

## Instructor's Guide to Injects

### **Purpose**

To test how commanders react to conduct and discipline challenges that they are likely to experience once deployed and assess whether their reactions follow UN-recommended guidance and good practice.

### **Participant learning outcomes**

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

### **When to use these injects**

Troop-contributing country (TCC) instructors should integrate at least one inject into field training exercises for military contingent commanders. Where this is not possible to do, TCC instructors can instead integrate the inject(s) into classroom-based training for commanders. Police-contributing country (PCC) instructors should integrate the injects into the mid-term review exercise or final table-top planning exercise in the 'Formed Police Unit (FPU) Command Staff Course'. The injects are not context-specific and can fit with the UN Carana Scenario or any other scenario chosen for a mid-term review exercise or table-top planning exercise.

### **Method**

The injects use role play (with and without questions to the learner) and/or scenarios with questions to the learner.

### **Instructions and time**

What happens during an inject? During the injects, learners are confronted with a conduct and discipline challenge and expected to take specific courses of action, in line with the guidance and dos and don'ts covered in the two e-learning courses in this RTP. After learners react to the event, the trainer provides feedback on what they did well/less well, using the guidance called 'expected actions' and any additional information provided. Each inject provides all the information needed by the trainer to run the inject and assess performance.

How much time should be spent on injects? The injects are designed to be delivered to a group of approximately 20 learners (divided into four groups) or to individual learner. The duration of the injects ranges from 45 minutes to 1 hour 45 minutes when conducted with a group of learners and ranges from 25 to 45 minutes when conducted with an individual learner.

How do trainers run an inject? Detailed instructions are provided in each inject on how to run the inject with a group of learners and how to run an inject with an individual learner.

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

As the injects deal with sensitive issues and some of the methods involve role play or group work, 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.

### **How to use these injects**

A total of five injects are provided (see **Table 1. List of Injects**). Injects are fictitious but based on real cases. Trainers may wish to change the names used in the injects so that they are culturally appropriate both for the contingent and for the country to where they are deploying.

Injects 1-3 can be used with both military contingent commanders and FPU commanders. TCC-PCC trainers should select either inject 4 or inject 5 relating to cooperating with an investigation as they contain the same content but are written from different perspectives. Inject 4 is for use with military contingent commanders whereas inject 5 is for use with FPU commanders. Note that inject 2 (handling an allegation of SEA) and inject 4/5 (cooperating with an investigation) contain almost identical content on handling confidential information. This means that if trainers select both inject 2 and inject 4/5, the content on handling confidential information can be removed from inject 2 to avoid repeating the same content twice.

**Table 1. List of Injects**

Description/Purpose	Duration
<p><b>Inject 1. Assessing misconduct risks</b></p> <p>To test how the commander assesses and manages the risk of contingent personnel engaging in misconduct.</p> <p>This inject includes content on sexual misconduct.</p> <p>Method: Scenario with questions to the learner(s).</p>	<p>1 hour (group)</p> <p>or</p> <p>30 min. (individual)</p>
<p><b>Inject 2. Handling an allegation of sexual exploitation and abuse</b></p> <p>To test how the commander handles an allegation of sexual exploitation and abuse against a contingent member.</p> <p>This inject deals exclusively with sexual exploitation and abuse, which is a form of sexual misconduct. It includes additional, optional content on handling confidential information.</p> <p>Method: Role play and scenario with questions to the learner(s).</p> <p>*Longer duration is with the content on handling confidential information</p>	<p>1 hour 15 min. to 1 hour 45 min. * (group)</p> <p>or</p> <p>30 min. to 45 min.* (individual)</p>
<p><b>Inject 3. Handling a suspected drunk driving incident</b></p> <p>To test how the commander handles a suspected drunk driving incident involving a contingent member.</p> <p>Method: Role play with questions to the learner(s).</p>	<p>45 min. (group)</p> <p>or</p> <p>25 min. (individual)</p>
<p><b>Inject 4. Cooperating with an investigation (military)</b></p> <p>To test how the commander of a military contingent/unit cooperates with a joint UN-Member State investigation into an allegation of sexual exploitation and abuse involving a contingent member.</p> <p>Method: Scenarios with questions to the learner(s).</p>	<p>1 hour (group)</p> <p>or</p> <p>35 min. (individual)</p>
<p><b>Inject 5. Cooperating with an investigation (FPU)</b></p> <p>To test how the commander of a formed police unit (FPU) cooperates with a UN investigation into an allegation of sexual exploitation and abuse (SEA) involving a contingent member.</p> <p>Method: Scenarios with questions to the learner(s).</p>	<p>1 hour (group)</p> <p>or</p> <p>35 min. (individual)</p>

## **Preparations**

If there is a gap of more than two weeks between the last exercise and the first inject, trainers should ask all learners to re-read the **Deployment Guide** (see '**Key Resources**'). This will remind learners of the key messages from the course before they attempt any inject. If learners are unlikely to do any pre-reading, the trainer may instead wish to repeat a short presentation (e.g. a 15-minute PowerPoint presentation) of the contents of the **Deployment Guide** and then immediately start with the first inject.

A list of handouts and other training materials is provided in the instructions to each inject.

## **Learning evaluation method**

### What are learners assessed against and how are injects scored?

During injects, the performance of a group/learner will be assessed by observing performance against a number of 'observed behaviours', which are different for each inject. These observed behaviours are listed in **Table 2. Observed behaviours by inject** below. While one trainer leads the inject, the other trainer uses the inject's solution key to record information about the performance of each group/the learner against the 'observed behaviours' for that inject.

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

### What happens if a group/learner underperforms in an inject?

If a group/learner underperforms during an inject, the trainer will immediately address any missed or misunderstood learning points during the session. However, at times, the trainer may decide that an additional, short 'recap' session is needed after all exercises and injects are completed to reinforce specific learning points that were poorly understood (see '**Instructor's Guide to Using the RTP**' for further guidance).

### Setting clear expectations about learner evaluation

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

- What they will be assessed on i.e. their performance during the inject.
- 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, without worrying about any repercussions for their careers or for passing the inject.

- How they will be assessed e.g. observations of the trainer during the inject.
- The importance of learners participating actively, both to maximise their own learning and that of others (if running the inject using small groups) as well as to enable evidence to be gathered to assess their performance.

When running the inject for a group, trainers should also actively manage the inject to ensure that everyone has the chance to participate and contribute.

**Table 2. Observed behaviours by inject**

<b>Inject 1. Assessing misconduct risks</b>	
<b>Observed behaviours</b>	
A.	Was able to identify <u>at least three forms of misconduct</u> that could take place at the market or social event
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
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

<b>Inject 2. Handling an allegation of sexual exploitation and abuse</b>	
<b>Observed behaviours</b>	
A.	Recognises that Bob's actions constitute sexual exploitation and abuse (SEA) and are prohibited under the UN standards of conduct
B.	Maintains a calm and respectful attitude towards the complainants
C.	Refuses to pay compensation to settle the matter
D.	Explains that he/she will report the allegation immediately to the UN
E.	Refers the complainants to the Conduct and Discipline Team for further assistance
F.	When responding to enquiries about the allegation, the commander does not disclose confidential information

**Inject 3. Handling a suspected drunk driving incident****Observed behaviours**

A.	Recognises that road traffic accidents have to be reported immediately to the UN Field Mission
B.	Instructs the officer to refuse to pay compensation to settle the matter
C.	Instructs the officer to cooperate fully with the UN initial fact-finding activities aimed at checking for drunk driving

**Inject 4. Cooperating with an investigation (military)****Observed behaviours**

A.	Recognises that military contingent commanders have an obligation to cooperate with joint Member State-UN investigations
B.	Can give <u>at least 2 examples</u> of actions to take to support the investigators <u>before</u> they arrive
C.	Can give <u>at least 2 examples</u> of actions to take to support the investigators <u>once they arrive</u>
D.	When responding to enquiries about the allegation, the commander does not disclose confidential information

**Inject 5. Cooperating with an investigation (FPU)****Observed behaviours**

A.	Recognises that FPU commanders have an obligation to cooperate with UN investigations
B.	Can give <u>at least 2 examples</u> of actions to take to support the investigators <u>before</u> they arrive
C.	Can give <u>at least 2 examples</u> of actions to take to support the investigators <u>once they arrive</u>
D.	When responding to enquiries about the allegation, the commander does not disclose confidential information

## 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><b>Introduction</b> 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 '<b>Instructor's Guide to Injects</b>').</p>	2 min.
<p><b>Group work</b> 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 (<b>Handout – Scenario with Questions</b>).</p>	18 min.
<p><b>Group presentations</b> Ask each group to present their responses to questions 1, 2 and 3.</p> <p><b>Tip</b> - 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 <b>Solution Key to Inject 1</b>. The trainer should also use the solution key to record notes on the performance of each group.</p>	25 min.
<p><b>Trainer debriefing</b> Once all four groups have finished presenting, the lead trainer should use the guidance in the <b>Solution Key for Inject 1</b> 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 <b>Examples Misconduct Prevention</b> 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
<b>Introduction.</b> 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.
<b>Individual work</b> Ask the learner to read the scenario and prepare their responses to questions 1, 2 and 3 ( <b>Handout – Scenario with Questions</b> ).	14 min.
<b>Individual presentation</b> 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 <b>Solution Key to Inject 1</b> . The trainer should also use the solution key to record notes on the performance of the learner.	5 min.
<b>Trainer debriefing</b> The trainer uses the guidance in the <b>Solution Key for Inject 1</b> 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 <b>Examples Misconduct Prevention</b> 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"> <li>• Sexual misconduct such as sexual exploitation and abuse (SEA), sexual assault and sexual harassment.</li> <li>• Misconduct fuelled by alcohol such as drunken fights (physical assault) and drunk driving.</li> <li>• Buying illegal souvenirs.</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. 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><b>Sexual misconduct such as sexual exploitation and abuse (SEA), sexual assault and sexual harassment. How?</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
	<p><b>Misconduct fuelled by alcohol such as drunken fights (physical assault) and drunk driving. How?</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
	<p><b>Buying illegal souvenirs. How?</b></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"> <li>• <b>Measures to maintain oversight of contingent members when they are moving outside of the camp and when at social events</b> (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)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Measures to control alcohol use.</b> For example, imposing limits to the amounts of alcohol that can be bought, and only allowing alcohol to be consumed inside the camp.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Measures to prevent drunk driving.</b> For example, assigning a designated driver to drive back from the social event who is not allowed to drink any alcohol.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Awareness raising and training contingents</b> on the UN standards of conduct and any mission-specific rules and regulations and local laws.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Providing adequate welfare and recreation</b> to reduce stress and risk-taking behaviour (e.g. internet access, gym, TV room, outdoor sports, supervised outings).</li> </ul>

[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	



	<b>Names of Learners</b>
<b>Group 1</b>	
<b>Group 2</b>	
<b>Group 3</b>	
<b>Group 4</b>	

## Inject 2. Handling An Allegation of Sexual Exploitation and Abuse

### **Purpose**

To test how the commander handles an allegation of sexual exploitation and abuse (SEA) against a contingent member.

### **Participant learning outcomes**

By the end of the session, learners will have:

- Recognised what actions constitute SEA and are prohibited under UN standards of conduct.
- Handled an allegation of SEA effectively.
- Responded to enquiries about the allegation without breaching UN rules on confidentiality.

### **Time**

With a group: This inject takes 1 hour 15 minutes, including the debriefing by the trainer or 1 hour 45 minutes with the optional extension relating to handling confidential information. The timings with a group are for group work using four groups (e.g. with five persons per group).

With an individual: This inject takes 30 minutes, including the debriefing by the trainer or 45 minutes with the optional extension relating to handling confidential information.

### **Method**

Activity 1: Role play on handling an allegation of SEA.

Optional extension: Activity 2: Scenario with questions to the learner on handling confidential information.

### **Inject instructions (group of learners)**

Before the inject:

- Decide how to divide the participants into groups.
- (Optional) Assign the three acting roles (commander, village chief and father of the victim) for activity 1 to specific learners. Note that all roles can be played by a male or female learner and the commander's role can also be played by learners who do not have a command position.
- (Optional) Identify break-out rooms that two groups can use to prepare their role play to keep noise levels down in the classroom and help groups focus.
- Prepare the seating plan for the classroom (see below).
- Prepare the training materials and handouts (see below).

Inject instructions (with a group of learners)	Time
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Explain that the purpose of the inject is to practice handling an allegation of sexual exploitation and abuse (SEA) effectively. <b>Do not provide a definition of what is sexual exploitation and abuse (SEA) or any examples of what is SEA</b> as one of the learning evaluation criteria for this inject is to determine if the group can recognise an act of SEA.</li> <li>• Explain that the inject will involve a role play about handling an allegation of SEA.</li> <li>• Explain the process for the role play: role play, group self-reflection, then plenary group presentations that are assessed, then a trainer debriefing.</li> <li>• Stress that the quality of the role plays are <u>not</u> being assessed. What is being assessed is the content of their group presentations after the role plays are over.</li> <li>• Give permission to learners to leave the room if they experience strong emotions during the role play and need to take a break.</li> </ul> <p>(Optional extension)</p> <ul style="list-style-type: none"> <li>• Explain that the role play is followed by a scenario with questions about handling confidential information.</li> </ul>	5 min.
<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>• Divide learners into a maximum of four groups (e.g. four groups of 5 learners).</li> <li>• Explain that all groups do the same role play.</li> <li>• Explain that the location of the role play is the commander's office in the contingent camp.</li> <li>• Explain that there are three 'actors': the commander, the village chief and the victim's father. Each group will have to assign the three acting roles (i.e. the commander, village chief and father of the victim) to three persons in the group and assign the role of observer to all other members of the group. [Optional: acting roles can be assigned ahead of time]</li> <li>• Explain that the three acting roles (commander, village chief and father of the victim) can be played by a male or female learner and stress that the commander's role can also be played by learners who do not have a command position.</li> <li>• Explain that the groups have 10 minutes to prepare the role play and 5 minutes to do the role play. Explain that while the role play is taking place, observers have to write down what the commander is doing well and less well in terms of handling the allegation of misconduct using <b>Handout 2 (Observer Sheet)</b>.</li> </ul>	20 min.

<ul style="list-style-type: none"> <li>Distribute <b>Handout 1 (Roles)</b>. Emphasise that <b>the three actors must <u>not</u> share information about their roles with anyone else in the group and must <u>not</u> discuss what they are going to say with anyone else in their group.</b></li> </ul> <p><b>Tip</b> – Ask actors with the same role to sit together to prepare i.e. all 'commanders' sit together, all 'village chiefs' sit together and all 'fathers of the victim' sit together. This stops actors revealing information about their character's role to the actors playing the other two characters.</p> <ul style="list-style-type: none"> <li>Ask two of the groups to move to the break-out rooms (optional).</li> <li>While the actors are preparing the role play, ask the observers to discuss amongst themselves how a commander should handle an allegation of SEA against a contingent member and what good practice looks like. This will give them some ideas of what to look for when they observe the role play. Distribute <b>Handout 2 (Observer Sheet)</b> to each group. Explain that <b>Handout 2 (Observer Sheet)</b> should be used to take notes during the role play and that you are <u>not</u> going to collect it up and use it to assess their performance.</li> </ul> <p><b>Alternative (one role play in front of the class):</b> Instead of four separate role plays, the trainer organises one role play in front of the class. For this one role play, the trainer selects three learners to play the three acting roles (i.e. the commander, village chief and father of the victim) and asks all other learners in the classroom to take the role of observers. The three 'actors' prepare their roles outside of the training room, and, when ready, do the role play in front of the class. This alternative approach is good to use, for example, when learners and/or trainers are not comfortable with role play as a technique or the ratio of learners to trainers is very high (e.g. 40 learners: 2 trainers).</p>	
<p><b>Group self-reflection and discussion</b></p> <ul style="list-style-type: none"> <li>Announce that the role play is over and ask learners to come out of their roles.</li> <li>Ask groups to take 10 minutes to self-reflect and share their views with each other on what went well/less well during the role play.</li> <li>Ask them to debrief to each other in this order about what went well and less well in this role play: the 'commander' speaks first, then the 'village chief', then the 'father of the victim' and at the end the 'observer(s)'. The observers should use the notes that they took on their Observer Sheet to provide feedback.</li> <li>Then distribute <b>Handout 3 (Group Presentation, Role Play)</b> and give groups another 10 minutes to prepare a short group presentation on their answers to the questions to be shared in plenary.</li> </ul>	20 min.

<p><b>Group presentations in plenary and inject assessment</b></p> <p>Ask each group to briefly present their answers to the questions on <b>Handout 3 (Group Presentation, Role Play)</b>.</p> <p><b>Tip</b> - If this is too repetitive, trainers may ask groups to answer different questions. However, the trainer then needs to collect up <b>Handout 3 (Group Presentation, Role Play)</b> in order to have the full information to assess the performance of each group.</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 <b>Solution Key to Inject 1</b>. The trainer should also use the solution key to record their notes on the performance of each group.</p>	15 min.
<p><b>Trainer debriefing</b></p> <p>The trainer should use the guidance in the <b>Solution Key for Activity 1: Role Play</b> 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 <b>Infographic Misconduct Allegations (Military)</b> or <b>Infographic Misconduct Allegations (FPU)</b> 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> <p>Optional: Collect up <b>Handout 3 (Group Presentation, Role Play)</b> at the end of the exercise to help assess the performance of each group.</p>	15 min.

<b>Optional extension (30 minutes)</b>	
<p><b>Group work (Activity 2: Handling confidential information)</b></p> <p>Give the information about the scenario to all groups (<b>Handout 4 – Handling Confidential Information</b>). Explain that the task is: 'Respond to the local NGO leader's question but <u>do not disclose information that should be kept confidential</u> according to UN rules.' Ask the groups to take 10 minutes to discuss and be ready to present their group's responses to the task in a short presentation in plenary.</p>	10 min.
<p><b>Group presentations (Activity 2: Handling confidential information)</b></p> <p>Ask each group to present their responses to the task. While the groups are presenting, one of the trainers should continue to assess the performance of each group against the 'observed behaviour' for this part of the inject, listed in the <b>Solution Key for Activity 2: Handling Confidential Information</b>. The trainer should also use the solution key to record their notes on the performance of each group.</p>	10 min.
<p><b>Trainer debriefing (Activity 2: Handling confidential information)</b></p> <p>The lead trainer should use the guidance in the <b>Solution Key for Activity 2: Handling Confidential Information</b> 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>	10 min.

**Inject instructions (individual learner)**

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

Before the inject:

- Identify actors to play the role of the village chief and father of the victim, brief them about the purpose of the inject and give them the information about their roles to read ahead of time.
- Prepare the training materials and handouts (see below).
- Decide on a seating plan for the three actors.

Inject instructions (with an individual learner)	Time
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Explain that the purpose of the inject is to practice handling an allegation of sexual exploitation and abuse (SEA) effectively. <b>Do not provide a definition of what is sexual exploitation and abuse (SEA) or any examples of what is SEA</b> as one of the learning evaluation criteria for this inject is to determine if the learner can recognise an act of SEA.</li> <li>• Stress that the learner's acting skills are not being assessed. What is being assessed is whether the learner managed to identify all the good practices for handling an allegation of SEA effectively.</li> </ul> <p>(Optional extension)</p> <ul style="list-style-type: none"> <li>• Explain that the role play is followed by a scenario with questions about handling confidential information.</li> </ul>	5 min.
<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>• Explain that the location of the role play is the commander's office in the contingent camp. Explain that there are three characters: the commander, the village chief and the victim's father.</li> <li>• Give the information card with the role of the commander to the learner being tested (<b>Handout 1 – Roles</b>). Give the learner 5 minutes to read the card and prepare for the role play and explain that they will have 5-10 minutes to do the role play.</li> <li>• While the role play is taking place, the trainer should assess the performance of the learner against the 'observed behaviours' for the inject listed in the <b>Solution Key to Inject 1</b>. The trainer should also use the solution key to record their notes on the performance of the learner.</li> </ul>	15 min.

<p><b>Trainer debriefing (Activity 1: Reporting SEA)</b></p> <p>The trainer uses the guidance in the <b>Solution Key for Activity 1: Role Play</b> 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.</p> <p>At the end of the inject, the trainer should distribute <b>Infographic Misconduct Allegations (Military)</b> or <b>Infographic Misconduct Allegations (FPU)</b> and ask the learner to take it 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>	10 min.
<b>Optional extension (15 minutes)</b>	
<p><b>Individual work (Activity 2: Handling confidential information)</b></p> <p>Ask the learner to read the scenario and prepare their response to the task (<b>Handout 4 – Handling Confidential Information</b>). Explain that the task is: 'Respond to the local NGO leader's question but <u>do not disclose information that should be kept confidential</u> according to UN rules.'</p>	5 min.
<p><b>Individual presentation (Activity 2: Handling confidential information)</b></p> <p>Ask the learner to provide their response to the task to the trainer. While the learner provides their response, the trainer should assess the performance of the learner against the 'observed behaviour' for this part of the inject, listed in the <b>Solution Key for Activity 2: Handling Confidential Information</b>. The trainer should also use the solution key to record their notes on the performance of the learner.</p>	5 min.
<p><b>Trainer debriefing (Activity 2: Handling confidential information)</b></p> <p>The trainer uses the guidance in the <b>Solution Key for Activity 2: Handling Confidential Information</b> 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.</p>	5 min.



### Training materials and handouts

Print the following training materials and handouts:

- **Inject instructions:** 1 copy per trainer.
- **Handout 1 - Roles:** 1 copy per group + 1 copy per trainer.  
Cut out the information cards about the three roles (commander, village chief, father of the victim) along the dotted lines.
- **Handout 2 - Observer Sheet:** 1 copy per observer + 1 copy per trainer.
- **Handout 3 - Group Presentation (Role Play):** 1 copy per learner + 1 copy per trainer.
- **Solution Key for Activity 1: Role Play:** 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').

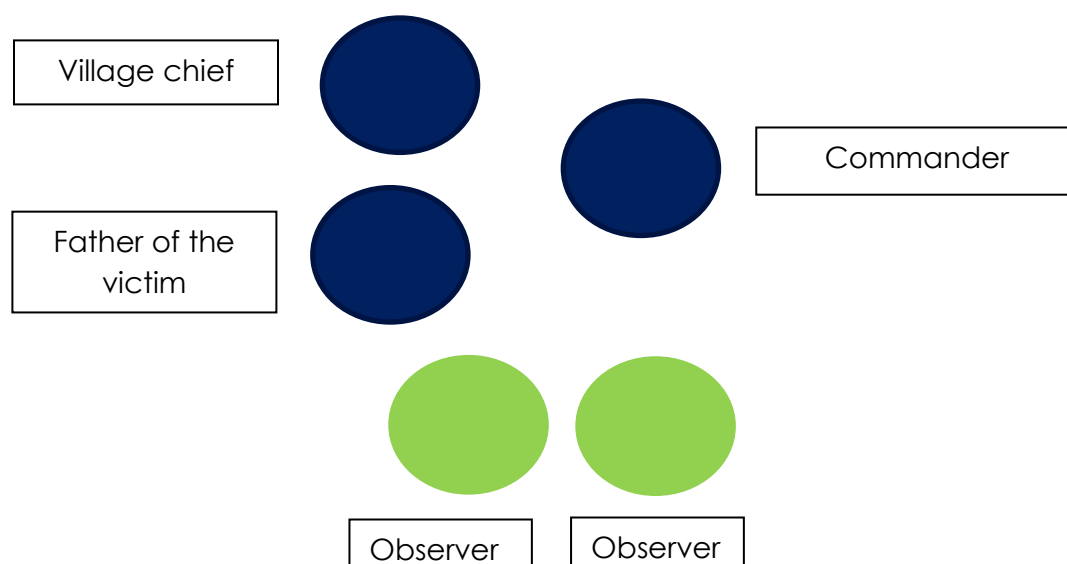
If doing the optional extension, also prepare these handouts:

- **Exercise instructions:** 1 copy per trainer.
- **Handout 4 - Handling Confidential Information:** 1 copy per learner + 1 copy per trainer.
- **Solution Key for Activity 2: Handling Confidential Information:** 1 copy per trainer.

When running the inject for an individual learner, Handouts 2 and 3 are not needed.

### Seating plan (with a group of learners)

Organise the seating plan as follows, with three chairs for the actors, and two separate chairs for the observers. Do the same seating plan for all groups.



**Alternative:** If it is not possible to arrange seating in this way, ask learners to do the role play seated at a table.

## Handout 1 - Roles

### Role: The commander

Two members of the community are at the gate of the camp and have asked to speak to you to report an allegation of sexual exploitation and abuse (SEA) against one of your contingent members. You recognise one of them as the village chief and instruct the guard at the gate to let them into the camp. You show them to your office and close the door.

You know the village chief as you see him every week at the security meetings that you have with local civil society representatives.

A year ago, an allegation of rape was made against the previous contingent stationed here. But the allegation was never substantiated.

There is no-one in your contingent called 'Bob'.

The security situation in the area is very tense. You are aware that if you don't handle this allegation of SEA effectively, some members of the community could retaliate and attack your contingent while on patrol.

#### Instructions for the commander:

- Role play how you would handle this allegation. Make sure that you follow UN-recommended good practice on handling allegations of this kind. When preparing for this role play, think about the following issues that might arise during the role play:
- How is Bob's behaviour a violation of UN standards of conduct?
- What attitude should a commander have when receiving an allegation of misconduct from members of the community?
- How should a commander react to a request for compensation from the victim's family?
- What is the recommended procedure to follow when reporting an allegation of misconduct to the UN? Which part of the UN Field Mission should be notified?
- Once an allegation of misconduct has been reported to the UN, which part of the UN Field Mission can provide on-going support and information to the village chief and father of the victim?

**Reminder: Please do not share information about your role with anyone else in the group and do not discuss what you are going to say during the role play with anyone else in your group.**

**Role: The village chief**

You have been the chief of this village for a long time. A family in the village recently approached you to make a complaint against one of the UN contingents stationed in the area. The family stated that their 15-year-old daughter has been having a sexual relationship with one of the contingent members stationed in the area called Bob. They explained that Bob treated her well and gave her a new cell phone and some money for her brother's school fees. He also promised to marry her and take her to his home country. But when Bob learnt that their daughter was pregnant, he ended the relationship.

The family have two demands. Firstly, they want Bob to marry the girl or compensate the family. And secondly, they want Bob to pay child support once the baby is born. You have agreed to speak to the commander and see what can be arranged.

A year ago, an allegation of rape was made against the previous contingent stationed here. You know that the investigation concluded that the allegation was unsubstantiated. However, you think it was a cover-up and don't believe that justice was done.

You and the victim's father arrive at the gate of the camp and have asked to speak to the commander to report an allegation of misconduct against one of his/her contingent members called Bob. The guard at the gate lets both of you into the camp. You are shown to the commander's office and sit down.

You know the commander as you see him/her every week at the security meetings that you have with the UN.

**Instructions for the village chief:**

- Describe what Bob did to the 15-year-old girl.
- Express your anger at the outcome of the investigation into the allegation of rape against the previous contingent and say that you don't think justice was done.
- You don't mind if the allegation about Bob is not reported to the UN, as long as the demands of the victim's family are met.
- Remind the commander that the family have two demands. Firstly, the family of the victim demand that Bob marry their daughter or pay compensation to the family if he is not willing to marry her. And secondly, the family demand that Bob pay child support once the baby is born.
- If the commander says that he/she will report the allegation to the UN, ask the commander which office in the UN you can follow up with to get compensation for the family and to get a 'proper investigation this time'.

**Reminder: Please do not share information about your role with anyone else in the group and do not discuss what you are going to say during the role play with anyone else in your group.**

**Role: The father of the victim**

You and your wife recently approached the village chief to make a complaint against one of the UN contingents stationed in the area. You explained that:

- Your 15-year-old daughter has been having a sexual relationship with one of the contingent members stationed in the area called Bob.
- Bob treated her well and gave her a new cell phone and some money for your son's school fees. As times are hard for your family, this was a great help.
- You only agreed to the relationship because Bob promised to marry her and take her to his home country.
- When Bob learnt that their daughter was pregnant, he ended the relationship.
- You have managed to convince the village chief to go with you to make a formal complaint against Bob to his commander. You and the village chief arrive at the gate of the camp and have asked to speak to the commander to report an allegation of misconduct against Bob. The guard at the gate lets both of you into the camp. You are shown to the commander's office and sit down. You have never met the commander before.

**Instructions for the father of the victim:**

- Express your anger at what has happened.
- Describe what Bob did to your daughter (unless the village chief has already explained it).
- If the commander says that no-one in the contingent is called Bob, say that you are not sure if that is his real name and that perhaps he gave your daughter a fake name. Explain that you will recognise Bob if you see him.
- State that you have two demands. Firstly, you demand that Bob marry your daughter or pay compensation to the family if he is not willing to marry her. And secondly, you demand that Bob pay child support once the baby is born.
- Explain that you don't mind if the allegation is not reported to the UN, as long as your two demands are met.
- If the commander says that he/she will report the allegation to the UN, ask the commander which office in the UN can provide you with compensation and child support.

**Reminder: Please do not share information about your role with anyone else in the group and do not discuss what you are going to say during the role play with anyone else in your group.**

Handout 2 - Observer Sheet

During the role play, how did the commander handle the allegation of sexual exploitation and abuse (SEA) against the contingent member?

1. What did the commander do well?

2. What did the commander do less well? What should the commander have done differently?

**Handout 3 – Group Presentation (Role Play)**

	<b>Review question</b>	<b>Key points for presentation</b>
<b>Knowledge of UN standards</b>	1. How is Bob's behaviour a violation of UN standards of conduct?	
<b>Attitude</b>	2. What attitude should the commander maintain when receiving the allegation from the village chief and father of the victim?	
<b>UN rules on compensation</b>	3. How should commanders handle a request for compensation from a victim?	
<b>Reporting procedures</b>	4. What is the recommended procedure to follow when reporting an allegation of misconduct?	
<b>On-going support to victims</b>	5. Which part of the UN Field Mission should the commander refer the complainants to for further support and information?	
	6. Other observations	

#### **Handout 4 - Handling Confidential Information**

##### **Scenario**

Two weeks after the allegation was reported to you, you are in a meeting with community representatives to discuss the security situation. At the meeting, a local NGO leader inform you that she has heard rumours about an allegation of misconduct involving one of your contingent members. She is angry and asks for more details.

##### **Instructions to the learner:**

Respond to the local NGO leader's question but do not disclose information that should be kept confidential according to UN rules.

## Solution Key for Activity 1: Role Play

### Question 1. How is Bob's behaviour a violation of UN standards of conduct?

Observed behaviours	Group 1	Group 2	Group 3	Group 4
A. Recognises that Bob's actions constitute sexual exploitation and abuse (SEA) and are prohibited under the UN standards of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Knowledge of the UN standards). The commander <b>recognises that Bob's actions constitute sexual exploitation and abuse (SEA) because he had a sexual relationship with a child (a person under the age of 18). The commander recognises that sexual activity with a child (a person under the age of 18) is prohibited under the UN standards of conduct.</b>

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'.



What if a child lies about their age? If a child lies about their age and tells contingent members that they are over 18 when they are not, the UN will still consider the contingent members to be at fault.

What if it's legal in the country to have sex with a person under 18? Even if contingent members are in a country where the age of majority or the age of consent is lower than 18, they are still required to follow the stricter UN standards of conduct that prohibit sexual activity with anyone under the age of 18. [Please note: The age of majority means the age at which a person is legally considered an adult. The age of consent means the age at which a person is considered legally competent to consent to sexual relations.]

**Question 2. What attitude should the commander maintain when receiving the allegation from the village chief and father of the victim?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
B. Maintains a calm and respectful attitude towards the complainants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Attitude) <b>The commander remains calm and treats the village chief and father of the victim with respect.</b>

Additional information:

How to handle allegations of misconduct (dos and don'ts)

- **Do react calmly and reassure** the person(s) making the complaint that you take the matter seriously.
- **Do treat all persons making a complaint with respect**, even if the allegation does not seem credible to you.

**Question 3. How should commanders handle a request for compensation from a victim?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
C. Refuses to pay compensation to settle the matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Compensation) <b>The commander refuses to pay compensation to settle the matter.</b>

Additional information:How to handle claims for compensation (dos and don'ts)

- **Do not negotiate or settle claims for compensation** from victims of misconduct by your personnel.

**Question 4. What is the recommended procedure to follow when reporting an allegation of misconduct?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
D. Explains that he/she will report the allegation immediately to the UN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Reporting) <b>The commander explains that he/she will report the matter immediately to the UN so that they can investigate the incident.</b>

Additional information:How to report misconduct to the UN

- Commanders are required to report allegations of misconduct immediately to the UN.
- 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.

**Question 5. Which part of the UN Field Mission should the commander refer the complainants to for further support and information?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
E. Refers the complainants to the Conduct and Discipline Team for further assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Process) <b>The commander refers the complainants to the Conduct and Discipline Team for further support and information.</b> For example, the commander provides the village chief and father of the victim with the contact details of the Conduct and Discipline Team in the UN Field Mission and explains that the Conduct and Discipline Team can help get support for the victim and assist with the complaint going forward.

Additional information:

- Explain that the Conduct and Discipline Team will keep the person(s) making a complaint of SEA informed about the outcome of the complaint and any subsequent investigation. The Conduct and Discipline Team will also refer victims to any assistance they may require.

What support can the UN Field Mission provide to victims of SEA?

- The Conduct and Discipline Team (or in some places, the Victim Rights Advocate) are the main point of contact between the UN and the victim of SEA and their family.
- The Conduct and Discipline Team can help get immediate and longer-term support for victims of SEA, help organise a paternity test (which is needed in child support claims) and keep the victim and their family informed about the investigation that follows.
- As of 2023, Victims' Rights Advocates and/or Senior Victims' Rights Officers are in place in the Central African Republic, the Democratic Republic of the Congo, Haiti and South Sudan. These advocates act as a UN focal point for victims of SEA and take steps to ensure that UN support provided to victims is victim-centred, gender- and child-sensitive and non-discriminatory.

## Solution Key for Activity 2: Handling Confidential Information

Observed behaviours	Group 1	Group 2	Group 3	Group 4
F. When responding to enquiries about the allegation, the commander does not disclose confidential information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p>The commander is allowed <b>to disclose general information</b> about the type of allegation <b><u>that does not reveal the identifies and nationalities of victims and others involved in the misconduct nor the specific details of the allegation.</u></b> For example, the commander is allowed to say: 'Two weeks ago, members of the local community reported an allegation of misconduct to me involving one of my contingent members. The allegation is that one of my contingent members engaged in sexual exploitation and abuse with a member of the local population.'</p> <p>The commander is <b><u>not allowed to disclose</u></b> to the community representatives any information that could reveal <b>the identities and nationalities of victims and others involved in misconduct as well as the details</b> of the allegation <b>because this information is confidential</b>. This type of confidential information may only be disclosed to those authorised to handle an allegation (e.g. UN chain of command, UN Conduct and Discipline Team/Focal Point) and investigate it (e.g. a National Investigations Officer, the UN Office of Internal Oversight Services or an investigator appointed by the UN Field Mission). Examples of confidential information that the commander is <b><u>not allowed to disclose</u></b> are:</p> <ul style="list-style-type: none"> <li>• Details that could enable the contingent member against whom the allegation has been made to be identified such as Bob's real name or his identification number.</li> <li>• Details that could enable the 15-year-old daughter to be identified such as her name, age, where she lives, who her parents are.</li> <li>• Details that could enable others involved to be identified such as witnesses.</li> <li>• The nationalities of the victim and your contingent member. [Note to the trainer: The victim may not always have the nationality of the host country. Similarly, in some contingents, the contingent member may not have the same nationality as the commander.]</li> <li>• Details about the allegation such as specific details about what happened, where and when and who was involved. In a small village, details such as the fact that the sexual exploitation and abuse allegation involved a young woman under the age of 18 or that there is also a paternity claim being made may be enough detail to enable the 15-year-old daughter to be identified and may not be disclosed.</li> </ul>

Additional information:

It would also be good practice for the commander to:

- Refer the NGO leader to the UN Field Mission's Conduct and Discipline Team/Focal Point for any further information about the allegation.
- Explain what happens to an allegation of misconduct after it is reported to the UN (see **Infographic Misconduct Allegations (Military)** or **Infographic Misconduct Allegations (FPU)**)
- Explain the need for the commander to keep information confidential to protect the victim, the victim's family and witnesses.
- Maintain a calm and respectful attitude when faced with angry questioning.

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

	<b>Names of Learners</b>
<b>Group 1</b>	
<b>Group 2</b>	
<b>Group 3</b>	
<b>Group 4</b>	

## Inject 3. Handling a Suspected Drunk Driving Incident

### **Purpose**

To test how the commander handles a suspected drunk driving incident involving a contingent member.

### **Participant learning outcomes**

By the end of the session, learners will have handled effectively a road traffic accident where drunk driving is suspected and where the UN Field Mission arrives on the scene and conducts initial fact-finding activities.

### **Time**

With a group: This inject takes 45 minutes, including the debriefing by the trainer.

With an individual: This inject takes 25 minutes, including the debriefing by the trainer.

### **Method**

Role play with questions to the learner(s).

### **Inject instructions**

Before the inject,

- Decide whether the two incoming phone calls will be simulated by an actor (e.g. one of the trainers) or whether the content of the call will be provided in writing (see **Handout – Inject 3**).
- Add the name of the officer to the suggested content for phone call 1 and phone call 2 in **Handout – Inject 3** before printing it.

Print the following training materials:

- **Inject instructions:** 1 copy per trainer.
- **Handout – Inject 3:** 1 copy per learner + 1 copy per trainer. Cut the three information cards out along the dotted lines.
- **Solution Key for Inject 3:** 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**').

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

Inject instructions (with a group of learners)	Time
<p><b>Introduction.</b> 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 '<b>Instructor's Guide to Injects</b>').</p>	2 min.
<p><b>Group work (phone call 1)</b> Divide learners into small groups (e.g. four groups of 5 learners).</p> <p>Explain that each group will be given some information about the context and then be asked to answer this question as a group: 'Instruct your officer on what to do next.' Explain that they have to be ready to present their group's instructions in plenary.</p> <p>Distribute the handout information about the 'context' as well as the information about 'incoming phone call 1 from a contingent member' or, alternatively, simulate that call (see <b>Handout – Inject 3, Activity 1. Phone call 1</b>).</p>	15 min.
<p><b>Group presentations (phone call 1)</b> Ask each group to present their responses to the first incoming phone call.</p> <p><b>Tip</b> - If this is too repetitive, trainers may ask two groups to present their answers and the other two groups to only add any new/additional points.</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 '<b>Solution Key for Inject 3</b>'. The trainer should also use the solution key to record their notes on the performance of each group.</p>	8 min.
<p><b>Trainer debriefing (phone call 1)</b> Once all four groups have finished presenting, the lead trainer should use the guidance in the <b>Solution Key – Inject 3</b> 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>	5 min.



<p><b>Group work (phone call 2)</b> Explain that groups will now receive a second call and again have to decide as a group what to instruct their officer to do next. Explain that they will have to share their response in plenary again.</p> <p>Distribute the text about the 'incoming phone call 2' to all groups or, alternatively, simulate the call (see <b>Handout – Inject 3, Activity 2. Phone call 2</b>).</p>	5 min.
<p><b>Group presentations (phone call 2)</b> Ask each group to present their responses to the second incoming phone call.</p> <p><b>Tip</b> - If this is too repetitive, trainers may ask two groups to present their answers and the other two groups to only add any new/additional points.</p> <p>While the groups are presenting, one of the trainers should assess the performance of each group against the 'observed behaviours' for this part of the inject listed in the '<b>Solution Key for Inject 3</b>'. The trainer should also use the solution key to record their notes on the performance of each group.</p>	5 min.
<p><b>Trainer debriefing (phone call 2)</b> The lead trainer should use the guidance in the <b>Solution Key for Inject 3</b> under 'expected actions' to provide feedback to each group in turn 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 <b>Infographic Misconduct Allegations (Military)</b> or <b>Infographic Misconduct Allegations (FPU)</b> 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>	5 min.

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

Inject instructions (with an individual learner)	Time
<p><b>Introduction.</b> Explain the purpose of the inject and explain that the performance of the learner will be assessed through the quality of their responses.</p>	1 min.
<p><b>Individual work (phone call 1)</b> Ask the learner to read the information about the context, then simulate 'incoming phone call 1' or provide information about 'incoming phone call 1' in writing (see <b>Handout – Inject 3, Activity 1. Phone call 1</b>). Give the learner this task: 'Instruct your officer on what to do next.'</p> <p>Give the learner a brief moment for self-reflection and then ask the learner to share their response with the trainer. While the learner provides their response, the trainer should assess the performance of the learner against the 'observed behaviours' for the inject in the <b>Solution Key for Inject 3</b>. The trainer should also use the solution key to record their notes on the performance of the learner.</p>	9 min.
<p><b>Individual work (phone call 2)</b> Simulate incoming phone call 2 or provide information about the 'incoming phone call 2' in writing (see <b>Handout – Inject 3, Activity 2. Phone call 2</b>). Give the learner this task: 'Instruct your officer on what to do next.'</p> <p>Give the learner a brief moment for self-reflection and then ask the learner to share their response with the trainer. While the learner provides their response, the trainer should assess the performance of the learner against the 'observed behaviours' for that part of the inject listed in in the <b>Solution Key for Inject 3</b>. The trainer should also use the solution key to record their notes on the performance the learner.</p>	5 min.
<p><b>Trainer debriefing (phone calls 1 and 2)</b> The trainer uses the guidance in the <b>Solution Key for Inject 3</b> 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.</p> <p>At the end of the inject, the trainer should distribute <b>Infographic Misconduct Allegations (Military)</b> or <b>Infographic Misconduct Allegations (FPU)</b> and ask the learner 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>	10 min.

## **Handout – Inject 3**

### **Activity 1. Phone call 1**

#### **Context:**

You are in a UN Field Mission that has a zero-tolerance policy about drinking and driving. If any uniformed personnel are found with even the smallest amounts of alcohol in their blood, they are immediately repatriated and barred from future service with the UN.

Tonight, several of the officers from your contingent went to another contingent's medal parade ceremony, where alcohol is likely to be served. You gave them permission to use the contingent's vehicle to drive to the medal parade ceremony and back. They were driving back to camp when they had a road traffic accident.

#### **Incoming phone call 1 from a contingent member:**

"Commander. This is Officer [insert name]. We had a road traffic accident 10 minutes ago on the road close to the Central Hotel. We drove into the back of a local's car. There were two passengers in the car: a man and his son. No-one was injured. There is minor damage to the local's car. The owner is asking for compensation. He wants \$200 to get the car repaired at a local garage. He says he can send us an invoice for the repairs. Shall I give him our contact details and return to base?"

### **Activity 2: Phone call 2**

#### **Incoming phone call 2 from a contingent member:**

"Commander. This is Officer [insert name]. The local police and UN Military Police have arrived. They want us to take a breathalyser test and to give a statement about what happened. What do we do?"

## Solution Key for Inject 3

### Activity 1: phone call 1

Observed behaviours	Group 1	Group 2	Group 3	Group 4
A. Recognises that road traffic accidents have to be reported immediately to the UN Field Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p><b>The commander recognises that road traffic accidents have to be reported immediately to the UN Field Mission.</b> For example, the commander should instruct the officer to report the road traffic accident immediately to the UN Field Mission. Alternatively, the commander may decide to report the accident to the UN himself/herself.</p>

### Additional information:

#### 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).

Observed behaviours	Group 1	Group 2	Group 3	Group 4
B. Instructs the officer to refuse to pay compensation to settle the matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p><b>The commander instructs the officer to refuse to pay compensation to the owner of the car to settle the matter.</b></p> <p>[Optional: Ideally, the commander would also instruct the officer to contact the UN Field Mission's Claims Unit that handles all claims for compensation involving UN personnel, including contingent personnel.]</p>

Additional information:How does the UN treat claims for compensation?

All UN personnel are strictly prohibited from offering money or any other items to a third party to settle damage or injury due to an accident. When UN personnel, including contingent personnel, cause damage to property, injure or kill someone, a UN Board of Inquiry is conducted to determine what happened and how it happened. This information is then used by the UN Field Mission to establish legal liability and decide whether to settle third party claims made against the UN. If misconduct is suspected, the allegation of misconduct will also be investigated. All UN personnel, including contingent personnel, are required to cooperate with UN Boards of Inquiry.

**Activity 2: phone call 2**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
C. Instructs the officer to cooperate fully with the local police and UN Military Police and agree to do the breathalyser test and give a statement about what happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<b>The commander instructs the officer to cooperate fully with the local police and UN Military Police and agree to do the breathalyser test and give a statement about what happened.</b>

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.

Do commanders have to cooperate with UN initial fact-finding activities? Yes.

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.

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.

	<b>Trainer Notes on Group/Learner Performance</b>
<b>Group 1</b>	
<b>Group 2</b>	
<b>Group 3</b>	
<b>Group 4</b>	

	<b>Names of Learners</b>
<b>Group 1</b>	
<b>Group 2</b>	
<b>Group 3</b>	
<b>Group 4</b>	



## Inject 4. Cooperating with an Investigation (Military)

### **Purpose**

To test how the commander of a military contingent/unit cooperates with a joint UN-Member State investigation into an allegation of sexual exploitation and abuse (SEA) involving a contingent member.

### **Participant learning outcomes**

By the end of the session, learners will have:

- Identified specific actions to take to support a joint Member State-UN investigation into an allegation of SEA involving a contingent member.
- Responded to enquiries about the allegation without breaching UN rules on confidentiality.

### **Time**

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

With an individual: This inject takes 35 minutes, including the debriefing by the trainer.

### **Method**

Scenario with questions to the learner(s).

### **Inject instructions**

Before the inject, print the following training materials:

- **Inject instructions**: 1 copy per trainer.
- **Handouts – Inject 4**: 1 copy per learner + 1 copy per trainer. Cut the two information cards out along the dotted lines.
- **Solution Key for Inject 4**: 1 copy per trainer.
- **Infographics Misconduct Allegations (Military)**: 1 copy per learner + 1 copy per trainer (see 'Key Resources')
- **Glossary**: 1 copy per trainer (see 'Key Resources').

## Inject 4. Cooperating with an Investigation (Military)

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

Inject instructions (with a group of learners)	Time
<p><b>Introduction.</b></p> <p>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 '<b>Instructor's Guide to Injects</b>').</p>	2 min.
<p><b>Group work (Activity 1: How to cooperate with investigations)</b></p> <p>Divide learners into small groups (e.g. four groups of 5 learners).</p> <p>Explain that groups will be given a scenario with two questions, which they have to discuss and answer as a group. Explain that all groups have the same scenario with the same two questions. Ask groups to be ready to present their group's answers to the two questions in plenary.</p> <p>Distribute the scenario with questions to all groups (<b>Handouts – Inject 4, Activity 1</b>).</p>	10 min.
<p><b>Group presentations (Activity 1: How to cooperate with investigations)</b></p> <p>Ask each group to present their responses to questions 1 and 2.</p> <p><b>Tip</b> - If this is too repetitive, trainers may ask two groups to present their answers and the other two groups to only add any new/additional points.</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 <b>Solution Key for Inject 4</b>. The trainer should also use the solution key to record their notes on the performance of each group.</p>	10 min.
<p><b>Trainer debriefing (Activity 1: How to cooperate with investigations)</b></p> <p>Once all four groups have finished presenting, the lead trainer should use the guidance in the <b>Solution Key for Inject 4</b> 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>	8 min.

<p><b>Group work (Activity 2: Handling confidential information)</b></p> <p>Explain that each group will be given a second scenario and must work as a group to prepare a response to the task. The task is: 'Respond to the local NGO leader's question but <u>do not disclose information that should be kept confidential</u> according to UN rules.'</p> <p>Distribute the scenario with the task to all groups (<b>Handouts – Inject 4, Activity 2</b>).</p>	10 min.
<p><b>Group presentations (Activity 2: Handling confidential information)</b></p> <p>Ask each group to present their responses to the task.</p> <p><b>Tip</b> - If this is too repetitive, trainers may ask two groups to present their responses and the other two groups to only add any new/additional points.</p> <p>While the groups are presenting, one of the trainers should assess the performance of each group against the 'observed behaviours' for this part of the inject listed in the <b>Solution Key for Inject 4</b>. The trainer should also use the solution key to record their notes on the performance of each group.</p>	10 min.
<p><b>Trainer debriefing (Activity 2: Handling confidential information)</b></p> <p>The lead trainer should use the guidance in the <b>Solution Key for Inject 4</b> under 'expected actions' to provide feedback to each group in turn 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>Distribute <b>Infographic Misconduct Allegations (Military)</b> to all learners and encourage them 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 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>	10 min.

## Inject 4. Cooperating with an Investigation (Military)

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

Inject instructions (with an individual learner)	Time
<b>Introduction.</b> 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.
<b>Individual work (Activity 1: How to cooperate with investigations)</b> Ask the learner to read the scenario and prepare their response to questions 1 and 2 ( <b>Handouts – Inject 4, Activity 1</b> ).	9 min.
<b>Individual presentation (Activity 1: How to cooperate with investigations)</b> Ask the learner to provide their responses to questions 1 and 2 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 <b>Solution Key for Inject 4</b> . The trainer should also use the solution key to record their notes on the performance of the learner.	5 min.
<b>Trainer debriefing (Activity 1: How to cooperate with investigations)</b> The trainer uses the guidance in the <b>Solution Key for Inject 4</b> 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.	5 min.
<b>Individual work (Activity 2: Handling confidential information)</b> Ask the learner to read the second scenario and prepare their response to the task. The task is: 'Respond to the local NGO leader's question but <u>do not disclose information that should be kept confidential</u> according to UN rules.'	5 min.
<b>Individual presentation (Activity 2: Handling confidential information)</b> Ask the learner to provide their response to the task to the trainer. While the learner provides their response, the trainer should assess the performance of the learner against the 'observed behaviours' for that part of the inject listed in the <b>Solution Key for Inject 4</b> . The trainer should also use the solution key to record their notes on the performance of the learner.	5 min.
<b>Trainer debriefing (Activity 2: Handling confidential information)</b> The trainer uses the guidance in the <b>Solution Key for Inject 4</b> 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.  Distribute <b>Infographic Misconduct Allegations (Military)</b> and encourage the learner to take it with them on their upcoming deployment. This	5 min.

#### Inject 4. Cooperating with an Investigation (Military)

infographic shows what happens to an allegation of misconduct involving a member of a military contingent after it is reported to the UN. It explains who does what when the allegation is reported and investigated as well as the consequences if misconduct did occur.	
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## **Handouts – Inject 4**

### **Activity 1: How to cooperate with investigations**

#### **Scenario 1**

An allegation of sexual exploitation and abuse (SEA) has been made against one of your contingent members. Your country's capital has been notified of the allegation and have agreed to conduct a joint investigation into the allegation with the UN.

Your country has appointed a National Investigations Officer (NIO) from your country to lead the investigation. In addition, the UN's Office of Internal Oversight Services (OIOS) has assigned one of its investigators on the ground to support the NIO in conducting the joint investigation.

The NIO called you yesterday to let you know that the two-person team of investigators is arriving at your camp in one week's time to conduct interviews with your contingent members and gather other information.

**Question 1. Identify at least two actions that you can take to support the investigators before they arrive?**

**Question 2. Identify at least two actions that you can take to support the investigators once they arrive?**

### **Activity 2: Handling confidential information**

#### **Scenario 2**

Over the past two weeks, you have learnt that the allegation of sexual exploitation and abuse was made against one of your contingent members called Peter. He is alleged to have had sex with a 16 year-old-girl called Emily and to have gotten her pregnant. Emily lives in the nearby village, where everyone knows each other.

Two weeks after the investigation team has left, you are in a meeting with community representatives to discuss the security situation. At the meeting, a local NGO leader informs you that she has heard rumours about an allegation of misconduct involving the contingent. She knows that a team of investigators recently visited your camp. She is angry and asks for more details about the allegation.

**Task:** Respond to the local NGO leader's question but do not disclose information that should be kept confidential according to UN rules.

## Solution Key for Inject 4

### Activity 1: How to cooperate with investigations

**Question 1. Identify at least two actions that you can take to support the investigators before they arrive?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
A. Recognises that military contingent commanders have an obligation to cooperate with joint Member State-UN investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Can give <u>at least 2 examples</u> of actions to take to support the investigators <u>before</u> they arrive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	The learner recognises that military contingent commanders have an obligation to cooperate with joint Member State-UN investigations.
	<p>Examples of actions to take to support the investigators <u>before</u> they arrive are provided below:</p> <ul style="list-style-type: none"> <li>• <b>Do preserve evidence.</b> For example, put any evidence that the investigators may need such as entry/exit logs in a safe place until they arrive, to prevent tampering with evidence.</li> <li>• <b>Don't interfere with the investigation.</b> For example, <b>do order the unit to refer anyone from the community who approaches them about the incident to the UN Field Mission's Conduct and Discipline Team</b> and ensure that the unit has the contact details for the Conduct and Discipline Team. If you or your contingent try to speak to victims and witnesses, this can intimidate them and skew their testimony. The UN considers interfering in an investigation as misconduct, and it may also be considered a crime under national jurisdiction.</li> <li>• <b>Don't redeploy or repatriate contingent members who are under investigation.</b> If your entire contingent is due to rotate, do request permission from the UN Field Mission to repatriate anyone under investigation.</li> </ul> <p>Other related dos on cooperating with investigations are:</p> <ul style="list-style-type: none"> <li>• <b>Do prevent further harm by the contingent member who is under investigation.</b> For example, confine contingent members accused of misconduct to camp and remove access to firearms.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Do protect the safety and wellbeing of contingent members who are under investigation.</b> For example, protect them from retaliation from the community by confining them to camp and protect their wellbeing by providing access to exercise and regular contact with friends and family back home.</li> <li>• <b>Do prevent further acts of misconduct.</b> For example, review the measures you have in place at the camp to prevent misconduct and decide whether any of these measures need to be strengthened.</li> </ul>
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**Question 2. Identify at least two actions that you can take to support the investigators once they arrive?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
C. Can give <u>at least 2 examples</u> of actions to take to support the investigators <u>once they arrive</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p>Examples of actions to take to support the investigators once they arrive at the contingent's camp are provided below:</p> <ul style="list-style-type: none"> <li>• <b>Do allow the investigators to interview your contingent members.</b></li> <li>• <b>Do allow the investigators to search the premises.</b></li> <li>• <b>Do provide access to information and documentation that the investigators may require</b> such as entry/exit logs.</li> </ul>

Additional information:

If a learner asks what happens when a paternity claim is made against a contingent member after they have returned home, the trainer should explain that:

- The UN Secretariat and the troop-contributing country (TCC) will collaborate to help the victim of sexual exploitation and abuse make a paternity claim and child support claim.
- All TCCs have undertaken to facilitate paternity claims against their contingent members. The trainer can refer to the relevant paragraph below from the generic model memorandum of understanding (MOU) between the UN and TCCs:

'7.26 The Government understands the importance of settling matters relating to paternity claims involving a member of its contingent. The Government will, to the extent of its national laws, seek to facilitate such claims provided to it by the United Nations to be forwarded to the appropriate national authorities. In the event that the Government's national law does not recognize the legal capacity of the United Nations to provide such claims, these shall be provided to the Government by the appropriate authorities of the host country, in accordance with applicable procedures. The United Nations must ensure that such claims are accompanied by the necessary conclusive evidence, such as a



DNA sample from the child when prescribed by the Government's national law.' 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.

## Activity 2: Handling confidential information

Observed behaviours	Group 1	Group 2	Group 3	Group 4
D. When responding to enquiries about the allegation, the commander does not disclose confidential information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p>The commander is allowed to <b>disclose general information</b> about the type of allegation <b><u>that does not reveal the identifies and nationalities of victims and others involved in the misconduct nor the specific details of the allegation.</u></b> For example, the commander is allowed to say: 'A joint UN-Member State investigation is on-going into an allegation of sexual exploitation and abuse made against one of my contingent members.'</p> <p>The commander is <b><u>not allowed to disclose</u></b> to the community representatives any information that could reveal <b>the identities and nationalities of victims and others involved in misconduct as well as the details of the allegation because this information is confidential.</b> This type of confidential information may only be disclosed to those authorised to handle an allegation (e.g. UN chain of command, UN Conduct and Discipline Team/Focal Point) and investigate it (e.g. a National Investigations Officer, the UN Office of Internal Oversight Services (OIOS) or an investigator appointed by the UN Field Mission). Examples of confidential information that the commander is <b><u>not allowed to disclose</u></b> are:</p> <ul style="list-style-type: none"> <li>• Details that could enable the contingent member against whom the allegation has been made to be identified such as the contingent member's name or identification number.</li> <li>• Details that could enable the victim to be identified such as her name, age, where she lives, who her parents/relatives are. Since Emily lives in a small village where everyone knows each other, details such as the fact that the sexual exploitation and abuse allegation involved a young woman under the age of 18 and a paternity claim may be enough detail to enable the victim to be identified and may <b><u>not</u></b> be disclosed.</li> <li>• Details that could enable others involved to be identified such as witnesses.</li> <li>• The nationalities of the victim and your contingent member. [Note to the trainer: The victim may not always have the nationality of the host country. Similarly, in some contingents, the contingent member may not have the same nationality as the commander.]</li> <li>• Details about the allegation such as specific details about what happened, where and when and who was involved.</li> </ul>

Additional information:

It would also be good practice for the commander to:

- Refer the NGO leader to the UN Field Mission's Conduct and Discipline Team/Focal Point for any further information about the allegation.
- Explain what happens to an allegation of misconduct after it is reported to the UN (see **Infographic Misconduct Allegations (Military)**).
- Explain the need for the commander to keep information confidential to protect the victim, the victim's family and witnesses.
- Maintain a calm and respectful attitude when faced with angry questioning.

	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	

## Inject 5. Cooperating with an Investigation (FPU)

### **Purpose**

To test how the commander of a formed police unit (FPU) cooperates with a UN investigation into an allegation of sexual exploitation and abuse (SEA) involving a contingent member.

### **Participant learning outcomes**

By the end of the session, learners will have:

- Identified specific actions to take to support a UN investigation into an allegation of SEA involving a contingent member.
- Responded to enquiries about the allegation without breaching UN rules on confidentiality.

### **Time**

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

With an individual: This inject takes 35 minutes, including the debriefing by the trainer.

### **Method**

Scenario with questions to the learner(s).

### **Inject instructions**

Before the inject, print the following training materials:

- **Inject instructions:** 1 copy per trainer.
- **Handouts – Inject 5:** 1 copy per learner + 1 copy per trainer. Cut the two information cards out along the dotted lines.
- **Solution Key for Inject 5:** 1 copy per trainer.
- **Infographics Misconduct Allegations (FPU):** 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><b>Introduction.</b></p> <p>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 '<b>Instructor's Guide to Injects</b>').</p>	2 min.
<p><b>Group work (Activity 1: How to cooperate with investigations)</b></p> <p>Divide learners into small groups (e.g. four groups of 5 learners).</p> <p>Explain that groups will be given a scenario with two questions, which they have to discuss and answer as a group. Explain that all groups have the same scenario with the same two questions. Ask groups to be ready to present their group's answers to the two questions in plenary.</p> <p>Distribute the scenario with questions to all groups (<b>Handouts – Inject 5, Activity 1</b>).</p>	10 min.
<p><b>Group presentations (Activity 1: How to cooperate with investigations)</b></p> <p>Ask each group to present their responses to questions 1 and 2.</p> <p><b>Tip</b> - If this is too repetitive, trainers may ask two groups to present their answers and the other two groups to only add any new/additional points.</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 <b>Solution Key for Inject 5</b>. The trainer should also use the solution key to record their notes on the performance of each group.</p>	10 min.
<p><b>Trainer debriefing (Activity 1: How to cooperate with investigations)</b></p> <p>Once all four groups have finished presenting, the lead trainer should use the guidance in the <b>Solution Key for Inject 5</b> 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>	8 min.

<p><b>Group work (Activity 2: Handling confidential information)</b></p> <p>Explain that each group will be given a second scenario and must work as a group to prepare a response to the task. The task is: 'Respond to the local NGO leader's question but <u>do not disclose information that should be kept confidential</u> according to UN rules.'</p> <p>Distribute the scenario with the task to all groups (<b>Handouts – Inject 5, Activity 2</b>).</p>	10 min.
<p><b>Group presentations (Activity 2: Handling confidential information)</b></p> <p>Ask each group to present their responses to the task.</p> <p><b>Tip</b> - If this is too repetitive, trainers may ask two groups to present their responses and the other two groups to only add any new/additional points.</p> <p>While the groups are presenting, one of the trainers should assess the performance of each group against the 'observed behaviours' for this part of the inject listed in the <b>Solution Key for Inject 5</b>. The trainer should also use the solution key to record their notes on the performance of each group.</p>	10 min.
<p><b>Trainer debriefing (Activity 2: Handling confidential information)</b></p> <p>The lead trainer should use the guidance in the <b>Solution Key for Inject 5</b> under 'expected actions' to provide feedback to each group in turn 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>Distribute <b>Infographic Misconduct Allegations (FPU)</b> and encourage learners to take it with them on their upcoming deployment. This infographic shows what happens to an allegation of misconduct involving a member of an FPU 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>	10 min.

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

Inject instructions (with an individual learner)	Time
<b>Introduction.</b> 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.
<b>Individual work (Activity 1: How to cooperate with investigations)</b> Ask the learner to read the scenario and prepare their response to questions 1 and 2 ( <b>Handouts – Inject 5, Activity 1</b> ).	9 min.
<b>Individual presentation (Activity 1: How to cooperate with investigations)</b> Ask the learner to provide their responses to questions 1 and 2 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 <b>Solution Key for Inject 5</b> . The trainer should also use the solution key to record their notes on the performance of the learner.	5 min.
<b>Trainer debriefing (Activity 1: How to cooperate with investigations)</b> The trainer uses the guidance in the <b>Solution Key for Inject 5</b> 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.	5 min.
<b>Individual work (Activity 2: Handling confidential information)</b> Ask the learner to read the second scenario and prepare their response to the task. The task is: 'Respond to the local NGO leader's question but <u>do not disclose information that should be kept confidential</u> according to UN rules.'	5 min.
<b>Individual presentation (Activity 2: Handling confidential information)</b> Ask the learner to provide their response to the task to the trainer. While the learner provides their response, the trainer should assess the performance of the learner against the 'observed behaviours' for that part of the inject listed in the <b>Solution Key for Inject 5</b> . The trainer should also use the solution key to record their notes on the performance of the learner.	5 min.
<b>Trainer debriefing (Activity 2: Handling confidential information)</b> The trainer uses the guidance in the <b>Solution Key for Inject 5</b> 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.  Distribute <b>Infographic Misconduct Allegations (FPU)</b> and encourage the learner to take it with them on their upcoming deployment. This	5 min.



infographic shows what happens to an allegation of misconduct involving a member of an FPU 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.	
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**Handouts – Inject 5****Activity 1: How to cooperate with investigations****Scenario 1**

An allegation of sexual exploitation and abuse (SEA) has been made against one of your contingent members. The UN's Office of Internal Oversight Services (OIOS) has assigned one of its investigators on the ground to conduct the investigation together with a Security Officer from the UN Field Mission.

The Head of Office for your Sector called you yesterday to let you know that the two-person team of UN investigators is arriving at your camp in one week's time to conduct interviews with your contingent members and gather other information.

**Question 1. Identify at least two actions that you can take to support the investigators before they arrive?**

**Question 2. Identify at least two actions that you can take to support the investigators once they arrive?**

**Activity 2: Handling confidential information****Scenario 2**

Over the past two weeks, you have learnt that the allegation of sexual exploitation and abuse was made against one of your contingent members called Peter. He is alleged to have had sex with a 16 year-old-girl called Emily and to have gotten her pregnant. Emily lives in the nearby village, where everyone knows each other.

Two weeks after the investigation team has left, you are in a meeting with community representatives to discuss the security situation. At the meeting, a local NGO leader informs you that she has heard rumours about an allegation of misconduct involving the contingent. She knows that a team of investigators recently visited your camp. She is angry and asks for more details about the allegation.

**Task:** Respond to the local NGO leader's question but do not disclose information that should be kept confidential according to UN rules.

## Solution Key for Inject 5

### Activity 1: How to cooperate with investigations

**Question 1. Identify at least two actions that you can take to support the investigators before they arrive?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
A. Recognises that FPU commanders have an obligation to cooperate with UN investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Can give <u>at least 2 examples</u> of actions to take to support the investigators <u>before</u> they arrive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	The learner recognises that FPU commanders have an obligation to cooperate with UN investigations.
	<p>Examples of how to support the investigators <u>before</u> they arrive are provided below:</p> <ul style="list-style-type: none"> <li>• <b>Do preserve evidence.</b> For example, put any evidence that the investigators may need such as entry/exit logs in a safe place until they arrive, to prevent tampering with evidence.</li> <li>• <b>Don't interfere with the investigation.</b> For example, <b>do order the unit to refer anyone from the community who approaches them about the incident to the UN Field Mission's Conduct and Discipline Team</b> and ensure that the unit has the contact details for the Conduct and Discipline Team. If you or your contingent try to speak to victims and witnesses, this can intimidate them and skew their testimony. The UN considers interfering in an investigation as misconduct, and it may also be considered a crime under national jurisdiction.</li> <li>• <b>Don't redeploy or repatriate contingent members who are under investigation.</b> If your entire contingent is due to rotate, do request permission from the UN Field Mission to repatriate anyone under investigation.</li> </ul> <p>Other related dos on cooperating with investigations are:</p> <ul style="list-style-type: none"> <li>• <b>Do prevent further harm by the contingent member who is under investigation.</b> For example, confine contingent members accused of misconduct to camp and remove access to firearms.</li> <li>• <b>Do protect the safety and wellbeing of contingent members who are under investigation.</b> For example, protect them from retaliation from the</li> </ul>

	<p>community by confining them to camp and protect their wellbeing by providing access to exercise and regular contact with friends and family back home.</p> <ul style="list-style-type: none"> <li>• <b>Do prevent further acts of misconduct.</b> For example, review the measures you have in place at the camp to prevent misconduct and decide whether any of these measures need to be strengthened.</li> </ul>
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**Question 2. Identify at least two actions that you can take to support the investigators once they arrive?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
C. Can give <u>at least 2 examples</u> of actions to take to support the investigators <u>once they arrive</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p>Examples of actions to take to support the investigators once they arrive at the contingent's camp are provided below:</p> <ul style="list-style-type: none"> <li>• <b>Do allow the investigators to interview your contingent members.</b></li> <li>• <b>Do allow the investigators to search the premises.</b></li> <li>• <b>Do provide access to information and documentation that the investigators may require</b> such as entry/exit logs.</li> </ul>

Additional information:

If a learner ask what happens when a paternity claim is made against a contingent member after they have returned home, the trainer should explain that:

- The UN Secretariat and the police-contributing country (PCC) will collaborate to help the victim of sexual exploitation and abuse make a paternity claim and child support claim.
- All PCCs have undertaken to facilitate paternity claims against their contingent members. The trainer can refer to the relevant paragraph below from the generic model memorandum of understanding (MOU) between the UN and PCCs:

'7.24 The Government understands the importance of settling matters relating to paternity claims involving a member of its formed police unit. The Government will, to the extent of its national laws, seek to facilitate such claims provided to it by the United Nations to be forwarded to the appropriate national authorities. In the event that the Government's national law does not recognize the legal capacity of the United Nations to provide such claims, these shall be provided to the Government by the appropriate authorities of the host country, in accordance with applicable procedures. The United Nations must ensure that such claims are accompanied by the necessary conclusive evidence, such as a DNA sample from the child when prescribed by the

Government's national law.' 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.

### **Activity 2: Handling confidential information**

<b>Observed behaviours</b>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
D. When responding to enquiries about the allegation, the commander does not disclose confidential information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Tick</b>	<b>Expected actions</b>
	<p>The commander is allowed <b>to disclose general information</b> about the type of allegation <b><u>that does not reveal the identifies and nationalities of victims and others involved in the misconduct nor the specific details of the allegation.</u></b> For example, the commander is allowed to say: 'A UN investigation is on-going into an allegation of sexual exploitation and abuse made against one of my contingent members.'</p> <p>The commander is <b><u>not allowed to disclose</u></b> to the community representatives any information that could reveal <b>the identities and nationalities of victims and others involved in misconduct as well as the details</b> of the allegation <b>because this information is confidential</b>. This type of confidential information may only be disclosed to those authorised to handle an allegation (e.g. UN chain of command, UN Conduct and Discipline Team/Focal Point) and investigate it (e.g. a National Investigations Officer, the UN Office of Internal Oversight Services (OIOS) or an investigator appointed by the UN Field Mission). Examples of confidential information that the commander is <b><u>not allowed to disclose</u></b> are:</p> <ul style="list-style-type: none"> <li>• Details that could enable the contingent member against whom the allegation has been made to be identified such as the contingent member's name or identification number.</li> <li>• Details that could enable the victim to be identified such as her name, age, where she lives, who her parents/relatives are. Since Emily lives in a small village where everyone knows each other, details such as the fact that the sexual exploitation and abuse allegation involved a young woman under the age of 18 and a paternity claim may be enough detail to enable the victim to be identified and may <b><u>not</u></b> be disclosed.</li> <li>• Details that could enable others involved to be identified such as witnesses.</li> <li>• The nationalities of the victim and your contingent member. [Note to the trainer: The victim may not always have the nationality of the host country. Similarly, in some contingents, the contingent member may not have the same nationality as the commander.]</li> <li>• Details about the allegation such as specific details about what happened, where and when and who was involved.</li> </ul>

Additional information:

It would also be good practice for the commander to:

- Refer the NGO leader to the UN Field Mission's Conduct and Discipline Team/Focal Point for any further information about the allegation.
- Explain what happens to an allegation of misconduct after it is reported to the UN (see **Infographic Misconduct Allegations (FPU)**).
- Explain the need for the commander to keep information confidential to protect the victim, the victim's family and witnesses.
- Maintain a calm and respectful attitude when faced with angry questioning.

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

	<b>Names of Learners</b>
<b>Group 1</b>	
<b>Group 2</b>	
<b>Group 3</b>	
<b>Group 4</b>	