course, the trainer should also distribute the '**Offline Course Handouts**' to the learners, which contain the summaries of all four lessons, other useful information from the course as well as two key resources that they should use in their upcoming deployments: the '**Misconduct Action Plan Template**' and the '**Deployment Guide**' (see '**Key Resources**').

How to run the offline course with an individual learner

Preparations by the trainer

1 month before

The TCC-PCC should e-mail the UN Conduct and Discipline Service at 'cds-ohr@un.org' to request the password for the final assessment called '**Final Assessment (Individual)**'. The e-mail request should be sent by an official from the country's peacekeeping training centre.

1 week before

Action 1. Prepare the training materials.

- '**Presentation on Lessons 1-4**': Decide whether to give the learner a paper print-out of the presentation or whether to ask the learner to read it on a computer. If the former, print the PowerPoint in 'Notes Pages' mode so that it prints both the slide and speaker notes to the slide. Print 1 copy per learner (double-sided). If desired, the trainer can reduce the font size in the speaker notes to make the print-out shorter.
- '**Final Assessment (Individual)**': print 1 copy of the final assessment per learner (double-sided).
- '**Final Assessment (Group)**': print 1 copy of the final assessment for the trainer (double-sided). The trainer will use this as the solution key when marking the learner's final assessment.
- '**Offline Course Handouts**': There are twelve handouts. Print 1 copy of each handout per learner (double-sided).
- '**How to Guide for an Individual Learner (Offline)**': Print 1 copy per learner (double-sided)

Action 2. Arrange a place and date for the learner to do the final assessment and inform the learner. Plan for the final assessment to take 15 minutes: 10 minutes for the learner to do the ten test questions and 5 minutes for the trainer to provide feedback.

Action 3. Produce a completion certificate for the learner.

Self-paced learning by the learner

Provide the learner with the '**How to Guide for an Individual Learner (Offline)**', which contains step-by-step instructions for an individual learner on how to complete the four lessons and final assessment.

Provide the learner with the PowerPoint '**Presentation on Lessons 1-4**' and ask the learner to read through it on their own, working at their own pace. This should take the learner approximately one hour. The trainer will have decided ahead time whether to give the learner a paper print-out of the presentation or whether to ask the learner to read it on a computer.

Final assessment supervised by the trainer

The final assessment should take a total of 15 minutes. Distribute the '**Final Assessment (Individual)**' to the learner. Give the learner 10 minutes to answer the ten test questions. Then use the remaining 5 minutes to go through each test question with the learner to check whether they answered correctly. Provide the correct answers to any questions that the learner got wrong. Use the print-out of the '**Final Assessment (Group)**' as the solution key.

Before distributing the completion certificate, the trainer must be confident that the learner has understood the key messages contained in the correct feedback for all ten test questions.

At the end of the course, the trainer should also distribute the '**Offline Course Handouts**' to the learner, which contain the summaries of all four lessons, other useful information from the course as well as two key resources that they should use in their upcoming deployments: the '**Misconduct Action Plan Template**' and the '**Deployment Guide**' (see '**Key Resources**').