

Inject 1. Assessing Misconduct Risks

Purpose

To test how the commander assesses and manages the risk of contingent personnel engaging in misconduct.

Participant learning outcomes

By the end of the session, the learner will have identified opportunities for contingent personnel to engage in misconduct and identified measures to prevent misconduct.

Time

With a group: This inject takes 1 hour, including the debriefing by the trainer.

With an individual: This inject takes 30 minutes, including the debriefing by the trainer.

Method

Scenario with questions to the learner(s).

Inject instructions

Before the inject, print the training materials. These are:

- **Inject instructions:** 1 copy per trainer.
- **Handout – Scenario with Questions:** 1 copy per learner + 1 copy per trainer.
- **Solution Key for Inject 1:** 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').

When running the inject with a group of learners, please use these instructions:

Inject instructions (with a group of learners)	Time
<p>Introduction Explain the purpose of the inject and that the performance of groups will be assessed through the group presentations.</p> <p>Give guidance on handling strong emotions and disagreements over values (see 'Instructor's Guide to Injects').</p>	2 min.
<p>Group work Divide learners into small groups (e.g. four groups of 5 learners).</p> <p>Explain that groups will be given a scenario with three questions, which they have to discuss and answer as a group. Explain that all groups have the same scenario with the same three questions. Ask each group to be ready to present their group's answers to the three questions in plenary.</p> <p>Distribute the scenario with questions to all groups (Handout – Scenario with Questions).</p>	18 min.
<p>Group presentations Ask each group to present their responses to questions 1, 2 and 3.</p> <p>Tip - If this is too repetitive, trainers may ask two groups to present on the part of the scenario about a 'visit to the market' and the other two groups to present on the part about 'attending a social event'. All groups should still identify three examples for questions 1, 2 and 3.</p> <p>While the groups are presenting, one of the trainers should assess the performance of each group against the 'observed behaviours' for the inject listed in the Solution Key to Inject 1. The trainer should also use the solution key to record notes on the performance of each group.</p>	25 min.
<p>Trainer debriefing Once all four groups have finished presenting, the lead trainer should use the guidance in the Solution Key for Inject 1 under 'expected actions' to provide feedback to all groups about the content of their presentations. When providing feedback, the trainer should highlight which points are correct, and which points are incorrect or are missing.</p> <p>At the end of the inject, the trainer should distribute Examples Misconduct Prevention to all learners, which contains examples of measures that commanders can put in place to prevent misconduct by contingent personnel. The trainer should ask the learners to take this handout with them on their upcoming deployment.</p>	15 min.

When running the inject for an individual learner, please use the instructions below.

Inject instructions (with an individual learner)	Time
Introduction. Explain the purpose of the inject and explain that the performance of the learner will be assessed through the quality of their responses.	1 min.
Individual work Ask the learner to read the scenario and prepare their responses to questions 1, 2 and 3 (Handout – Scenario with Questions).	14 min.
Individual presentation Ask the learner to provide their response to questions 1, 2 and 3 to the trainer. While the learner provides their response, the trainer should assess the performance of the learner against the 'observed behaviours' for the inject listed in the Solution Key to Inject 1 . The trainer should also use the solution key to record notes on the performance of the learner.	5 min.
Trainer debriefing The trainer uses the guidance in the Solution Key for Inject 1 under 'expected actions' to provide feedback to the learner. When providing feedback, the trainer should highlight which points are correct, and which points are incorrect or are missing. At the end of the inject, the trainer should distribute Examples Misconduct Prevention to the learner, which contain examples of measures that commanders can put in place to prevent misconduct by contingent personnel. The trainer should ask the learner to take this handout with them on their upcoming deployment.	10 min.

Handout – Scenario with Questions**Scenario**

You are in a meeting with some of your officers to discuss conduct and discipline issues.

Visit to the market.

An officer brings to your attention that contingent personnel will need to go to the market to buy toiletries and other essentials. The market sells food, basic household items as well as alcohol and souvenirs made from ivory. The officer is concerned that some of the contingent personnel may engage in misconduct while at the market.

Attending a social event.

Another officer says that several contingent members have asked for permission to attend a barbecue this weekend at the UN Field Office compound. Alcohol is available at these events. These events are attended mostly by UN personnel who are a mix of male and female civilians, police and military personnel from the UN Field Office and other contingents stationed in the area. The local UN staff often invite male and female guests who are members of the local community. Your officer is concerned that some of the contingent personnel may engage in misconduct while at the social event.

Question 1. Identify at least three forms of misconduct that your contingent personnel might engage in at the market or at the social event.

Question 2. Provide at least three examples of how visiting the market or attending the social event creates opportunities for contingent personnel to engage in misconduct.

Question 3. Identify at least three measures that can be put in place to prevent your personnel from engaging in misconduct at the market or at the social event.

Solution Key for Inject 1

Question 1. Identify at least three forms of misconduct that your contingent personnel might engage in at the market or at the social event.

Observed behaviours	Group 1	Group 2	Group 3	Group 4
A. Can identify <u>at least three forms of misconduct</u> that the contingent personnel might engage in at the market or at the social event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p>Examples of the different types of misconduct that contingent personnel might engage in at the market or at the social event are:</p> <ul style="list-style-type: none"> • Sexual misconduct such as sexual exploitation and abuse (SEA), sexual assault and sexual harassment. • Misconduct fuelled by alcohol such as drunken fights (physical assault) and drunk driving. • Buying illegal souvenirs.

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. Provide at least three examples of how visiting the market or attending the social event creates opportunities for contingent personnel to engage in misconduct.

Observed behaviours	Group 1	Group 2	Group 3	Group 4
B. Was able to provide <u>at least three examples of how</u> visiting the market or attending the social event <u>creates opportunities</u> for contingent personnel to engage in misconduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p>An explanation of how visiting the market or attending the social event creates opportunities for your personnel to engage in misconduct, is provided below:</p> <p>Sexual misconduct such as sexual exploitation and abuse (SEA), sexual assault and sexual harassment. How?</p> <ol style="list-style-type: none"> 1. Visits to the market create opportunities for personnel to fraternise with the local population and possibly engage in acts of sexual misconduct such as SEA, sexual assault and sexual harassment. 2. Social events, particularly where alcohol is served, create high-risk situations for sexual misconduct to take place. In this scenario, there is a risk of a contingent member sexually harassing or sexually assaulting someone at the party. As there are guests from the local population at the social event, this also creates opportunities for contingent members to fraternise and eventually engage in sexual exploitation and abuse of the local population.
	<p>Misconduct fuelled by alcohol such as drunken fights (physical assault) and drunk driving. How?</p> <ol style="list-style-type: none"> 1. As the market sells alcohol, this provides an opportunity for personnel to drink to excess. Many forms of misconduct happen in situations where there has been excessive drinking, for instance, sexual misconduct, physical assault (fights) and drunk driving. 2. As alcohol is available at the social event, there is a general risk of alcohol-related offences such as drunken fights (physical assault) and drunk driving.
	<p>Buying illegal souvenirs. How?</p> <p>As the market sells souvenirs made of ivory, this provides an opportunity for personnel to buy items made of ivory, which is prohibited under UN standards of conduct and is a violation of the <u>Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)</u>.</p>

Question 3. Identify at least three measures that can be put in place to prevent your personnel from engaging in misconduct at the market or at the social event.

Observed behaviours	Group 1	Group 2	Group 3	Group 4
C. Was able to identify <u>at least three measures</u> that could prevent contingent personnel from engaging in misconduct at the market or at the social event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p>Examples of possible measures to prevent misconduct are:</p> <ul style="list-style-type: none"> • Measures to maintain oversight of contingent members when they are moving outside of the camp and when at social events (e.g. a requirement for contingent members to move in supervised groups when off-duty, outside of the camp, a requirement to wear a uniform at all times when outside of the camp)
	<ul style="list-style-type: none"> • Measures to control alcohol use. For example, imposing limits to the amounts of alcohol that can be bought, and only allowing alcohol to be consumed inside the camp.
	<ul style="list-style-type: none"> • Measures to prevent drunk driving. For example, assigning a designated driver to drive back from the social event who is not allowed to drink any alcohol.
	<ul style="list-style-type: none"> • Awareness raising and training contingents on the UN standards of conduct and any mission-specific rules and regulations and local laws.
	<ul style="list-style-type: none"> • Providing adequate welfare and recreation to reduce stress and risk-taking behaviour (e.g. internet access, gym, TV room, outdoor sports, supervised outings).

[Additional information:](#)

For other examples of misconduct prevention measures, trainers should refer to **Examples Misconduct Prevention**.

	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	