

## Exercise 3. Risk Management Using Videos

### **Purpose**

To practise identifying misconduct risks for an upcoming deployment and practise developing an action plan to prevent misconduct.

### **Participant learning outcomes**

By the end of the session, learners will be able to:

- Identify misconduct risks for their upcoming deployment.
- Identify measures to put in place to mitigate those risks and prevent misconduct.
- Identify which parts of the UN Field Mission can be approached to help put in place measures to prevent misconduct.

### **Method**

Video showing and action planning (group work with an option for individual work), plenary discussion.

This exercise uses two videos from a list of four possible videos. The videos are either in English or French and are described in more detail in **Annex A. Video Descriptions**. As videos 1 and 2 both describe the problem of sexual exploitation and abuse (SEA) in a UN Field Mission, the trainer should select either video 1 or 2 but not both. Similarly, as both videos 3 and 4 describe efforts to prevent misconduct, the trainer should select either video 3 or 4 but not both.

### **Instructions and time**

Total time: 1 hour 45 minutes.

The exercise instructions and timings are for an exercise that uses two videos, conducts group work using four groups (e.g. with five persons per group), and asks each group to produce a misconduct action plan. In the exercise instructions, an alternative option is given for each individual learner to produce a misconduct action plan on their own.

Before the exercise:

- Ask participants to do the pre-reading, which is to read the **Deployment Guide** (see '**Key Resources**').
- Select and download the two videos to be used in the session.
- Practice showing the videos to ensure that the volume is at the right level and the sub-titles or closed captions are visible. For video 4, closed captions are only available when viewing the video on YouTube.

- Decide how to divide the participants into groups.
- (Optional) Identify break-out rooms that two groups can use during the group work to keep noise levels down in the classroom and help groups focus.
- Prepare the training materials and supplies (see below).

Exercise instructions	Time
<p><b>Introduction</b></p> <p>Introduce the purpose and participant learning outcomes and explain how performance will be assessed (see the section <b>Learning evaluation method</b> below and the same section in the '<b>Instructor's Guide to Classroom-based Exercises</b>').</p> <p>Give guidance on handling strong emotions and disagreements over values (see '<b>Instructor's Guide to Classroom-based Exercises</b>').</p> <p>Divide learners into four groups.</p> <p>Explain that learners will work as a group to produce an action plan to prevent misconduct by contingent personnel during their upcoming deployment. Explain that the action plans will be collected up at the end of the session and used to assess the performance of each group. Explain that the plans will be returned to the groups afterwards so that learners can use them in their upcoming deployment.</p> <p>Ask each group to assign one person to provide the group's feedback during the final plenary discussion.</p> <p>Distribute copies of the <b>Misconduct Action Plan Template</b>.</p>	5 min.
<p><b>Video and group work on misconduct risks</b></p> <p>Explain that the first step in developing a misconduct action plan is to identify misconduct risks i.e. the types of misconduct that personnel are likely to engage in and how this might happen.</p> <p><b>Video.</b> Show either video 1 or video 2 that contain messages from a senior UN military commander about the problem of SEA in a UN Field Mission.</p> <p><b>Group work.</b> Ask groups to have a 10-minute group discussion on the mission context and misconduct risks using these two questions:</p> <ol style="list-style-type: none"> <li>1. What are the opportunities for your personnel to engage in sexual exploitation and abuse in the country you are deploying to?</li> <li>2. What other types of misconduct do you think your personnel are most likely to engage in and how might this happen?</li> </ol>	30 min.

<p>During the group work, trainers should listen to the group discussions and assess the quality of the discussions using the solution keys. The solution keys contain columns to tick whether learning points have been met and space to add comments about the group's performance.</p> <p><b>Action Plan.</b> Then ask the groups to spend 15 minutes listing some of the main types of misconduct identified during the group discussion in column 1 (Misconduct) of the <b>Misconduct Action Plan Template</b>. If a group is unsure how to fill in column 1 in the template, give them one example from the <b>Misconduct Action Plan Example</b> but do not distribute this document until the end of the exercise. The <b>Misconduct Action Plan Example</b> is a fictitious example of a misconduct action plan.</p> <p><b>Alternative (individual work):</b> After the group discussion, ask each individual learner to produce a misconduct action plan for their upcoming deployment. Each learner should fill in column 1 (Misconduct) of the <b>Misconduct Action Plan Template</b>, working alone.</p>	
<p><b>Video and group work on misconduct prevention</b></p> <p><b>Video.</b> Show either video 3 or video 4 that describe efforts to prevent misconduct.</p> <p><b>Group work.</b> Ask groups to have a 10-minute group discussion on the following three questions:</p> <ol style="list-style-type: none"> <li>1. What type of measures did the video show the contingent commander putting in place to prevent misconduct by his personnel? (video 3) <u>or</u> What type of measures did the video show the UN Field Mission putting in place to prevent sexual exploitation and abuse by uniformed personnel? (video 4)</li> <li>2. What will you put in place to prevent misconduct, including SEA, by your personnel during your upcoming deployment?</li> <li>3. Which parts of the UN Field Mission can you ask for support to prevent misconduct by your personnel?</li> </ol> <p>During the group work, trainers should again assess the quality of the discussions using the solution keys.</p> <p><b>Action Plan.</b> Then ask the groups to spend 15 minutes filling in the <b>Misconduct Action Plan Template</b> using the main points raised during their group discussion. In column 2 (Internal Controls) of the template, they should list the main prevention measures. In column 3 (Action Owner), they should specify which member of the contingent is responsible for putting in place each prevention measure. Remind them that for some of the prevention measures, they may need the support of a specific part of the UN Field Mission. Tell them to leave column 4</p>	40 min.

<p>(Due date/Timeframe) blank. If a group is unsure how to fill in columns 2 and 3 in the template, give them one example from the <b>Misconduct Action Plan Example</b> but do not distribute this document until the end of the exercise. Each group should now have a misconduct action plan that they can use in their upcoming deployment.</p> <p><b>Preparing for the plenary discussion.</b> Ask each group to be ready to provide their inputs into the plenary discussion that follows. Each group should provide answers to these three questions:</p> <p>Question 1. Give one example of a type of misconduct that your personnel may engage in during the upcoming deployment and how it might happen.</p> <p>Question 2. What measures can you put in place to prevent this type of misconduct?</p> <p>Question 3. Who in the contingent is responsible for putting in place those prevention measures? Which parts of the UN Field Mission can assist?</p> <p><b>Alternative (individual work):</b> Ask each individual learner to fill in column 2 (Internal Controls) and column 3 (Action Owner) of the <b>Misconduct Action Plan Template</b>, working alone. Then ask each individual learner to be ready to provide inputs into the plenary discussion that follows. Each learner should now have a misconduct action plan that they can use in their upcoming deployment.</p>	
<p><b>Plenary discussion and trainer feedback</b></p> <p><b>Plenary discussion.</b> In plenary, show these three discussion questions:</p> <p>Question 1. Give one example of a type of misconduct that your personnel may engage in during the upcoming deployment and how it might happen.</p> <p>Question 2. What measures can you put in place to prevent this type of misconduct?</p> <p>Question 3. Who in the contingent is responsible for putting in place those prevention measures? Which parts of the UN Field Mission can assist?</p> <p>Then ask each group to present their inputs to these three questions, making sure that the groups use <u>different</u> examples to avoid repetition of content.</p> <p><b>Alternative (individual work):</b> Select individual learners to provide inputs to these three questions, making sure that learners use <u>different</u> examples to avoid repetition of content.</p>	30 min.

<p>Once all groups or learners have provided their inputs, encourage a plenary discussion by asking:</p> <ul style="list-style-type: none"> <li>• What are your comments on the other groups' contributions?</li> <li>• Please share any additional examples of measures to prevent misconduct by contingent personnel.</li> <li>• Which types of misconduct happened when you were in a UN Field Mission, and how did the commander and his/her command staff try to prevent it?</li> </ul> <p>During all group presentations and the plenary discussion that follows, one trainer should take notes about the performance of each group using the solution keys.</p> <p><b>Trainer feedback.</b> During the plenary discussion, highlight learning points from the solution key that have been missed using <b>Solution Key for Exercise 3.</b></p> <p><b>Collect up all of the misconduct action plans</b> as these inputs will be used to evaluate their performance. Remind learners to put their group number/names on the misconduct action plan. Remind learners that the plans will be returned to them afterwards so that they can use them in their upcoming deployments. Encourage them to update the plans regularly as they get more information on the location they are deploying to.</p> <p><b>Distribute the following handouts:</b> a clean copy of the <b>Misconduct Action Plan Template</b> as well as the <b>Misconduct Action Plan Example</b> and <b>Examples Misconduct Prevention</b> and ask learners to take these documents with them on their upcoming deployment. <b>Examples Misconduct Prevention</b> provides examples of measures that commanders can take to prevent misconduct by their personnel.</p>	
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### **Training materials and supplies**

The trainer should prepare the following training materials and supplies:

- **Exercise instructions:** 1 copy per trainer.
- **Solution Key for Exercise 3:** 1 copy per trainer.
- **Misconduct Action Plan Template:** 2 copies per learner + 1 copy per trainer (see 'Key Resources').
- **Misconduct Action Plan Example:** 1 copy per learner + 1 copy per trainer (see 'Key Resources').
- **Examples Misconduct Prevention:** 1 copy per learner + 1 copy per trainer (see 'Key Resources').
- **Glossary:** 1 copy per trainer (see 'Key Resources').
- Computer, screen and projector to show the two videos.
- Flip chart and pens to capture key points from group discussions: 1 per group (optional).
- Videos (see **Annex A. Video Descriptions**).

### **Link to other training**

Ideally this exercise should be delivered after participants have received a briefing on the UN Field Mission's country context and the social, economic, cultural, security etc. conditions in the country.

### **Learning evaluation method**

This exercise is assessed through trainer observation and a review of written work produced during the session. In other words, trainers will collect evidence of the performance of learners through observing their performance during the group work and plenary discussion, as well as by reviewing the content of misconduct action plans collected from each group/learner at the end of the session. Trainers should return the misconduct action plans to the groups/learners after using them to evaluate their performance.

## Annex A. Video Descriptions

### Video 1: 'Sexual Exploitation and Abuse: Message to the troops' (2017)

Available on:

- YouTube: <https://www.youtube.com/watch?v=hefazQsyhgQ>
- The UN Peacekeeping Resource Hub by clicking [here](#)

Language: French with English sub-titles

Duration: 3 min. 18 seconds

Content: Deputy Force Commander in the UN Mission in Central African Republic (MINUSCA), Major-General Sidiki Daniel Traoré, describes the problem of military personnel engaging in acts of sexual exploitation and abuse (SEA) in MINUSCA, the impact of these acts on the victims, on military units and their operational effectiveness, on the individual perpetrators and their families and on the Mission, and provides a message to troops.

### Video 2: 'Fight against sexual exploitation and abuse in CAR' (2017)

Available on:

- YouTube: <https://www.youtube.com/watch?v=qhnZ1muOBxU>
- The UN Peacekeeping Resource Hub by clicking [here](#)

Language: French with English sub-titles

Duration: 3 min. 18 seconds

Content: The Commander of MINUSCA's Force, General Balla Keita, travelled to the West of the Central African Republic and addressed the Mission's civilian and military personnel to call them to fight against SEA. He highlights two opponents: the armed groups, and acts of SEA by their own personnel. He highlights the impact of acts of SEA on the Mission and on the morale of the troops. He stresses that it requires a team effort to address SEA and the need to reduce opportunities for a few bad soldiers to engage in acts of SEA.

**Video 3: 'Rwanda: Good practices on strengthening the conduct of peacekeeping personnel' (2021)**

Available in English with English sub-titles on:

- YouTube: [https://www.youtube.com/watch?v=Q8R3\\_5NwocE](https://www.youtube.com/watch?v=Q8R3_5NwocE)
- Twitter: <http://pic.twitter.com/KAtIHP6C70>
- Facebook: <https://www.facebook.com/unpeacekeeping/videos/595568681456929>
- The UN Conduct in UN Field Missions website: <https://conduct.unmissions.org/good-practices-conduct-and-discipline>
- The UN Peacekeeping Resource Hub by clicking [here](#)

Available in English with French subtitles on:

- Twitter: <http://pic.twitter.com/s96FHzqoo>
- Facebook: <https://www.facebook.com/unpeacekeeping/videos/2702553620042993>

Duration: 1 min. 36 seconds

Content: A Rwandan military contingent commander, Colonel E. Rutayisire, describes good practices put in place by the Rwandan military contingent in the UN Mission in South Sudan (UNMISS) to ensure effective command and control and prevent all forms of misconduct, including SEA. These include providing soldiers with the UN 'No Excuse' pocket cards containing the UN standards of conduct on SEA, checking entry/exit records at military bases, and encouraging daily reporting of misconduct from the sector up to the battalion level.

**Video 4: 'Fight against sexual exploitation and abuse at night' (2017)**

Available on:

- YouTube: <https://www.youtube.com/watch?v=XBCaUV21JkI&t=84s> [Please note that this version contains the option to select closed captions in English]
- The UN Peacekeeping Resource Hub by clicking [here](#) [Please note that closed captions are not available on this version]

Language: English with the option to select closed captions in English

Duration: 1 min. 24 seconds

Content: Video describing SEA prevention measures put in place by MINUSCA to prevent SEA. A Nepalese force police unit are shown conducting random day and night patrols to deter SEA by UN personnel.



## Solution Key for Exercise 3

**Question 1. Give one example of a type of misconduct that your personnel may engage in during the upcoming deployment and how it might happen.**

Make sure that these three categories of misconduct have been mentioned as well as a few examples from each category:

Tick	Learning Points
	<p><b>1. Violations of UN standards of conduct</b></p> <p>Examples are:</p> <ul style="list-style-type: none"> <li>• <b>Physical assault</b> For example, there have been cases of contingent members going to bars, drinking too much and ending up in fights with other UN personnel or with locals.</li> <li>• <b>Misuse of UN resources</b> <ul style="list-style-type: none"> <li>○ <b>Theft of UN fuel.</b> For example, there have been cases of contingents falsifying their fuel records and then selling UN fuel on the local market.</li> <li>○ <b>Theft of UN rations.</b> For example, there have been cases of contingents selling UN rations to local traders.</li> <li>○ <b>Misuse of the duty-free, PX shop.</b> For example, there have been cases of contingent members buying alcohol or cigarettes at the PX and selling it on the local market for a higher price.</li> </ul> </li> <li>• <b>Sexual misconduct</b> such as sexual exploitation and abuse (SEA), sexual harassment and sexual assault,</li> </ul>
	<p><b>2. Violations of mission-specific rules and regulations</b></p> <p>Examples are:</p> <ul style="list-style-type: none"> <li>• <b>Drunk driving.</b> For example, there have been cases of contingents stopping off in villages while on patrol, getting drunk and then driving drunk back to camp. <u>What are UN rules on driving under the influence of alcohol or other substances?</u> Please check the mission-specific rules to understand the legal limits for drinking and driving in the mission area. Some UN Field Missions allow a small amount of alcohol while driving and others allow none at all. Uniformed personnel are expected to abide by local laws and mission-specific rules and regulations on driving under the influence of alcohol or other substances such as marijuana.</li> <li>• <b>Visiting locations that are off-limits to UN personnel.</b> For example, there have been cases where UN Military Police have found contingent members in bars and restaurants that are off-limits to UN personnel, where prostitution is known to occur.</li> </ul>

	<p><u>What are off-limits locations?</u> UN Field Missions maintain lists of locations that are off-limits to UN personnel either because they are considered unsafe or because prostitution or other criminal activity is known or suspected to occur on those premises.</p> <ul style="list-style-type: none"> <li>• <b>Violations of non-fraternisation rules for uniformed personnel.</b> Engaging with the local population is a critical part of military and police operations. However, this cannot include romantic or sexual relationships with the local population.</li> </ul> <p><u>What are non-fraternisation rules?</u> Several UN Field Missions have put in place non-fraternisation rules for uniformed personnel aimed preventing uniformed personnel from engaging in sexual exploitation and abuse. Fraternisation means establishing personal contacts or relationships that are not strictly necessary for the conduct of official duties (e.g. developing a romantic or sexual relationship with someone from the local population).</p>
	<p><b>3. Violations of local laws</b></p> <p>Examples are:</p> <ul style="list-style-type: none"> <li>• <b>Speeding and reckless driving.</b> For example, there have been cases of contingent members driving above the speed limit or recklessly in built-up areas and killing or injuring locals, including children.</li> <li>• <b>Illegal and illicit trade.</b> For example, there have been cases of contingents using their interpreter to buy small amounts of gold or uncut diamonds, and bringing it back home to sell it at a higher price.</li> <li>• <b>Illegal souvenirs.</b> For example, there have been cases of contingent members buying jewellery and artifacts made of ivory to give as present to relatives back home. For further guidance, see: <u>Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)</u></li> </ul>

Additional information:**Box 1. What is sexual exploitation and abuse (SEA)?**

**Sexual exploitation and abuse (SEA)** is prohibited under the UN standards of conduct. This means that the following is prohibited:

- **Sexual activity with a child (a person under the age of 18).** For example, there have been cases of contingent members having sexual relationships with girls under the age of 18.
- **Exchange of money, food, employment, goods, assistance, or services for sex or sexual favours.** For example, there have been cases of contingent members:
  - Paying for sex with adult women. This has happened in brothels, bars/restaurants, hotels, private homes or in contingent camps.
  - Exchanging small sums of money, biscuits or cell phones for sexual favours with children.
  - Exchanging money for sex with UN contractors such as cleaners.
- **Use of a child or adult to procure sex for others.** For example, there have been cases of contingent personnel using children to bring them local women to have sex in exchange for money.

Warning! Populations served by UN Field Missions are vulnerable and there is an extreme imbalance of power between peacekeepers and the local population. Any sexual relationships between contingent members and adult members of the local population will be presumed to be exploitative and should be reported to the UN.

Source: UN course 'Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents'.

**Box 2. What is sexual harassment?**

Sexual harassment is prohibited under the UN standards of conduct.

Both women and men can be victims and perpetrators of sexual harassment. However, the majority of cases to-date in UN Field Missions have involved male perpetrators and female victims. Sexual harassment can also occur between persons of the same gender.

Here are examples that have happened in UN Field Missions in the past:

- Repeated sexual comments about someone's personal appearance.
- Persistent and unwelcome invitations to social events.
- At night, following someone back to their accommodation blocks without being asked to do so.
- Taking photos of someone through the windows of their accommodation blocks without their permission.
- Sending pornographic images or photos of one's genitals to someone else, without being asked to do so.

Some of these examples may also amount to crimes.

Source: UN course 'Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents'.

**Box 3. What is sexual assault?**

Sexual assault is prohibited under the UN standards of conduct.

In UN Field Missions, there have been cases of sexual assault between members of the same contingent as well as between civilian, police and military personnel of the UN Field Mission.

For example, there have been cases of sexual assault at social events involving deliberate touching of the buttocks or breasts or forced kissing on the mouth without the person's consent. Acts of sexual assault may also amount to crimes under the national jurisdiction of the troop-contributing country or under local laws.

Source: UN course 'Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents'.

**Question 2. What measures can you put in place to prevent this type of misconduct?**

A wide range of measures should be put in place to lower the risk of personnel engaging in **sexual misconduct** (i.e. sexual exploitation and abuse (SEA), sexual harassment and sexual assault) both within the contingent camp and outside. These include, for example:

Tick	Learning Points
	<p><i>Setting the tone and leading by example</i></p> <ul style="list-style-type: none"> <li>• Attend the UN Field Mission's induction training on conduct and discipline.</li> <li>• Make it clear to all that allegations of misconduct will be taken seriously.</li> <li>• Create a culture in the contingent that is respectful of gender and diversity.</li> <li>• Lead by example and always follow UN standards of conduct, mission-specific regulations and local laws.</li> </ul>
	<p><i>Awareness and training</i></p> <ul style="list-style-type: none"> <li>• Provide training to contingents on UN standards of conduct, mission-specific rules and regulations and local laws within one month of arriving and regular refresher training thereafter. In practice, the UN Field Mission's Conduct and Discipline Team trains the contingent's trainers, who in turn deliver the trainings to the contingent members.</li> <li>• Ask the contingent's chaplain (representing, for example, the Islamic, Christian, Hindu, Buddhist, Sikh or Jewish faiths) to brief contingent members on the importance of maintaining high standards of conduct during their deployments.</li> <li>• Display posters and flyers on the UN standards of conduct in visible places inside the camp.</li> <li>• Issue contingent members with pocket cards containing the UN standards of conduct. The UN has produced pocket cards for contingent members on UN standards of conduct, available in all UN languages. These are: <u>'No Excuses' pocket card on sexual exploitation and abuse</u>, and <u>'Ten Rules: Code of Personal Conduct for Blue Helmets'</u>.</li> </ul>
	<p><i>Oversight and control measures</i></p> <ul style="list-style-type: none"> <li>• Put in place measures to prevent fraternisation with the local population (e.g. contingent-specific curfews, a requirement to wear a uniform at all times when outside of the camp, designating specific locations as off-limits, conducting patrols with the contingent's own military police).</li> </ul>

	<ul style="list-style-type: none"> <li>• Put in place measures to maintain oversight of contingent members when they are moving outside the camp and when they are at social events (e.g. a requirement for contingent members to move in supervised groups when off-duty, outside the camp).</li> <li>• Put in place measures to prevent unauthorised absences of contingent members or unauthorised persons from entering (e.g. regular headcounts, strong entry/exit control into camps and accommodation blocks, strong perimeter security).</li> <li>• Put in place measures to restrict access of the population to camps/barracks (e.g. liaising with the local authorities to keep street sellers away from the perimeter fence of the camp, a ban on use of domestic workers from the local population in UN contingent camps).</li> <li>• Designate specific toilet blocks for use by locals/visitors, which are separate from those used by contingent members.</li> <li>• Ensure regular oversight visits by commanders to locations that are considered high risk for sexual exploitation and abuse.</li> <li>• Ensure regular rotation of contingents deployed to remote areas.</li> <li>• Keep an eye on minor violations as these could be warning signs of more serious misconduct taking place.</li> </ul>
	<p><i>Welfare and living conditions</i></p> <ul style="list-style-type: none"> <li>• Provide adequate welfare and recreation facilities (e.g. internet access, gym, TV room, outdoor sports, supervised outings) and adequate living conditions for contingent personnel to reduce stress.</li> <li>• Do not allow the contingent to share food and non-food items with the community without proper supervision. Instead, make formal charitable donations of food and non-food items through third party organisations such as non-governmental organisations and community organisations.</li> </ul> <p>Remember - contingents are not allowed to give or sell UN rations to others. Any unused UN rations must be returned to the UN.</p>

Examples of oversight mechanisms to prevent **theft or misuse of UN fuel and rations** are:

Tick	Learning Points
	<ul style="list-style-type: none"> <li>Establish a 'Food and Fuel Committee' to oversee the management of UN fuel and UN food rations, where one or more persons has an oversight role. These persons should not have a vested interest in managing the fuel and food rations. For example, this oversight role could be filled by a subordinate commander (e.g. the Deputy Commander) or a member of the command staff team such as a Legal Adviser.</li> </ul>
	<ul style="list-style-type: none"> <li>Conduct random spot checks of records on the receipt and use of UN rations and fuel as well as its re-distribution to sub-units (e.g. vehicle fuel logs, generator fuel logs, food ration records, daily 'fuel dip' reports to measure fuel levels).</li> </ul>
	<ul style="list-style-type: none"> <li>Put in place tight security around fuel storage, the car/vehicle fleet and generators, including CCTV.</li> </ul>
	<ul style="list-style-type: none"> <li>Authorise only a small number of people to refuel vehicles and generators.</li> </ul>

Note that many acts of misconduct happen when there is excessive drinking of alcohol. Commander should therefore put in place **measures to prevent excessive drinking** by their personnel.

Tick	Learning Points
	<p>For example, they can help prevent excessive drinking by:</p> <ul style="list-style-type: none"> <li>Assigning a superior officer to be on duty and monitor social outings.</li> <li>If the contingent has its own bar inside the camp, measures can be put in place to prevent excessive drinking such as: <ul style="list-style-type: none"> <li>Assigning an officer to monitor the bar,</li> <li>Limiting how much alcohol is issued to each person and how often, and</li> <li>Only issuing alcohol to drivers on their rest days when they are off duty.</li> </ul> </li> </ul>

Commanders should also **keep an eye on minor violations as these could be warning signs of more serious misconduct taking place**.

Why should you monitor minor violations? For example, if a group of contingent personnel are caught violating the curfew while out of uniform and with an unauthorised passenger in their vehicle, this could be a warning sign of personnel engaging in more serious forms of misconduct such as illegal trade or even sexual exploitation and abuse. In the past, as a precautionary measure, commanders have repatriated contingent members for repeated lower-level violations of good order and discipline.

**Question 3. Who in the contingent is responsible for putting in place those prevention measures? Which parts of the UN Field Mission can assist?**

Action owners: The group should identify a specific person in the contingent who will be responsible for implementing each measure. Examples of Action Owners can be found in the **Misconduct Action Plan Example**.

For measures relating to training, the group may wish to include the UN Field Mission's Conduct and Discipline Team or Focal Point in a support role. The Conduct and Discipline Team or Focal Point is expected to conduct train-the-trainer (ToT) events for the contingent's trainers on the UN standards of conduct as well as mission-specific rules and regulations on conduct and discipline.

The UN Field Mission's 'Mission Support' component may also need to be mentioned in a support role as providing help with fixing perimeter fences and security lights.

Additional information:

When discussing Action Owners, the trainer may also choose to:

- Highlight the legal obligations of military and FPU commanders to maintain good conduct and discipline amongst their contingents contained in the revised model MOU between the UN and troop-and police-contributing countries:

For commanders of military contingents: '7.5. The Government acknowledges that the Commander of its national contingent is responsible for the discipline and good order of all members of the contingent while assigned to [United Nations peacekeeping operation]. The Government accordingly undertakes to ensure that the Commander of its national contingent is vested with the necessary authority and takes all reasonable measures to maintain discipline and good order among all members of the national contingent and to ensure compliance with United Nations standards of conduct, mission-specific rules and regulations and obligations under national and local laws and regulations in accordance with the status-of-forces agreement.'

For commanders of FPUs: '7.8. The Government acknowledges that the Commander of the formed police unit is responsible for the discipline and good order of all members of the unit while assigned to [United Nations peacekeeping operation]. The Government accordingly undertakes to ensure that the Commander of the unit is vested with the necessary authority and takes all reasonable measures to maintain discipline and good order among all members of the unit and to ensure compliance with United Nations standards of conduct, mission-specific rules and regulations and obligations under national and local laws and regulations in accordance with the [status-of-forces agreement/status-of-mission agreement]'. Source: Chapter 9 - Generic model memorandum of understanding (MOU) for military contingents and generic model MOU for formed police units, A/75/121, of 31 August 2020.

- Explain that implementation of the contingent commander's legal responsibilities under paragraphs 7.5 (military) and 7.8 (FPU) will need to be supported by



members of the command staff team. But at the same time underline that the legal responsibility to maintain good conduct and discipline amongst their contingent members remains with the contingent commander.

	Trainer Notes on Group/Learner Performance
Group 1	
Group 2	
Group 3	
Group 4	

	Names of Learners
Group 1	
Group 2	
Group 3	
Group 4	