

## Instructor's Guide to Classroom-based Exercises

### **Purpose**

To practise handling conduct and discipline issues in situations that commanders are likely to experience during their upcoming deployments.

### **Participant learning outcomes**

To practise following UN-recommended guidance and good practice on how to identify misconduct risks and prevent misconduct, handle misconduct allegations and report misconduct to the UN, and cooperate with UN initial fact-finding activities and investigations.

### **When to use these classroom-based exercises**

Troop-/police-contributing country (TCC/PCC) instructors should select at least one classroom-based exercise and integrate it into classroom-based training provided to commanders. In the 'Formed Police Unit (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.

### **How to use these 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 (see **Table 1. List of Classroom-based Exercises** below). Case studies, scenarios and examples used in the classroom-based exercises are fictitious but based on real cases. Exercise 2 (risk management using scenarios) uses generic scenarios: trainers may wish to tailor them further to maximise learning (e.g. by adding more context-specific risks for the specific location where the contingent will be deploying).

Each classroom-based exercise provides all the information needed by the trainer to run the exercise.

**Table 1. List of Classroom-based Exercises**

Description	Method
<p><b>1. Discussion case studies (2 hours)</b></p> <p>To analyse misconduct cases where commanders have failed to meet their obligations on conduct and discipline and explore good practices for commanders in preventing and reporting misconduct as well as cooperating with UN initial fact-finding activities and investigations.</p> <p>Case study A. Sexual Exploitation and Abuse (SEA) Case study B. Sexual Harassment Case study C. Theft of UN Fuel Case study D. Drunk Driving</p>	<p>Discussion case studies, group work</p>
<p><b>2. Risk management using scenarios (1 hour 15 minutes)</b></p> <p>To practise identifying misconduct risks <u>for a scenario</u> that they are likely to encounter when deployed and practise developing an action plan to prevent misconduct.</p> <p>Scenario 1: Misconduct risks (town/city location) Scenario 2: Misconduct risks (remote location)</p>	<p>Scenario-based action planning exercise, group work (with an option for individual work), plenary discussion</p>
<p><b>3. Risk management using videos (1 hour 45 minutes)</b></p> <p>To practise identifying misconduct risks <u>for an upcoming deployment</u> and practise developing an action plan to prevent misconduct.</p> <p>Four videos are provided: Video 1: 'Sexual Exploitation and Abuse: Message to the troops' (2017) (French with English sub-titles) Video 2: 'Fight against sexual exploitation and abuse in CAR' (2017) (French with English sub-titles) Video 3: 'Rwanda: Good practices on strengthening the conduct of peacekeeping personnel' (2021) (English with English sub-titles as well as English with French sub-titles) Video 4: 'Fight against sexual exploitation and abuse at night' (2017) (English with the option to select closed captions in English)</p>	<p>Video showing and action planning (group work with an option for individual work), plenary discussion</p>
<p><b>4. Exercise: What Type of Violations to Report to the UN? (45 minutes)</b></p> <p>To practise deciding which violations can be handled by the commander and which cannot and have to be reported to the UN for possible investigation.</p>	<p>Group work, plenary discussion</p>

### **Handling strong emotions and disagreements over values**

As the exercises deal with sensitive issues, some learners may experience strong emotions or clash with others over values. It is therefore good practice to:

- Set ground rules that address disagreements over values such as 'Listen with an open mind', 'Attack the problem, not the person', 'Agree to disagree'.
- Give permission to learners to leave the room if they are experiencing strong emotions and need to take a break.
- Make emotional support available to learners after the training such as the chance to debrief about strong emotions surfaced during the training, or access to counselling.

### **Preparations**

**2-4 weeks before:** Trainers should identify any resource persons that need to be invited to participate in the exercise(s), including one senior leader to attend the first exercise to underline the importance of the topic (see **Trainer profiles** in the '**Instructor's Guide to Using the RTP**').

**1-2 weeks before:** Trainers should request learners to complete the two on-line courses and provide copies of the completion certificates for the two e-learning courses as proof that they have passed the on-line element of the course.

**1 week before:** Trainers should ask all learners to read the **Deployment Guide** (see '**Key Resources**'). This will remind learners of the key messages from the course, before they attempt any exercise.

If learners are unlikely to do any pre-reading, the trainer may instead wish to do a short presentation (e.g. a 15-minute PowerPoint presentation) of the contents of the **Deployment Guide** and then immediately start with the first exercise.

A list of training materials and supplies is provided in the instructions to each exercise.

### **Learning evaluation method**

#### What are learners assessed against?

Learner performance during exercises 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.

### How to score an exercise

While one trainer leads the exercise, the other trainer takes notes on the performance of each group/learner using the solution key for the exercise and collects up any written work produced. After the exercise is completed, all trainers jointly review the notes of the performance of each group/learner as well as any written work produced and score their performance on a scale of 1-3. The trainers use **Table 2. Scoring Criteria – Exercises** to help them decide on a score (see below). Then, the trainers insert the score into the **Course Evaluation Form** (see annex to the '**Instructor's Guide to Using the RTP**') as well as any key remarks.

### What happens if a group/learner underperforms during an exercise?

If a group/learner underperforms during an exercise, 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 (see '**Instructor's Guide to Using the RTP**' for further guidance).

### Setting clear expectations about learner evaluation

At the start of each exercise, trainers should explain to learners:

- What they will be assessed on i.e. their performance during the exercise.
- What they will not be assessed on. For example, explain that learners are encouraged to speak frankly about negative experiences and what can be learned from them, and should not worry about any repercussions for their careers or for passing the exercise.
- How they will be assessed e.g. observations of the trainer during group work, inputs made during group discussions, written work submitted by the group or individually.
- The importance of learners participating actively in the exercises, both to maximise their own learning and that of others as well as to enable evidence to be gathered to assess their performance.

Trainers should also actively manage the exercise to ensure that everyone has the chance to participate and contribute.

**Table 2. Scoring Criteria - Exercises**

*More than one criteria in the box may apply.*

	1 – Does not meet expectations	2 – Meets expectations	3 – Exceeds expectations
<b>Level of performance</b> in the exercise	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Assigned tasks partially completed or not completed</li> </ul> <p>Inputs provided (by the individual or as part of a group):</p> <ul style="list-style-type: none"> <li>aligned with very few or none of learning points/ the solution key provided for the exercise</li> <li>demonstrated poor ability to apply UN guidance to situations they are likely to face during upcoming deployments</li> <li>were mostly 'off-topic' and did not relate to the purpose of the exercise</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Assigned tasks completed</li> </ul> <p>Inputs provided (by the individual or as part of a group):</p> <ul style="list-style-type: none"> <li>aligned with most learning points/ the solution key provided for the exercise</li> <li>demonstrated satisfactory ability to apply UN guidance to situations they are likely to face during upcoming deployments</li> <li>were 'on-topic' and relevant to the exercise</li> </ul>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Assigned tasks completed</li> </ul> <p>Inputs provided (by the individual or as part of a group):</p> <ul style="list-style-type: none"> <li>aligned with all learning points/ the solution key provided for the exercise</li> <li>demonstrated exemplary ability to apply UN guidance to situations they are likely to face during upcoming deployments</li> <li>were 'on-topic' and relevant to the exercise and provided new insights to others</li> <li>demonstrated an understanding of the broader context or policies on conduct and discipline</li> </ul>

## Exercise 1. Discussion Case Studies

### **Purpose**

To analyse misconduct cases where commanders have failed to meet their obligations on conduct and discipline and explore good practices for commanders in preventing and reporting misconduct as well as cooperating with UN initial fact-finding activities and investigations.

### **Participant learning outcomes**

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

- Describe how commanders can fail to meet their obligations on conduct and discipline.
- Describe the consequences for commanders who fail to meet their obligations on conduct and discipline.
- Identify measures that commanders can put in place to prevent misconduct for an upcoming deployment.
- Describe how to report misconduct allegations to the UN.
- Describe how to cooperate with UN initial fact-finding activities.

### **Method**

Discussion case studies, group work.

### **Instructions and time**

Total time: 2 hours.

The exercise instructions and timings are for an exercise that: uses two case studies, conducts group work using four groups (e.g. with five persons per group), and where all four groups do the same two case studies. Instructions are also included below for an alternative version of the exercise that uses all four case studies and where all four groups do a different case study.

Before the exercise:

- Ask participants to do the pre-reading, which is to read the **Deployment Guide** (see '**Key Resources**').
- Select two case studies (see **Table 1. List of Case Studies**).
- Prepare some points for the trainer's debrief to the second discussion question, which is: 'What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?' If needed, consult a legal adviser to obtain some inputs for the trainer's debrief on this second discussion question.

- 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).

During the exercise, follow these instructions:

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 participants into four groups.</p>	5 min.
<p><b>Group work</b></p> <p>Give the groups the following instructions:</p> <ul style="list-style-type: none"> <li>• Ask each group to read the case studies, answer the discussion questions in their groups and write their answers on a flip chart.</li> <li>• Ask each group to assign one person to provide the group's feedback during the plenary discussion.</li> <li>• Explain that all groups will be given the same two case studies. Explain that they have 30 minutes to work on each case study.</li> <li>• Explain that for each case study, they should spend 20 minutes discussing it and 10 minutes writing their key points on a flip chart, ready to present during the plenary discussion.</li> </ul> <p>Distribute the two case studies to each group. Ask some of the groups to move to the break-out rooms (optional).</p> <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>Alternative version (4 case studies):</b> Distribute a different case study to each group so that four groups are working on four different case studies. Give each group a total of 30 minutes to work on their case study. The other instructions for the group work are the same. The group work for this alternative option is shorter and will take about 35 minutes.</p>	<p>1 hour 5 min.</p> <p>(30 minutes per case study)</p>

<p><b>Plenary discussion</b></p> <p>For the first case study, ask group 1 to present their findings on all three discussion questions, then ask group 2 to add any new points that were missed. This should take 15 minutes.</p> <p>For the second case study, ask group 3 to present their findings on all three discussion questions, then ask group 4 to add any new points that were missed. This should take 15 minutes.</p> <p>During all group presentations, trainers should take notes about the performance of each group using the solution keys.</p> <p><b>Trainer feedback</b></p> <p>Once all four groups have presented, the lead trainer provides feedback using the solution keys for the two case studies, highlighting any points that are missing or misunderstood. This should take 20 minutes. Note that all four case studies have the same discussion questions and most of the learning points are the same. This means that, when providing feedback, the trainer may need to skip some of the details in the solution keys in order to avoid repetition of content. Some additional learning points are also provided for the prompt questions used in case study A (SEA) and case study B (sexual harassment).</p> <p>Collect up the flip charts from each group as the trainer will also need these to assess the performance of learners.</p> <p>Distribute <b>Examples Misconduct Prevention</b> to all learners, which contains examples of measures that commanders can take to prevent misconduct by their personnel, and ask learners to take it with them on their upcoming deployment.</p> <p><b>Alternative version (4 case studies):</b> The trainer should briefly summarise the key points from the case study and then invite the group to present their findings on all three discussion questions. This process is repeated for the other three case studies. The rest of the instructions for the plenary discussion are the same, except that the trainer provides feedback using the solution keys for all four case studies instead of two case studies. The plenary discussion for this alternative option is longer and will take about 1 hour 20 minutes.</p>	50 min.
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### Discussion questions

All case studies have the same discussion questions. These are:

1. Why did the UN find that the commander was at fault?
2. What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?
3. What measures can you put in place in your upcoming deployment to prevent your personnel from engaging in this type of misconduct?

In addition, specific prompt questions are provided for each case study to encourage discussion.

### Content of case studies

Four case studies are provided covering different forms of misconduct. Case studies are fictitious but based on real misconduct cases.

Trainers should select two case studies from the list below, including at least one case study relating to sexual misconduct. Trainers should select the most relevant case studies for the contingent's deployment (see **Table 1. List of Case Studies** below).

Table 1. List of Case Studies

Description	This case study is relevant for deployments to:
<p><b>Case Study A. Sexual Exploitation and Abuse (SEA)</b></p> <p>The case study relates to an incident of sexual exploitation and abuse (SEA), which is a form of sexual misconduct. It describes an example of exchange of sex for money or gifts with adult women from the local population. The case study focuses on the commander's responsibility to set the right tone and to prevent misconduct.</p>	<p>All locations in all UN Field Missions, and particularly UN Field Missions in Central African Republic, the Democratic Republic of the Congo and South Sudan.</p>
<p><b>Case Study B. Sexual Harassment</b></p> <p>The case study describes examples of sexual harassment of women outside of the contingent as well as one act of sexual assault. Sexual harassment and sexual assault are both forms of sexual misconduct. The case study focuses on the commander's responsibilities to prevent misconduct and report misconduct.</p>	<p>All locations in all UN Field Missions.</p>
<p><b>Case Study C. Theft of UN Fuel</b></p> <p>The case study describes an example of theft of UN fuel. It focuses on the commander's responsibilities to prevent misconduct and to report misconduct.</p>	<p>All UN Field Missions, and particularly UN Field Missions in Cyprus and Lebanon.</p> <p>All contingents, and particularly contingents that conduct patrols and have high fuel usage.</p>
<p><b>Case Study D. Drunk Driving</b></p> <p>The case study describes an example of drunk driving resulting in a road traffic accident and damage to a local's car. It focuses on the commander's responsibilities to prevent and report misconduct as well as to cooperate with UN initial fact-finding activities.</p>	<p>All locations, particularly urban locations.</p> <p>All UN Field Missions, and particularly UN Field Missions in Cyprus and Lebanon.</p>

### **Training materials and supplies**

The trainer should prepare the following training materials and supplies:

- **Case studies** selected: 1 copy per learner + 1 copy per trainer.
- **Exercise instructions:** 1 copy per trainer.
- **Solution key** for the selected case studies: 1 copy per trainer.
- **Examples Misconduct Prevention:** 1 copy per learner + 1 copy per trainer (see 'Key Resources').
- **Glossary:** 1 copy per trainer (see 'Key Resources').
- Flip charts, flip chart pens and flip chart stands: 1 per group.

### **Learning evaluation method**

This exercise is assessed through trainer observation and a review of group work produced. In other words, trainers will collect evidence of the performance of learners through observing their performance during the group discussions and plenary presentations as well as by reviewing the content contained in the flip charts collected from each group.

## Solution Key for Case Study A: Sexual Exploitation and Abuse (SEA)

### 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'.

### 1. Why did the UN find that the commander was at fault?

- How did the commander fail to set the tone and make it clear that misconduct will be taken seriously?

Tick		Learning Points
Group 1	Group 2	
		<p>1. The commander <u>did not set the tone</u> and make it clear to contingent members that misconduct will be taken seriously.</p> <ul style="list-style-type: none"> <li>○ The commander did not lead by example as the commander and the officers did not attend the mandatory induction training on conduct and discipline. Furthermore, when they do run the trainings for the rank and file, none of the officers attend, which sends a message that the training are not important.</li> <li>○ Hosting a 'Ladies Night' at the camp does not send a clear message about the UN's zero-tolerance policy on sexual exploitation and abuse.</li> </ul>
		<p>2. The commander <u>did not put in place adequate measures to prevent misconduct</u>.</p> <ul style="list-style-type: none"> <li>• During their deployments, commanders are required to ensure that their personnel comply with the UN standards of conduct, mission-specific rules and regulations and local laws. This means that commanders must train their personnel on the UN standards of conduct, put in place measures to prevent misconduct and take swift action when rules are broken.</li> <li>• It is good practice for commanders to develop an action plan that describes how they will prevent misconduct by their personnel.</li> </ul>

- How did the commander's actions and decisions create opportunities for contingent personnel to engage in sexual exploitation and abuse?

Tick		Learning Points
Group 1	Group 2	
		<ul style="list-style-type: none"> <li>○ The commander did not ensure that the contingent was trained within one month of arrival and regularly thereafter.</li> </ul>
		<ul style="list-style-type: none"> <li>○ The commander did not allocate sufficient time for the personnel to be trained.</li> </ul>
		<ul style="list-style-type: none"> <li>○ The commander did not adequately monitor movements in and out of the camp through the gate and check for unauthorised visitors.</li> </ul>
		<ul style="list-style-type: none"> <li>○ The commander allowed external visitors to the camp to attend a religious service but didn't ensure proper procedures were in place to check that they had all left the camp straight afterwards.</li> </ul>
		<ul style="list-style-type: none"> <li>○ The commander authorised a 'Ladies Night' event inside the camp, which created a high-risk situation for contingent personnel to engage in sexual misconduct, including sexual exploitation and abuse.</li> </ul>

- 2. What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?**

**3. What measures can you put in place in your upcoming deployment to prevent your personnel from engaging in this type of misconduct?**

A wide range of measures should be put in place by commanders and their command staff to lower the risk of personnel engaging in SEA both inside and outside of the contingent camp. These include, for example:

Tick		Learning Points
Group 1	Group 2	
		<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> <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>



	<b>Trainer Notes on Group/Learner Performance</b>
<b>Group 1</b>	
<b>Group 2</b>	

	<b>Names of Learners</b>
<b>Group 1</b>	
<b>Group 2</b>	

## Solution Key for Case Study B: Sexual Harassment

The contingent members make repeated sexual comments about the women's appearances and persistent and unwelcome invitations to 'go somewhere private'. These are examples of sexual harassment. However, one of the actions in the case study involves touching without the person's consent (a contingent member pushes a woman up against the wall and touches her breast) and is an example of sexual assault.

### 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'.

**1. How was the commander at fault?**

Tick		Learning Points
Group 1	Group 2	
		<p>The commander <u>did not report</u> the allegation of misconduct <u>immediately to the UN</u>.</p> <ul style="list-style-type: none"> <li>• Commanders are required to report allegations of misconduct immediately to the UN.</li> <li>• This means that they need to report allegations of misconduct through their UN chain of command as well as to the UN Field Mission's Conduct and Discipline Team or Focal Point.</li> </ul>

- Who should have reported the allegation of misconduct to the UN? When?

Tick		Learning Points
Group 1	Group 2	
		<ul style="list-style-type: none"> <li>• Once the senior officer reported the allegation to the commander, the commander should have reported it immediately to the UN.</li> </ul>
		<ul style="list-style-type: none"> <li>• In addition, others at the party who witnessed the contingent members sexual harassing the women at the party should have reported the allegations of misconduct to the UN.</li> </ul>

		<ul style="list-style-type: none"> <li>Some of the victims of the sexual harassment did eventually report the allegations of misconduct to the UN. However, as is often the case, victims are often reluctant to report sexual misconduct allegations for a range of reasons, including fear that they won't be believed, fear of victim-blaming by families and communities and mistrust in the UN's administration of justice system.</li> </ul>
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- Were there any warning signs that the five contingent members were a high-risk group for engaging in misconduct?

Tick		Learning Points
Group 1	Group 2	
		<ul style="list-style-type: none"> <li>Yes. The fact that the same five contingent members regularly bought large amounts of alcohol at the PX (duty-free shop) and took it back to their barracks to drink was a warning sign that alcohol misuse was happening. Alcohol encourages risk-taking behaviour and many acts of misconduct (e.g. physical assault, sexual misconduct) happen in situations where excessive drinking is taking place.</li> </ul>
		<p>The commander <u>did not put in place adequate measures to prevent misconduct</u>.</p> <ul style="list-style-type: none"> <li>During their deployments, commanders are required to ensure that their personnel comply with the UN standards of conduct, mission-specific rules and regulations and local laws. This means that commanders must train their personnel on the UN standards of conduct, put in place measures to prevent misconduct and take swift action when rules are broken.</li> <li>It is good practice for commanders to develop an action plan that describes how they will prevent misconduct by their personnel.</li> </ul>

- 2. What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?**

**3. What measures can you put in place in your upcoming deployment to prevent your personnel from engaging in this type of misconduct?**

A wide range of measures should be put in place by commanders and their command staff to lower the risk of personnel engaging in sexual harassment and sexual assault both inside and outside of the contingent camp. These include, for example:

Tick		Learning Points
Group 1	Group 2	
		<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> <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>

	<b>Trainer Notes on Group/Learner Performance</b>
<b>Group 1</b>	
<b>Group 2</b>	

	<b>Names of Learners</b>
<b>Group 1</b>	
<b>Group 2</b>	

## Solution Key for Case Study C: Theft of UN Fuel

### 1. Why did the UN find that the commander was at fault?

- Did the commander put in place adequate oversight measures to prevent fuel theft?

Tick		Learning Points
Group 3	Group 4	
		<p>1. The commander <u>did not put in place adequate measures to prevent misconduct</u>.</p> <ul style="list-style-type: none"> <li>• During their deployments, commanders are required to ensure that their personnel comply with the UN standards of conduct, mission-specific rules and regulations and local laws. This means that commanders must train their personnel on the UN standards of conduct, put in place measures to prevent misconduct and take swift action when rules are broken.</li> <li>• It is good practice for commanders to develop an action plan that describes how they will prevent misconduct by their personnel.</li> <li>• In this case study, even after the commander becomes aware of an incident of theft of UN fuel, the commander fails to put in place additional measures to prevent further incidents of fuel theft.</li> </ul>

- Should the commander have reported his suspicions about fuel theft to the UN?

Tick		Learning Points
Group 3	Group 4	
		<p>2. The commander <u>did not report</u> the allegation of misconduct <u>immediately to the UN</u>.</p> <ul style="list-style-type: none"> <li>• Commanders are required to report allegations of misconduct immediately to the UN.</li> <li>• This means that they need to report allegations of misconduct through their UN chain of command as well as to the UN Field Mission's Conduct and Discipline Team or Focal Point.</li> <li>• In this case study, the commander suspected theft of UN fuel was happening two months before the visit of the UN Fuel Unit.</li> </ul>



		As this incident has an impact outside of the contingent, it should have been reported immediately to the UN and should <u>not</u> have been handled internally by the contingent commander.
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**3. What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?**

**4. What measures can you put in place in your upcoming deployment to prevent your personnel from engaging in this type of misconduct?**

Tick		Learning Points
Group 3	Group 4	
		<p>To prevent theft or misuse of UN fuel and UN rations, commanders can put in place measures such as the following:</p> <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>

	<b>Trainer Notes on Group/Learner Performance</b>
<b>Group 3</b>	
<b>Group 4</b>	

	<b>Names of Learners</b>
<b>Group 3</b>	
<b>Group 4</b>	

## Solution Key for Case Study D: Drunk Driving

### 1. Why did the UN find that the commander was at fault?

- Who decided to put the driver on duty the night after the party?

Tick		Learning Points
Group 3	Group 4	
		<p>1. The commander <u>did not set the tone</u> and make it clear to contingent members that misconduct will be taken seriously.</p> <ul style="list-style-type: none"> <li>• In this case study, the commander knew the driver had been at a party where alcohol was being served yet he still decided to put him on duty the next morning to make inter-camp deliveries.</li> </ul>

- How was the accident reported to the UN?
- What action should the commander have taken when the matter was reported to him?

Tick		Learning Points
Group 3	Group 4	
		<p>2. The commander <u>did not report</u> the allegation of misconduct <u>immediately to the UN</u>.</p> <ul style="list-style-type: none"> <li>• Commanders are required to report allegations of misconduct immediately to the UN.</li> <li>• This means that they need to report allegations of misconduct through their UN chain of command as well as to the UN Field Mission's Conduct and Discipline Team or Focal Point.</li> <li>• In this case study, the commander knew about the car accident but did not report it to the UN. Instead, the incident was reported to the UN by the local police.</li> </ul>

- To what extent did the commander cooperate with the UN initial fact-finding activities into the road traffic accident?

Tick		Learning Points
Group 3	Group 4	
		<p>3. The commander <u>did not cooperate with UN initial fact-finding activities</u> led by the UN Field Mission.</p> <ul style="list-style-type: none"> <li>• Commanders are required to cooperate with UN initial fact-finding activities aimed at preserving evidence and are required to instruct their contingent members to do the same.</li> <li>• For example, in road traffic accidents, commanders should instruct their contingent members to provide a written statement and agree to be breathalysed.</li> </ul>

#### Additional information:

#### What are UN rules on driving under the influence of alcohol or other substances?

Commanders should 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.

#### How does the UN handle road traffic accidents?

When a road traffic accident happens, it is not yet known if misconduct occurred. In road traffic accidents, the UN Field Mission will conduct initial fact-finding activities to preserve evidence. If misconduct is suspected (for example, there is a suspicion of speeding or drunk driving), a separate investigation is launched into this alleged misconduct. The UN will then hand over any evidence gathered through initial fact-finding activities to the investigators.

#### How do contingent personnel report a road traffic accident to the UN?

- On arrival, the UN Field Mission will tell you who to contact in case of a road traffic accident. For example, it may be the UN Field Mission's security unit or UN Military Police.
- Road traffic accidents must be reported to the UN without delay (e.g. within 24 hours of the accident).
- UN personnel should not leave the scene of an accident until the UN initial fact-finding activities are finished, unless there are compelling reasons to do so (e.g. their personal safety is threatened).

Who conducts UN initial fact-finding activities to preserve evidence?

UN initial fact-finding activities may be carried out by the UN's main investigative arm, the UN Office of Internal Oversight Services (OIOS) or by personnel from the UN Field Mission such as UN Military Police (e.g. in road traffic accidents), security officers from the Mission's security unit or members appointed to be part of an Immediate Response Team (for cases involving sexual exploitation and abuse).

What is the UN Office of Internal Oversight Services (OIOS)?

OIOS is the main investigative arm of the UN. It is independent from UN Field Missions and reports directly to UN Headquarters.

What is an Immediate Response Team?

UN Field Missions can deploy an Immediate Response Team (IRT) in the immediate aftermath of an allegation of sexual exploitation and abuse being reported to collect and safeguard evidence until an investigation is launched.

- Commanders are required to cooperate with investigations into allegations of misconduct and serious misconduct involving their personnel. Commanders are also required to instruct their contingent members to do the same.
- Examples of good cooperation with UN initial fact-finding activities or investigations include:
  - Instructing your contingent members to provide a written statement and agree to be breathalysed in road traffic accidents.
  - Preserving evidence until the investigators arrive.
  - Instructing your contingent members to stay away from victims and witnesses.
  - Making your contingent members available for interview.
  - Sharing information and documentation with investigators.

**2. What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?**

**3. What measures can you put in place in your upcoming deployment to prevent your personnel from engaging in this type of misconduct?**

Tick		Learning Points
Group 3	Group 4	
		<ul style="list-style-type: none"> <li>During their deployments, commanders are required to ensure that their personnel comply with the UN standards of conduct, mission-specific rules and regulations and local laws. This means that commanders must train their personnel on the UN standards of conduct, put in place measures to prevent misconduct and take swift action when rules are broken.</li> <li>It is good practice for commanders to develop an action plan that describes how they will prevent misconduct by their personnel.</li> </ul>
		<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>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>Control measures</i></p> <p>Many acts of misconduct happen when there is excessive drinking of alcohol. Commander should therefore put in place measures to control alcohol use inside and outside the camp.</p> <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>
		<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> </ul>

	<b>Trainer Notes on Group/Learner Performance</b>
<b>Group 3</b>	
<b>Group 4</b>	

	<b>Names of Learners</b>
<b>Group 3</b>	
<b>Group 4</b>	



# HANDOUTS

## Case Study A: Sexual Exploitation and Abuse (SEA)

This is a fictitious case study based on several real misconduct cases.

**The incident.** A large contingent is stationed in a town. They arrived there three months ago. As part of their efforts to win hearts and minds, the contingent organises weekly religious services in their camp, and invite members of the local community to join the service. After the service, everyone is supposed to leave the camp. However, in practice, some of the contingent members sneak local women into their accommodation blocks and have sex with them in exchange for money and gifts such as cell phones. This happens on a regular basis and goes unnoticed by the commander. Eventually, a member of the local Community-based Complaints Mechanism (a community group) reports to the UN that sexual exploitation and abuse is happening at the camp between contingent members and local women.

**The investigation.** During the investigation, it emerged that neither the commander nor any of his officers had attended the mission-specific induction briefing on conduct and discipline. It was also found that three months into the deployment only one third of his contingent had received training on UN standards of conduct. When interviewed, the contingent's training officers explained that the commander is reluctant to allow them to conduct training as it takes the contingent away from their operational duties and that when they do run the trainings for the rank and file, none of the officers attend.

The camp only has one gate. The investigators asked to see the gate records to check who had entered and exited on the days when there was a religious service. However, the investigators found that the records were incomplete or missing for many of the days, including for the days of the religious services.

They also found out that the camp hosted 'Ladies Night' once a month, when they invited local women to social events at the camp.

**The outcome.** As a result of the investigation, the UN found that the commander was at fault and barred him from future service in the UN.

**Discussion questions:**

**1. Why did the UN find that the commander was at fault?**

- How did the commander fail to set the tone and make it clear that misconduct will be taken seriously?
- How did the commander's actions and decisions create opportunities for contingent personnel to engage in sexual exploitation and abuse?

**2. What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?**

**3. What measures can you put in place in your upcoming deployment to prevent your personnel from engaging in this type of misconduct?**

## Case Study B: Sexual Harassment

This is a fictitious case study based on a real misconduct case.

**The incident.** It's a Friday night and there is a party happening at the UN compound. Five contingent members attend the party, together with one senior officer. All contingent members are off-duty. At the party, there are mostly personnel working for the UN Field Mission: primarily civilians as well as some uniformed personnel. People can buy alcohol at the party.

When they arrive, the five contingent members head straight to the bar and start drinking heavily. After a while, they approach a group of women at the party and start talking to them. First, they make small talk, but then two of the contingent members tell the women they look 'sexy' and 'have great bodies' and ask them if they want to go 'somewhere more private'. The women look uncomfortable and tell them they are not interested. The contingent members continue to push the women to leave the party with them, and eventually the women make an excuse and move away. The contingent members move to another group of women and start the whole process again. As the contingent members are very drunk and speaking increasingly loudly, their behaviour is starting to get noticed by others. A civilian man approaches the senior officer and tells him to control his men and that they are harassing women at the party. The officer shrugs it off and says his men are behaving fine and just trying to enjoy a night out like everyone else.

A while later, two of the contingent members see one of the women they were talking to earlier head towards the toilets and follow her there. When she exits the toilets, they push her up against the wall and touch her breasts. The woman pushes them off her and leaves the party. No-one else witnessed this incident. A few minutes later, another person approaches the senior officer and makes a similar complaint about the contingent members being drunk, too rowdy and that they are harassing women. This time, the senior officer decides to take the contingent members back to camp.

**Reporting the allegation.** The day after the party, no-one reported any allegations of misconduct to the UN. It was only four days after the party that two women at the party came forward and filed a formal complaint to the UN that they had been sexually harassed by members of a contingent at the party.

**The investigation.** An investigation was launched into the allegations. During the investigation, it emerged that the same contingent members who were under investigation for sexual harassment regularly bought large amounts of alcohol at the PX (duty-free shop) and took it back to their barracks to drink. It also emerged during the investigation that the morning after the party, the senior officer had reported the incident

to the commander, stating that he had to bring the five contingent members back to camp because they were drunk and harassing women at the party.

**Discussion questions:**

**1. How was the commander at fault?**

- Who should have reported the allegation of misconduct to the UN? When?
- Were there any warning signs that the five contingent members were a high-risk group for engaging in misconduct?

**2. What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?**

**3. What measures can you put in place in your upcoming deployment to prevent your personnel from engaging in this type of misconduct?**

## Case Study C: Theft of UN Fuel

This is a fictitious case study based on a real misconduct case.

**The incident.** A team from the UN Field Mission's 'Fuel Unit' (the Fuel Unit is part of the Mission's civilian Mission Support component) conducted a random site visit to the contingent's camp. The purpose of the visit was to monitor UN fuel use and check for any irregularities. During the visit, they noticed that the contingent was not following the UN Field Mission's standard operating procedures for managing fuel and found unusually high levels of fuel consumption for the contingent's vehicles and generators. For example, fuel consumption reports stated that a specific vehicle that normally consumes 42.9 litres per 100 km was refilled with 259 litres after a 6 km journey, with no justification provided. They also noticed that the fuel gauges of the generators had been tampered with. Following the visit, the Fuel Unit reported an allegation of fuel theft. An investigation followed shortly afterwards.

**The investigation.** During the investigation, it was discovered that, two months before the visit of the UN Fuel Unit, the commander had suspected that fuel theft was going on. He did not report these suspicions to the UN. Instead, he appointed his Chief Logistics Officer and his Chief of the Car Fleet to look into the matter. As a result of this internal inquiry, the commander disciplined two contingent members for fuel theft. After the fuel theft incidents, the commander did not put in place any additional measures to prevent further cases of fuel theft. Instead, he continued to delegate all responsibility for submitting fuel consumption reports to the Chief Logistics Officer and never reviewed or cleared any of the monthly fuel consumption reports himself. The fuel consumption reports submitted by the Chief Logistics Officer were mostly either incomplete or lacked justification for high fuel consumption. The commander never conducted any spot checks on fuel use, and never checked to see if his contingent was complying with the UN Field Mission's standard operating procedures for managing fuel.

**The outcome.** The investigation found that UN fuel worth over USD 11,000 had been stolen by the contingent and sold to local traders. The investigation could not identify who was responsible for the theft. However, the investigation found that the commander was at fault and barred him from future service in the UN.

**Discussion questions:**

**1. Why did the UN find that the commander was at fault?**

- Did the commander put in place adequate oversight measures to prevent fuel theft?
- Should the commander have reported his suspicions about fuel theft to the UN?

**2. What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?**

**3. What measures can you put in place in your upcoming deployment to prevent your personnel from engaging in this type of misconduct?**

## Case Study D: Drunk Driving

This is a fictitious case study based on a real misconduct case.

**The incident.** It's early in the morning, and two members of a contingent are in a UN contingent-owned vehicle, driving on the local roads making deliveries between two contingent camps. On his third trip, the driver of the vehicle hits the curb, swerves and crashes the vehicle. The vehicle suffers some damage, but luckily no-one is injured. The driver of the vehicle calls his contingent commander to report the accident. The contingent commander tells them to return to camp.

A local driver saw the accident and reported it to the local police. The local police called the UN Field Mission's security unit and informed them of a crash involving a Mission vehicle. After a few enquiries, the security unit finds out which contingent vehicle was moving in the vicinity of the road traffic accident that morning and immediately dispatches the UN Military Police to the contingent camp to breathalyse the driver and speak to all contingent members involved in the accident. The UN Field Mission has an automatic requirement that any UN personnel involved in a road traffic accident on public roads must be breathalysed. The Mission also has a zero-tolerance policy for drinking and driving, and any uniformed personnel found driving with even the smallest amounts of alcohol in their system automatically get repatriated and barred from future deployments with the UN.

**UN initial fact-finding activities.** When the UN Military Police visited the contingent camp, the contingent commander gave orders to give them access to the vehicle and gave the driver's name. However, he refused to allow the driver to be breathalysed, claiming that the driver was currently undergoing a medical check-up after the accident. By the time the Military Police were given access to the driver, it was too late to conduct a breathalyser test.

**The investigation and its outcome.** During the investigation that followed, it was discovered that the driver had been at a party hosted inside the contingent compound the night before and had been drinking heavily. He was supposed to be off-duty the next day, but mid-way through the party, his commander had called him at the party and asked him to be on duty the next morning and make inter-camp deliveries.

Based on the findings of the investigation that followed, the UN concluded that both the driver and the commander were at fault and barred both of them from future service with the UN.



**Discussion questions:**

**1. Why did the UN find that the commander was at fault?**

- Who decided to put the driver on duty the night after the party?
- How was the accident reported to the UN?
- What action should the commander have taken when the matter was reported to him?
- To what extent did the commander cooperate with the UN initial fact-finding activities into the road traffic accident?

**2. What disciplinary and/or other action is your own country likely to take against commanders in a similar situation?**

**3. What measures can you put in place in your upcoming deployment to prevent your personnel from engaging in this type of misconduct?**

## Exercise 2. Risk management using scenarios

### **Purpose**

To practise identifying misconduct risks for a scenario that learners are likely to encounter when deployed 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 situations that they are likely to encounter when deployed.
- 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**

Scenario-based action planning exercise, group work (with an option for individual work), plenary discussion.

### **Instructions and time**

Total time: 1 hour 15 minutes.

The exercise instructions and timings are for an exercise that uses both scenarios, conducts group work using four groups (e.g. with five persons per group), and where each group does a different scenario.

Before the exercise:

- Ask participants to do the pre-reading, which is to read the **Deployment Guide** (see '**Key Resources**').
- 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).

During the exercise, follow these instructions:

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 participants into four groups. Explain that two groups will do scenario 1 and the other two groups will do scenario 2. Explain that the scenarios are fictitious but based on real cases.</p> <p>Explain that they will assess misconduct risks described in the scenario and then develop an action plan to prevent and mitigate those risks.</p> <p>Distribute the scenarios and the <b>Misconduct Action Plan Template</b>.</p>	5 min.
<p><b>Group work</b></p> <p>Ask each group to read the scenario and answer the three discussion questions in their groups and write their answers to the three questions on a flip chart (30 minutes). Ask each group to assign one person to provide the group's feedback during the plenary discussion. Explain that detailed instructions for the group work are on the scenario handout.</p> <p>Then ask them to work as a group and fill in the relevant columns in the <b>Misconduct Action Plan Template</b> (10 minutes). Each group should complete one <b>Misconduct Action Plan Template</b>. If learners are unsure how to fill in the template, given 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>Ask some of the groups to move to the break-out rooms (optional).</p> <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>Alternative (individual work):</b> Instead of each group producing one misconduct action plan, ask each individual learner to produce their own misconduct action plan.</p>	40 min.

<p><b>Plenary discussion</b></p> <p>The trainer briefly summarises the key points from the first scenario. The trainer asks group 1 to present their findings on all three discussion questions, and then ask group 2 to add any new points that were missed. This should take 10 minutes.</p> <p>The trainer briefly summarises the key points from the second scenario. The trainer asks group 3 to present their findings on all three discussion questions, and then ask group 4 to add any new points that were missed. This should take 10 minutes.</p> <p>During all group presentations, trainers should take notes about the performance of each group using the solution keys.</p> <p><b>Trainer feedback</b></p> <p>Once all four groups have presented, the lead trainer provides feedback using the solution keys for the two scenarios, highlighting any points that are missing or misunderstood. This should take 10 minutes. Note that both scenarios have the same discussion questions and most of the learning points are the same. This means that, when providing feedback on scenario 2, the trainer may need to skip some of the details in the solution key in order to avoid repetition of content. The solution key to scenario 2 also contains some 'additional information' that applies to both scenarios and can be mentioned during the feedback to scenario 2.</p> <p>At the end of the session, collect up the misconduct action plans from each group/learner as these will be reviewed to assess performance. Remind groups/learners to write their names on the misconduct action plans.</p> <p>Distribute 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> (which provides examples of measures that commanders can take to prevent misconduct by their personnel) and ask learners to take these documents with them on their upcoming deployment.</p>	<p>30 min.</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 Scenario 1:** 1 copy per trainer.
- **Solution Key for Scenario 2:** 1 copy per trainer.
- **Scenario 1:** 1 copy per learner + 1 copy per trainer.
- **Scenario 2:** 1 copy per learner + 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').
- Flip charts, flip chart pens and flip chart stands (1 per group)

### **Learning evaluation method**

This exercise is assessed through trainer observation and a review of group work produced. In other words, trainers will collect evidence of the performance of learners through observing their performance during the group discussions and plenary presentations as well as by reviewing the content of misconduct action plans collected from each group/learner.

## Solution Key for Scenario 1: Misconduct risks (town/city location)

1. Based on the scenario, **what types of misconduct** are contingent personnel most likely to engage in **and how?** List the main types of misconduct in column 1 (Misconduct) of the template.

The types of misconduct that the contingent personnel are most likely to engage in are:

Tick		Learning Points
Group 1	Group 2	
		<b>Theft of UN fuel.</b> How? <ul style="list-style-type: none"> <li>Fuel shortages and high prices for fuel in the country create incentives for fuel theft.</li> <li>Weak oversight of the management of fuel creates opportunities to divert fuel and sell it at high prices to local traders.</li> </ul>
		<b>Theft of UN rations.</b> How? <ul style="list-style-type: none"> <li>High food prices in the country creates incentives for theft or misuse of UN rations.</li> <li>Weak oversight of the distribution of UN rations to sub-units in other deployment sites creates opportunities to divert rations and sell them to local traders at high prices.</li> </ul>
		<b>Sexual misconduct</b> (e.g. sexual exploitation and abuse (SEA), sexual assault or sexual harassment). How? <ul style="list-style-type: none"> <li>Social events are high-risk situations for many forms of misconduct such as physical assaults (fights), sexual misconduct and drunk driving.</li> <li>The location of the shop close to the contingent's accommodation block and sharing of common facilities (e.g. a toilet block) with the contingent creates opportunities for contingent members to fraternise and engage in sexual misconduct such as SEA and sexual harassment.</li> <li>The camp is located away from residential areas, which lowers the risk of personnel fraternising and engaging in SEA. However, social norms that tolerate transactional sex as a way out of poverty create a permissive environment for acts of SEA to occur.</li> </ul>

		<p><b>Drunk driving.</b> How?</p> <ul style="list-style-type: none"> <li>• Easy access to alcohol, few restrictions on alcohol use and the lack of camp standing orders to implement the mission-specific policy on drinking and driving create opportunities for personnel to engage in drunk driving.</li> </ul> <p><b>Other alcohol-related offences.</b> How?</p> <ul style="list-style-type: none"> <li>• Easy access to alcohol and few restrictions on alcohol use create opportunities for personnel to engage in excessive drinking. Many forms of misconduct happen in situations where there is excessive drinking of alcohol such as physical assault (fights), sexual misconduct and drunk driving.</li> </ul>
		<p><b>Speeding.</b> The lack of trackers increases the likelihood of speeding going undetected and creates a permissive environment for speeding to occur.</p>
		<p><b>Other general factors</b> that increase the risk of contingent personnel engaging in various forms of misconduct are:</p> <ul style="list-style-type: none"> <li>• The <b>commander's and senior officers' lack of knowledge</b> of the specific misconduct risks in the mission. By not receiving a hand-over and not attending the mission-specific induction training, the commander (and her senior officers) will have weaker knowledge of what the main misconduct risks are in the mission and how to prevent misconduct.</li> <li>• The <b>commander did not set the tone</b> and did not send a strong message to the contingent members that addressing misconduct is a priority. Both the fact that the commander and her senior officers have not attended the mission-specific induction training and the fact that the contingent has not been trained on UN standards of conduct within a month of arrival (which is the recommended timeframe set by the UN) sends a message to the contingent members that addressing misconduct is not a priority.</li> </ul>

2. What measures (or 'internal controls') should be put in place to mitigate and prevent these misconduct risks? In column 2 (Internal Controls) of the template, list the main measures to mitigate and prevent the misconduct risks listed in column 1.

Examples of measures (or internal controls) that should be put in place to mitigate and prevent these misconduct risks are:

Tick		Learning Points
Group 1	Group 2	
		<p><b>Theft of UN fuel and theft of UN rations.</b> The commander's measures to prevent theft of UN fuel and rations are inadequate. The 'Food and Fuel Committee' needs one or more persons who have 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.</p> <p>Other measures to prevent theft or misuse of UN fuel and food include:</p> <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> <li>• Put in place tight security around fuel storage, the car/vehicle fleet and generators, including CCTV.</li> <li>• Authorise only a small number of people to refuel vehicles and generators.</li> </ul>
		<p><b>Sexual misconduct.</b> A wide range of measures should be put in place to lower the risk of personnel engaging in SEA, sexual assault and sexual harassment both inside and outside the contingent camp. These include, for example:</p> <ul style="list-style-type: none"> <li>• Providing training to contingents on UN standards of conduct within one month of arriving and regular refresher training thereafter.</li> <li>• Measures to prevent fraternisation.</li> <li>• Greater oversight of contingent members when outside the camp and at social events.</li> <li>• More stringent measures to control alcohol use inside and outside the camp.</li> <li>• Designating specific toilet blocks for use by locals working inside the camp, which are separate from those used by contingent members.</li> </ul>



		<p><b>Drunk driving and other alcohol-related offences.</b> The commander should put in place greater controls on alcohol use and include in the camp standing orders the mission-specific policy on drinking and driving.</p>
		<p><b>Speeding.</b> Even though the contingent vehicles do not have speed tracking devices, there are many other measures that can be put in place to discourage speeding. This includes briefing drivers on local speed limits, and monitoring the duration of journeys (if the journey is unusually fast, this could be a sign of speeding).</p>
		<p><b>General measures.</b></p> <ul style="list-style-type: none"> <li>• The commander should join the next available <b>mission-specific induction briefing on conduct and discipline</b> to get a better understanding of the misconduct risks and how to address them.</li> <li>• The commander should <b>set the tone</b> and make it clear that misconduct will be taken seriously. She can do this, for example, by leading by example and attending the mission-specific induction briefing on conduct and discipline herself, prioritising training of the contingent members on conduct and discipline, and ensuring that a senior officer participates in the trainings for the contingent on conduct and discipline.</li> </ul>

Additional information:

On arrival in the UN Field Mission, the commander should also contact the UN Field Mission's Conduct and Discipline Team or Focal Point and ask for a copy of the misconduct workplan and related risk register for their deployment location. This will give the commander a better understanding of the misconduct risks in the deployment location and how to address them.

3. For each measure, identify an **action owner** (who is in charge of implementing each measure) **and a due date/timeframe?** If you need the support of another part of the UN Field Mission, please mention this in column 3 (action owner).

Examples of Action Owners and due dates/timeframes can be found in the **Misconduct Action Plan Example**.

Action owners: The group should identify a specific person in the contingent who will be responsible for implementing each measure.

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.

Although not relevant to scenario 1, 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.

Due date/Timeframe: The **Misconduct Action Plan Example** has due dates/timeframes expressed in terms of weeks and months to show that some measures are one-off measures and others are on-going. In a real plan, specific dates would be included whenever possible.

	<b>Trainer Notes on Group/Learner Performance</b>
<b>Group 1</b>	
<b>Group 2</b>	

	<b>Names of Learners</b>
<b>Group 1</b>	
<b>Group 2</b>	

## Solution Key for Scenario 2: Misconduct risks (remote location)

1. Based on the scenario, what types of misconduct are contingent personnel most likely to engage in and how? List the main types of misconduct in column 1 (Misconduct) of the template.

The types of misconduct that the contingent personnel are most likely to engage in are:

Tick		Learning Points
Group 3	Group 4	
		<p><b>Theft of UN fuel.</b> How?</p> <ul style="list-style-type: none"> <li>Weak oversight of the management of fuel creates opportunities to divert fuel and sell it at high prices to local traders.</li> <li>A substantiated allegation of fuel theft against the previous contingent means that there is a credible risk that this could happen again and that there is a local market to sell stolen UN fuel.</li> </ul>
		<p><b>Violation of mission-specific non-fraternisation rules.</b> How?</p> <ul style="list-style-type: none"> <li>Allowing contingent members to move freely outside of the camp (e.g. to attend church/mosque, buy items in the local market and shops, buy phone/wifi credits) without supervision and without other restrictions (e.g. wearing of uniform) creates opportunities for them to fraternise with the local population, in violation of the mission-specific non-fraternisation rules.</li> </ul> <p><u>What are non-fraternisation rules?</u></p> <p>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. 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>Sexual exploitation and abuse (SEA) of the local population. How?</b></p> <ul style="list-style-type: none"> <li>• Social norms that tolerate transactional sex as a way out of poverty create a permissive environment for acts of SEA to occur.</li> <li>• The hotel opposite is a possible location where SEA could occur.</li> <li>• Allowing contingent members to move freely outside of the camp (e.g. to attend church/mosque, buy items in the local market and shops, buy phone/wifi credits) without supervision and without other restrictions (e.g. wearing of uniform) creates opportunities for them to fraternise with the local population and engage in SEA.</li> <li>• Holes in the perimeter fence and the presence of women and children selling fruit near the perimeter fence create opportunities for personnel to fraternise with the local population and engage in SEA both inside and outside of the camp.</li> <li>• The limited visibility of the camp from the guard posts enables personnel to enter and leave the camp unseen and for unauthorised guests to be brought into the camp and into accommodation blocks unseen.</li> <li>• Poor monitoring of movements through the main gate (entry/exit logs) can allow unauthorised guests and contingent personnel to enter and leave the camp unnoticed.</li> </ul>
		<p><b>Alcohol-related offences. How?</b></p> <ul style="list-style-type: none"> <li>• Easy access to alcohol (in the market, in the bar opposite the camp) and no restrictions on alcohol use create opportunities for personnel to engage in excessive drinking. Many forms of misconduct happen in situations where there is excessive drinking of alcohol such as physical assault (fights), sexual exploitation and abuse, sexual harassment of local women (e.g. in the hotel bar/restaurant, shops and at the market) and drunk driving.</li> </ul>
		<p><b>Other violations of UN standards of conduct. How?</b></p> <ul style="list-style-type: none"> <li>• Contingent personnel have opportunities to buy ivory artifacts at the market, which is a violation of the <u>Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)</u> and prohibited under UN standards of conduct.</li> <li>• Contingent personnel have opportunities to buy weapons and ammunition at the market to bring home as souvenirs. This is prohibited under UN standards of conduct.</li> </ul>

		<p><b>Other general factors</b> that increase the risk of contingent personnel engaging in various forms of misconduct are:</p> <ul style="list-style-type: none"> <li>• The <b>commander did not set the tone</b> and did not send a strong message to the contingent members that addressing misconduct is a priority. How? <ul style="list-style-type: none"> <li>◦ The fact that the contingent has not been trained on UN standards of conduct within a month of arrival (which is the recommended timeframe set by the UN) sends a message to the contingent members that addressing misconduct is not a priority.</li> <li>◦ In addition, the general lack of restrictions on personnel movement outside of the camp creates a permissive environment for misconduct to occur.</li> <li>◦ The UN Field Mission has mission-specific rules in place on non-fraternisation, yet the commander has not put in place measures to prevent fraternisation. This sets the wrong tone and is a failure to comply with a mission-specific rule.</li> </ul> </li> <li>• <b>Poor welfare provision</b> (lack of provision of internet access, lack of sporting/gym facilities) also increases stress and risk-taking behaviour, which may lead to misconduct.</li> <li>• <b>Lack of awareness</b> of the UN standards of conduct, mission-specific rules and regulations and local laws. How? The lack of posters displayed in the camp, lack of pocket cards issued to the personnel and lack of training provided to contingent personnel on UN standards of conduct, mission-specific rules and regulations and local laws creates a risk that they don't know what they are and may inadvertently violate them.</li> </ul>
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2. What measures (or 'internal controls') should be put in place to mitigate and prevent these misconduct risks? In column 2 (Internal Controls) of the template, list the main measures to mitigate and prevent the misconduct risks listed in column 1.

Examples of measures (or internal controls) that should be put in place to mitigate and prevent these misconduct risks are:

Tick		Learning Points
Group 3	Group 4	
		<p><b>Theft of UN fuel.</b> The commander should put in place oversight mechanisms to monitor fuel use. For example, in many UN Field Missions, there is a risk of theft of both UN fuel and rations. Examples of oversight mechanisms to prevent theft of UN fuel and rations are:</p> <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> <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> <li>• Put in place tight security around fuel storage, the car/vehicle fleet and generators, including CCTV.</li> <li>• Authorise only a small number of people to refuel vehicles and generators.</li> </ul>
		<p><b>Fraternisation and sexual exploitation and abuse (SEA).</b> A wide range of measures should be put in place to lower the risk of personnel fraternising with the local population and to lower the risk of personnel engaging in SEA both inside and outside of the camp. These include, for example:</p> <ul style="list-style-type: none"> <li>• Providing training to contingents on UN standards of conduct within one month of arriving and regular refresher training thereafter.</li> <li>• Issuing pocket cards to contingent members with the UN standards of conduct.</li> <li>• Displaying posters about the UN standards of conduct around the camp.</li> <li>• Stronger monitoring of movements in- and out of the camp.</li> </ul>

		<ul style="list-style-type: none"> <li>• Ensuring good perimeter security to prevent unauthorised guests and personnel leaving the camp without permission.</li> <li>• Measures to prevent fraternisation and supervise contingent members when outside the camp (e.g. a requirement to wear a uniform at all times when outside of the camp, assigning a senior officer to supervise groups when outside of the camp).</li> <li>• Measures to control alcohol use inside and outside the camp.</li> </ul>
		<p><b>Alcohol-related offences.</b> The commander should put in place greater controls on alcohol use both inside and outside the camp.</p>
		<p><b>General measures.</b></p> <ul style="list-style-type: none"> <li>• The commander should <b>set the tone</b> and make it clear that misconduct will be taken seriously. He can do this, for example, by providing regular training to the contingent members on conduct and discipline, and ensuring that a senior officer participates in these trainings to send the message that this is an important issue. These training should also address local risks: they should explain that contingent members are prohibited from buying ivory artifacts and buying weapons and ammunition as souvenirs.</li> <li>• <b>Welfare provision</b> should be improved to reduce stress and risk-taking behaviour.</li> </ul>

Additional information that applies to both scenario 1 and scenario 2:

For further examples of measures that military and FPU commanders can take to prevent misconduct, please refer to **Examples Misconduct Prevention**.

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. For example, they can help prevent excessive drinking by assigning a superior officer to be on duty and monitor social outings, and by providing good welfare and recreation to reduce stress. If the contingent has its own bar inside the camp, measures can be put in place to prevent excessive drinking such as assigning an officer to monitor the bar, limiting how much alcohol is issued to each person, and only issuing alcohol to drivers on their rest days when they are off duty.

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.

3. **For each measure, identify an action owner (who is in charge of implementing each measure) and a due date/timeframe? If you need the support of another part of the UN Field Mission, please mention this in column 3 (action owner).**

Examples of Action Owners and due dates/timeframes can be found in the **Misconduct Action Plan Example**.

Action owners: The group should identify a specific person in the contingent who will be responsible for implementing each measure.

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.

Due date/Timeframe: The **Misconduct Action Plan Example** has due dates/timeframes expressed in terms of weeks and months to show that some measures are one-off measures and others are on-going. In a real plan, specific dates would be included whenever possible.

Additional information that applies to both scenario 1 and scenario 2:

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 3	
Group 4	

	Names of Learners
Group 3	
Group 4	

## Scenario 1: Misconduct risks (town/city location)

**What is the context?** The country is undergoing an economic crisis and there are frequent protests against rising fuel and food prices. Fuel shortages are acute. In recent years, social norms have changed and some families encourage relationships between their daughters and foreigners as a way out of poverty. The camp is located on the edge of a town. The nearest residential area is 1 km away. The UN Field Mission has a strict policy in place for drinking and driving, which means that all UN personnel are not allowed even one drink when driving a vehicle on the local roads.

A UN team arrives at a camp to conduct a **misconduct risk assessment visit**. The team notes the following information about how contingent personnel might engage in misconduct and the measures currently in place to prevent misconduct.

**Commander's briefing.** The visit starts with a briefing by the commander. The commander explains that the contingent (mostly men and a few women) is deployed for one year, and that she only arrived two months ago. During the commander's briefing, the following information is obtained:

- **Induction training and refresher training.** The commander confirmed that she did not receive a hand-over from the out-going commander. She confirmed that she has not attended the mission-specific induction training on conduct and discipline for commanders and neither have any of her senior officers. The contingent has been trained on a range of topics since they arrived, but they have not yet been trained on the UN standards of conduct, mission-specific rules and regulations and local laws.
- **Monitoring of UN fuel and UN rations.** The contingent's main operational task is to conduct patrols. The commander confirms that she has set up a contingent 'Food and Fuel Committee' to monitor fuel use (since they have very high fuel use due to their patrol activities) as well as to monitor the distribution of UN food rations to sub-units in other deployment sites. The Committee is composed of two contingent members: a junior officer in charge of fuel and a junior officer in charge of food rations.
- **Contingent vehicles.** The commander confirmed that patrol vehicles are not equipped with trackers to detect speeding.
- **Alcohol use.** The camp standing orders state that contingent members are permitted to buy and drink alcohol from the contingent's shop or from shops in town, but are only allowed to drink in moderation when off-duty.
- **Social events.** Contingent members are allowed to attend the main UN compound on Friday and Saturday nights when there are social events happening. They are permitted to drink alcohol at these events, but only in moderation.

**Camp visit.** During the visit around the camp, the UN team notice that there is a contingent shop within the camp, run by a local trader. The shop sells food, toiletries, phone cards and alcohol. The shop is located close to the contingent's accommodation

blocks and those who work in the shop are allowed to use one of the contingent's toilet blocks.


### Instructions for group work:

Read the scenario and answer these discussion questions in your groups. Then, fill in the relevant columns in the misconduct action plan template.

1. Based on the scenario, **what types of misconduct** are contingent personnel most likely to engage in **and how**? List the main types of misconduct in column 1 (Misconduct) of the template.

Prompt questions:

- How does the external context create opportunities for contingent personnel to engage in misconduct?
  - What message does the commander send to her contingent members by not attending the mission-specific induction training on conduct and discipline?
  - Are the measures put in place by the commander strong enough to deter contingent personnel from engaging in misconduct?
2. What **measures (or 'internal controls')** should be put in place to mitigate and prevent these misconduct risks? In column 2 (Internal Controls) of the template, list the main measures to mitigate and prevent the misconduct risks listed in column 1.
  3. For each measure, identify an **action owner** (who is in charge of implementing each measure) **and a due date/timeframe**? If you need the support of another part of the UN Field Mission, please mention this in column 3 (action owner).

 <b>United Nations</b>		Misconduct Action Plan for a UN Military Contingent/Unit or Formed Police Unit	
Contingent name:		Plan approved by:	Date of plan:
1. Misconduct Which types of misconduct are your personnel most likely to engage in during the deployment and how?	2. Internal controls List the measures you have put in place to prevent misconduct by your personnel	3. Action owner Who is in charge of implementing each measure?	4. Due date/Timeframe Measure to be implemented by:

## Scenario 2: Misconduct risks (remote location)

**The country context.** A contingent (mostly men and a few women) is stationed in a remote part of the country that can only be accessed along a poorly-maintained road that becomes impassable during the rainy season. There are no other UN contingents and no UN Field Office in the area. This part of the country has been badly affected by fighting, jobs are scarce, and poverty and malnutrition levels are high. In recent years, social norms have changed, and some families encourage relationships between their daughters and foreigners as a way out of poverty. The UN Field Mission has non-fraternisation rules in place for all uniformed personnel, which means that they are prohibited from developing romantic or sexual relationships with the local population.

**The camp's location.** The contingent's camp is located on the edge of a village. Close to the camp, there are huts, a hotel with a bar and restaurant and a few shops. About 2 kilometres away, there is a market where most things can be bought, including alcohol, ivory artifacts as well as old weapons and ammunition.

**Past allegations.** A year ago, there was an investigation into an allegation against the previous contingent that they were falsifying fuel records for their generators and selling UN fuel on the local market. The investigation found that the allegation was true.

A UN team arrives at the contingent's camp to conduct a **misconduct risk assessment visit**. The team notes the following information about how contingent personnel might engage in misconduct and the measures currently in place to prevent misconduct.

**Commander's briefing.** The visit starts with a briefing by the commander. During the briefing, the following information is obtained:

- **Induction training and refresher training.** The contingent has received training on a range of topics since they arrived in the country four months ago, but they have not yet been trained on the UN standards of conduct, mission-specific rules and regulations and local laws.
- **Contact with the local population.** The commander allows his personnel to visit a local church/mosque in the village once a week as well as the market once a week to buy toiletries and other essentials. The commander allows his personnel to eat and drink in the hotel opposite, when they are off-duty.
- **Fuel management.** There is one contingent member in charge of managing the fuel for the generators and keeping records on fuel use.

**Camp visit.** During the visit around the camp, the UN team notice the following:

**Security.** There is a hole in the perimeter fence. They notice that from the guard posts, parts of the camp close to the accommodation block (a row of tents) cannot be seen. When the team look at the entry/exit logs for the main gate, they notice that the movements of unit members in and out of the camp are not always recorded on the

days when they are allowed to attend religious services. They also noticed that women and children selling fruit can come right up to the edge of the perimeter fence.


**Welfare.** Part of the mess is used as a gym and recreation room. In one corner of the mess, there are some skipping ropes and a TV with a DVD player. The contingent does not provide internet access. Instead, contingent members use their private phones to connect to the internet and call home and buy phone/wifi credits at the shops near the camp.

**Awareness-raising.** Although the UN Field Mission provides all contingents with posters and pocket cards (for the contingent members) about the UN standards of conduct, these are not being used in this camp.

### **Instructions for group work:**

Read the scenario and answer these discussion questions in your groups. Then, fill in the relevant columns in the misconduct action plan template:

1. Based on the scenario, what types of misconduct are contingent personnel most likely to engage in and how? List the main types of misconduct in column 1 (Misconduct) of the template.
2. What measures (or ‘internal controls’) should be put in place to mitigate and prevent these misconduct risks? In column 2 (Internal Controls) of the template, list the main measures to mitigate and prevent the misconduct risks listed in column 1.
3. For each measure, identify an action owner (who is in charge of implementing each measure) and a due date/timeframe? If you need the support of another part of the UN Field Mission, please mention this in column 3 (action owner).

 <b>United Nations</b>		Misconduct Action Plan for a UN Military Contingent/Unit or Formed Police Unit	
Contingent name:		Plan approved by:	Date of plan:
1. Misconduct Which types of misconduct are your personnel most likely to engage in during the deployment and how?	2. Internal controls List the measures you have put in place to prevent misconduct by your personnel	3. Action owner Who is in charge of implementing each measure?	4. Due date/Timeframe Measure to be implemented by:

## 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	

## Exercise 4. What Type of Violations to Report to the UN?

### **Purpose**

To practise deciding which violations can be handled by the commander and which cannot and have to be reported to the UN for possible investigation.

### **Participant learning outcomes**

By the end of the session, learners will be able to assess when violations may have an impact outside of the contingent and therefore have to be reported to the UN for possible investigation by the troop-contributing country or by the UN.

### **Method**

Group work, plenary discussion.

### **Instructions and time**

Total time: 45 minutes.

The exercise instructions and timings are for an exercise that conducts group work using four groups (e.g. with five persons per group).

Before the exercise:

- Ask participants to do the pre-reading, which is to read the **Deployment Guide** (see '**Key Resources**').
- Prepare the training materials and supplies (see below).
- 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.

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 participants into four groups.</p>	2 minutes
<p><b>Group work</b></p> <p>Explain the exercise instructions:</p> <ul style="list-style-type: none"> <li>• Each group will be given an envelope containing two headings and several statements with examples of violations that they are likely to face when deployed to a UN Field Mission.</li> <li>• Each group should open their envelope and place the two headings on the table in front of them. One heading says: 'Violations that have no impact outside of the contingent and can be handled by a commander'. The second heading says: 'Violations that have an impact outside of the contingent and as a result must be reported immediately to the UN for possible investigation by the troop-contributing country or the UN.'</li> <li>• Then, they need to read each statement containing an example of a violation and place it under the correct heading.</li> <li>• To help them decide where to place each violation, they should ask themselves: 'What type of violation has occurred?' 'Does the violation have an impact outside of the contingent?'</li> </ul> <p>Remind them of these learning points:</p> <ul style="list-style-type: none"> <li>• During their deployments, commanders are required to ensure that their personnel comply with the UN standards of conduct, with mission-specific rules and regulations and with local laws.</li> <li>• The general rule is that if the violation <b><u>has an impact outside of the contingent</u></b> then it has to be reported immediately to the UN for possible investigation.</li> </ul>	30 min.

- 'Having an impact outside of the contingent' is interpreted broadly by the UN and includes:
  - Harm done to anyone outside of the contingent.
  - Damage to the image and reputation of the UN, troop-contributing country (TCC) or police-contributing country (PCC).
  - Impeding implementation of the UN Field Mission's mandate.
  - Eroding the trust of the population in the UN Field Mission.
  - Creating political tension between countries.
  - Creating security risks for the UN Field Mission, including contingent personnel.
  - Financial loss for the UN.

Distribute the pre-prepared envelopes to each group: one envelope per group (see **Training materials and supplies**).

Ask some of the groups to move to the break-out rooms (optional).

By the end of the exercise, each group should have sorted all violations and placed them under either of the two headings.

During the group work, trainers should listen to the group discussions and assess the quality of the discussions. Trainers should insert notes about each group's performance into the space provided in the solution key. At the end of the group work, trainers should also take a photo of each group's work to help assess the group's performance.

### **Self-correct**

Explain that each group will self-correct using the handout provided. Distribute **Handout 1: What Type of Violations to Report to the UN?** to each group. Give groups 2-3 minutes to self-correct.

<p><b>Plenary discussion and trainer feedback</b></p> <p>Encourage a short plenary discussion by asking the following questions:</p> <ol style="list-style-type: none"> <li>1. Which statements did you find hard to classify or mis-classified and why?</li> <li>2. Did any of the statements touch on any grey areas?</li> <li>3. For those with prior UN peacekeeping experience, what were examples of violations of UN standards of conduct, mission-specific rules and regulations or local laws that occurred during those deployments?</li> <li>4. What are examples of violations of our country's internal rules and regulations that may happen during the upcoming deployment and can be handled internally by the contingent commander?</li> </ol> <p>During the discussion, use <b>Handout 2: Detailed Solution Key (What to Report to the UN?)</b> to explain why violations that groups found hard to classify (e.g. the statements that touch on grey areas) or misclassified should be reported to the UN or not. Then use the remaining time to highlight additional points from the trainer's <b>Solution Key: What to Report to the UN?</b></p> <p>During the discussion, trainers should assess the quality of inputs into the plenary discussion and insert notes about each group's performance into the space provided in the solution key.</p> <p>Once the exercise is finished, distribute <b>Handout 2: Detailed Solution Key (What to Report to the UN?)</b> and ask learners to use it during their upcoming deployments to help them decide what type of violations to report to the UN for possible investigation. In addition, distribute <b>Infographic Misconduct Allegations (Military)</b> or <b>Infographic Misconduct Allegations (FPU)</b> (see 'Key Resources') and ask learners to take it with them on their upcoming deployment. This infographic shows what happens to an allegation of misconduct involving a member of a military/FPU 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.</p>	13 min.
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### **Training materials and supplies**

The trainer should prepare the following handouts and other training materials:

- **Exercise instructions:** 1 copy per trainer.
- **Solution Key: What to Report to the UN?:** 1 copy per trainer.
- **Handout 1: What Type of Violations to Report to the UN?:** 1 copy per group printed single-sided (to insert into envelopes – see below), 1 copy per group printed double-sided (for the 'Plenary discussion and trainer debrief') + 1 copy per trainer.
- **Handout 2: Detailed Solution Key (What to Report to the UN?):** 1 copy per learner + 1 copy per trainer.
- **Infographic Misconduct Allegations (Military) or Infographic Misconduct Allegations (FPU):** 1 copy per learner + 1 copy per trainer (see 'Key Resources').
- **Glossary:** 1 copy per trainer (see 'Key Resources').
- **Envelopes:** 1 per group.

**Preparing the envelopes.** The exercise uses **Handout 1: What Type of Violations to Report to the UN?** Before the exercise, print one handout per group (single-sided). Cut out the statements containing examples of violations and their two headings. Mix up the statements and headings so that they are jumbled up. Place the jumbled-up statements and two headings into an envelope to give to each group.

### **Learning evaluation method**

This exercise is assessed through trainer observation and a review of group work. In other words, trainers will collect evidence of the performance of learners through observing the quality of their inputs during the group work and plenary discussion and by reviewing the accuracy of each group's work captured on photos taken at the end of the group work session.

## Solution Key: What to Report to the UN?

The statements in **Handout 1: What Type of Violations to Report to the UN?** are already placed under the correct headings. In addition, use **Handout 2: Detailed Solution Key (What to Report to the UN?)** to explain why a statement belongs under a particular heading.

Other learning points to highlight during the plenary discussion are:

Tick	Learning Points
	1. Commanders are required to report allegations of misconduct immediately to the UN. This means commanders need to report allegations of misconduct through their UN chain of command <u>as well as</u> to the UN Field Mission's Conduct and Discipline Team or Focal Point.
	<p>2. To decide what to report to the UN, commanders need to ask themselves: 'Does the violation have an <u>impact outside of the contingent?</u>'</p> <p>3. If the answer is <u>yes</u>, the violation does have an 'impact outside of the contingent', then it has to be reported immediately to the UN for possible investigation by the troop-contributing country or by the UN. For example, violations that harm anyone outside of the contingent must be reported to the UN.</p> <p>4. If the answer is <u>no</u> and the violation has no impact outside of the contingent, then the commander is allowed to handle the matter internally within the contingent and does not have to report it to the UN. For example, minor breaches to the contingent's internal rules should have no impact outside of the contingent and therefore do not have to be reported to the UN.</p>
	<p>5. Having an 'impact outside of the contingent' is interpreted broadly by the UN. For example, it includes:</p> <ul style="list-style-type: none"> <li>○ Harm done to anyone outside of the contingent.</li> <li>○ Damage to the image and reputation of the UN, troop-contributing country or police-contributing country.</li> <li>○ Impeding implementation of the UN Field Mission's mandate.</li> <li>○ Eroding the trust of the population in the UN Field Mission.</li> <li>○ Creating political tension between countries.</li> <li>○ Creating security risks for the UN Field Mission, including contingent personnel.</li> <li>○ Financial loss for the UN.</li> </ul>

	6. Still unsure? If in doubt, report it! Failure to report misconduct itself amounts to misconduct, and may result in commanders being repatriated and barred from future deployments with the UN.
	7. <u>Are there any grey areas?</u> Like all general rules, there are grey areas. There are some violations that happen within the contingent that don't have an impact outside of the contingent but they should still be reported to the UN. These are violations between contingent members that result in serious injury as well as cases of sexual harassment and other types of sexual misconduct. In such situations, the matter will be handled by the contingent's national authorities. However, the UN will need information on action taken by the TCC-PCC in this case, for instance, to determine if individuals involved should be barred from future service with the UN.
	8. Commanders should keep an eye on minor violations as these could be warning signs of more serious misconduct taking place.  <u>Why should you monitor minor violations?</u> 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.

Additional information:What are UN rules on driving under the influence of alcohol or other substances?

Commanders should 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.

How does the UN handle road traffic accidents?

When a road traffic accident happens, it is not yet known if misconduct occurred. In road traffic accidents, the UN Field Mission will conduct initial fact-finding activities to preserve evidence. If misconduct is suspected (for example, there is a suspicion of speeding or drunk driving), a separate investigation is launched into this alleged misconduct. The UN will then hand over any evidence gathered through initial fact-finding activities to the investigators.



How do contingent personnel report a road traffic accident to the UN?

- On arrival, the UN Field Mission will tell you who to contact in case of a road traffic accident. For example, it may be the UN Field Mission's security unit or UN Military Police.
- Road traffic accidents must be reported to the UN without delay (e.g., within 24 hours of the accident).
- UN personnel should not leave the scene of an accident until the UN initial fact-finding activities are finished, unless there are compelling reasons to do so (e.g., their personal safety is threatened).

	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	

## Handout 1: What Type of Violations to Report to the UN?

### **Violations that have no impact outside of the contingent and can be handled by the commander.**

One of your contingent members has stolen \$100 from another member in your contingent.

One of your contingent members has stolen a phone owned by another member of your contingent.

Two of your contingent members get into a fight in the contingent's mess and punch each other, leaving one of them with a broken nose.

Several of your contingent members bought alcohol at the UN duty-free shop (the 'PX') and drank it in their barracks while off-duty. The contingent has a no alcohol policy while on deployment with the UN.

One of your junior officers complains that his commanding officer is constantly demeaning him in front of the other contingent members.

The contingent has set its own curfew for 11 pm. One of your officers eats at a restaurant and comes back to the camp after the contingent's 11 pm curfew.

A contingent member refuses to follow his superior officer's orders and is disrespectful towards her.

The contingent has a rule that its contingent members must always wear their uniform when outside the camp. A contingent member is seen out of uniform shopping for toiletries at a local market.

**Violations that have an impact outside of the contingent and as a result must be reported immediately to the UN for possible investigation by the troop-contributing country or the UN.**

The driver of the contingent's vehicle has deliberately falsified the fuel records for the vehicle.

Shortly before the contingent is about to rotate out of the mission, the contingent's cook sells unused UN food rations allocated to the contingent to a local trader as the contingent will be unable to use them before departing. The cook intends to donate the money to a local charity.

An officer in the contingent repeatedly texts a female UN Military Observer/UN Police Officer, asking her to go out with him, even though she has told him several times to stop. This UN Military Observer/UN Police Officer is of the same nationality as the contingent.

A local police officer insults one of your contingent members. Both end up punching each other.

The driver of your contingent's armoured personnel carrier is in a road traffic accident. The driver was drunk at the time. Luckily none of the personnel in the vehicle and no locals were injured in the crash.

An officer in the contingent pays to have sex with an adult sex worker. Prostitution is legal in the country.

A 23-year-old contingent member falls in love with a local girl who is 17 and start a sexual relationship with her. He intends to marry her and bring her to his home country.

Contingent members are seen at the local market buying ivory bracelets. Trade in ivory is banned under local laws.

Contingent members have bought a small amount of marijuana in the local market. They smoke it while off-duty in camp. Possessing small amounts of marijuana for personal use is legal in the home country of the contingent, but illegal in the country where they are deployed.

Contingent members bought alcohol at the UN duty-free shop (the 'PX') and sold it at a higher price to local traders.

One of your contingent members was stopped by airport security with a small bag of unprocessed diamonds in his luggage. The UN Field Mission is in a country that prohibits the export of diamonds.
A contingent member is on his way back home. Airport security arrest him after finding a single bullet in his rucksack. The contingent member calls you and tells you it was an honest mistake and he forgot to check his luggage before travel.
One of your officers shares a confidential UN document with the local press.
One of your contingent members visited a bar that is on the UN Field Mission's list of premises that are off-limits to UN personnel.
One of your male contingent members is seen at a restaurant having a meal with a local woman at 11 pm at night. There is no official reason for his presence there. The mission has non-fraternisation rules in place for uniformed personnel.
Several contingent members get into a fight in the contingent's accommodation block. The fight leaves one of them with a severe injury to one eye, which may result in permanent damage to his eyesight.
An officer texts pornographic images to a female officer from the same contingent without being asked to do so.

## Handout 2 : Detailed Solution Key (What to Report to the UN?)

Violations that have <u>no</u> impact outside of the contingent and can be handled by the commander.	What type of violations may have occurred? Why does it have <u>no</u> impact outside of the contingent?
One of your contingent members has stolen \$100 from another member in your contingent.	This is an example of a criminal act (theft). However, it has no impact outside of the contingent as both the perpetrator and victim are contingent members.
One of your contingent members has stolen a phone owned by another member of your contingent.	This is an example of a criminal act (theft). However, it has no impact outside of the contingent as both the perpetrator and victim are contingent members.
Two of your contingent members get into a fight in the contingent's mess and punch each other, leaving one of them with a broken nose.	This is an example of a criminal act (physical assault). However, it has no impact outside of the contingent as both the perpetrator and victim are contingent members.
Several of your contingent members bought alcohol at the UN duty-free shop (the 'PX') and drank it in their barracks while off-duty. The contingent has a no alcohol policy while on deployment with the UN.	The contingent members violated a policy of the troop/police-contributing country (TCC/PCC). No UN rule was violated.  However, note that UN Field Missions will have different mission-specific rules on alcohol.
One of your junior officers complains that his commanding officer is constantly demeaning him in front of the other contingent members.	This is a possible case of workplace harassment or abuse of authority between contingent members. However, it has no impact outside of the contingent as it does not involve anyone from outside of the contingent.
The contingent has set its own curfew for 11 pm. One of your officers eats at a restaurant and comes back to the camp after the contingent's 11 pm curfew.	The contingent member violated a policy of the TCC/PCC. No UN rule was violated.  However, note that UN Field Missions will have different mission-specific rules on curfews. If a contingent members violates the UN Field Mission's curfew, this has to be reported to the UN.

Violations that have <u>no</u> impact outside of the contingent and can be handled by the commander	What type of violations may have occurred? Why does it have <u>no</u> impact outside of the contingent?
A contingent member refuses to follow his superior officer's orders and is disrespectful towards her.	This may be a case of insubordination and a breach of the contingent's own rules. However, no UN rule has been breached and the act has no impact outside of the contingent.
The contingent has a rule that its contingent members must always wear their uniform when outside the camp. A contingent member is seen out of uniform shopping for toiletries at a local market.	The contingent member violated a policy of the TCC/PCC. No UN rule was violated.  However, note that UN Field Missions will have different mission-specific rules on wearing of uniforms when outside the camp.

Violations that <u>have an impact outside of the contingent</u> and as a result must be reported immediately to the UN for possible investigation by the troop-contributing country or the UN.	What type of violations may have occurred? How does it <u>have an impact outside of the contingent</u> ?
The driver of the contingent's vehicle has deliberately falsified the fuel records for the vehicle.	This is an example of UN fuel theft, which is a breach of UN rules and regulations. Theft of UN assets, property and equipment results in a financial loss for the UN as well as damage to the image and reputation of the UN and TCC/PCC. In countries where there are fuel shortages, these incidents can rapidly take on political dimensions and be used by spoilers to undermine the UN Field Mission.
Shortly before the contingent is about to rotate out of the mission, the contingent's cook sells unused UN food rations allocated to the contingent to a local trader as the contingent will be unable to use them before departing. The cook intends to donate the money to a local charity.	Selling of UN rations is a breach of UN rules and regulations. It results in a financial loss for the UN and damages the image and reputation of the UN and TCC/PCC. The fact that the cook intended to donate the money to a local charity is no excuse. A breach of UN rules and regulations has occurred and must be reported to the UN.
An officer in the contingent repeatedly texts a female UN Military Observer/UN Police Officer, asking her to go out with him, even though she has told him several times to stop. This UN Military Observer/UN Police Officer is of the same nationality as the contingent.	Sexual harassment is prohibited under UN standards of conduct. This act has an impact outside of the contingent as there is harm to a person outside of the contingent. These incidents also damage the image and reputation of the TCC/PCC. The fact that the contingent member and the UN Military Observer/UN Police Officer are of the same nationality is not relevant. Since harm has been done to someone outside of the contingent, the incident must be reported to the UN.
A local police officer insults one of your contingent members. Both end up punching each other.	This is an example of a criminal act (physical assault). It has an impact outside of the contingent as there is harm to a person outside of the contingent and the incident damages the image and reputation of the UN and TCC/PCC.



Violations that <u>have an impact outside of the contingent</u> and as a result must be reported immediately to the UN for possible investigation by the troop-contributing country or the UN.	What type of violations may have occurred? How does it <u>have an impact outside of the contingent</u> ?
<p>The driver of your contingent's armoured personnel carrier is in a road traffic accident. The driver was drunk at the time. Luckily none of the personnel in the vehicle and no locals were injured in the crash.</p>	<p>Drunk driving is a violation of UN rules. It has an impact outside of the contingent since the incident happened outside of the camp on local roads. It also caused a significant risk of harm to people and property outside of the contingent. Drunk driving incidents also damages the image and reputation of the UN and TCC/PCC.</p>
<p>An officer in the contingent pays to have sex with an adult sex worker. Prostitution is legal in the country.</p>	<p>This is an example of sexual exploitation and abuse (SEA). SEA is prohibited under UN standards of conduct, even in countries where prostitution is legal or tolerated. Acts of SEA have an impact outside of the contingent as they result in harm to someone outside of the contingent, and damage the image and reputation of the UN and TCC/PCC. Such acts also erode the trust of the population in the UN Field Mission, create political tensions between the host government and the UN/TCC/PCC and create security risks for the UN Field Mission, including contingent personnel.</p>
<p>A 23-year-old contingent member falls in love with a local girl who is 17 and start a sexual relationship with her. He intends to marry her and bring her to his home country.</p>	<p>This is an example of sexual exploitation and abuse (SEA). Sexual relationships with a child (under the age of 18) are prohibited under UN standards of conduct, regardless of the local age of consent. Acts of SEA have an impact outside of the contingent as they result in harm to someone outside of the contingent, and damage the image and reputation of the UN and TCC/PCC. Such acts also erode the trust of the population in the UN Field Mission, create political tensions between the host government and the UN/TCC/PCC and create security risks for the UN Field Mission, including contingent personnel.</p>

Violations that <u>have an impact outside of the contingent</u> and as a result must be reported immediately to the UN for possible investigation by the troop-contributing country or the UN.	What type of violations may have occurred? How does it <u>have an impact outside of the contingent</u> ?
Contingent members are seen at the local market buying ivory bracelets. Trade in ivory is banned under local laws.	This is an example of illicit trade in protected fauna/flora and is a violation of local laws. There is an impact outside of the contingent as it damages the reputation and image of the UN and TCC/PCC.
Contingent members have bought a small amount of marijuana in the local market. They smoke it while off-duty in camp. Possessing small amounts of marijuana for personal use is legal in the home country of the contingent, but illegal in the country where they are deployed.	This is a violation of local laws. There is an impact outside of the contingent as it damages the reputation and image of the UN and TCC/PCC.
Contingent members bought alcohol at the UN duty-free shop (the 'PX') and sold it at a higher price to local traders.	This is an abuse of UN privileges. There is an impact outside of the contingent as it damages the reputation of the UN and TCC/PCC.
One of your contingent members was stopped by airport security with a small bag of unprocessed diamonds in his luggage. The UN Field Mission is in a country that prohibits the export of diamonds.	This is a violation of local laws. It has an impact outside of the contingent as the incident happened outside of the camp, and it damages the image and reputation of the UN and TCC/PCC.
A contingent member is on his way back home. Airport security arrest him after finding a single bullet in his rucksack. The contingent member calls you and tells you it was an honest mistake and he forgot to check his luggage before travel.	It has an impact outside of the contingent as the incident happened outside of the camp, and it damages the reputation and image of the UN and TCC/PCC.  This is also often a violation of local laws and of mission-specific rules and regulations.

Violations that <u>have an impact outside of the contingent</u> and as a result must be reported immediately to the UN for possible investigation by the troop-contributing country or the UN.	What type of violations may have occurred? How does it <u>have an impact outside of the contingent</u> ?
One of your officers shares a confidential UN document with the local press.	This is breach of UN confidentiality rules. It has an impact outside of the contingent as the document is given to someone outside the contingent. Depending on the content of the document and what is done with it, it may also damage the image and reputation of the UN/TCC/PCC, create security risks for the UN Field Mission, and create political tension between the UN Field Mission and governments.
One of your contingent members visited a bar that is on the UN Field Mission's list of premises that are off-limits to UN personnel.	This is a breach of mission-specific rules and regulations. It has an impact outside of the contingent as the incident took place outside of the camp and the incident also damages the image and reputation of the UN and TCC/PCC.
One of your male contingent members is seen at a restaurant having a meal with a local woman at 11 pm at night. There is no official reason for his presence there. The mission has non-fraternisation rules in place for uniformed personnel.	This is a breach of mission-specific rules on non-fraternisation that are aimed at reducing the risk of UN personnel engaging in sexual exploitation and abuse (SEA). It has an impact outside of the contingent as the incident took place outside the camp in a public place, and damages the image and reputation of the UN and TCC/PCC.
Several contingent members get into a fight in the contingent's accommodation block. The fight leaves one of them with a severe injury to one eye, which may result in permanent damage to his eyesight.	This is one of the 'grey area' situations. Although this case of physical assault doesn't have an impact outside of the contingent, it should still be reported to the UN as it involves serious injury. In this situation, the matter will be handled by the contingent's national authorities. However, the UN will need information on action taken by the TCC/PCC in this case, for instance, to determine if individuals involved should be barred from future service with the UN.

Violations that <u>have an impact outside of the contingent</u> and as a result must be reported immediately to the UN for possible investigation by the troop-contributing country or the UN.	What type of violations may have occurred? How does it <u>have an impact outside of the contingent</u> ?
<p>An officer texts pornographic images to a female officer from the same contingent without being asked to do so.</p>	<p>This is one of the 'grey area' situations. Although this case of sexual harassment between members of the same contingent doesn't have an impact outside of the contingent, it should still be reported to the UN. In this situation, the matter will be handled by the contingent's national authorities. However, the UN will need information on action taken by the TCC/PCC in this case, for instance, to determine if the perpetrator should be barred from future service with the UN.</p>