## UNIT 4: STANDARDS, VALUES AND SAFETY OF UN PEACEKEEPING PERSONNEL

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UNIT 4 - PART 1: CONDUCT AND DISCIPLINE
Preparatory Notes for Instructors

Aim

The aim of Unit 4 - Part 1 is to ensure that all peacekeeping personnel understand the United Nations norms of conduct, particularly regarding the prohibition of sexual exploitation and abuse, and the standards of behaviour required of them.

Part 1 also informs peacekeeping personnel about the consequences of misconduct, their duties and responsibilities to report misconduct and the mandate of key entities to address conduct and discipline issues.

Learning Outcomes

On completion of Unit 4 - Part 1, participants will be able to:

1. List the three key principles governing the conduct of peacekeeping personnel
2. Describe what constitutes misconduct with reference to serious misconduct and misconduct
3. Describe what constitutes sexual exploitation and abuse, with reference to the uniform standards that peacekeeping personnel are expected to uphold
4. Outline the consequences of misconduct - particularly sexual exploitation and abuse - for peacekeeping personnel, the host population and the mission
5. Outline the Department of Peacekeeping Operation’s three-pronged approach to addressing sexual exploitation and abuse

Training Sequence

Part 1 is currently part of Unit 4 (Standards Values and Safety of UN Personnel). However, you may cover Unit 4 – Part 1 (Conduct and Discipline) at any point in the training, including immediately after Unit 1 (Strategic Overview of Peacekeeping) to link it to the issue of legitimacy and to demonstrate the prominence of conduct and discipline issues.
Unit 4 - Part 1: Conduct and Discipline

Duration

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Assessment</th>
<th>Session Activities</th>
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<tr>
<td>Part 1a</td>
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<td>Part 1b</td>
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<td>Part 1c</td>
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<td>Time to be determined by necessary content</td>
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Methodology

The following points outline a suggested methodology. Experienced instructors may choose to use alternative methods and activities to present the material and key messages in this unit.

Part 1:

- Presentations using the provided PowerPoint Slides
- Informal question and answer periods (as determined by instructor)
- Scenario activity
- Learning assessment questions at the end of Part 1*

The unit is divided into three distinct parts. The first part considers standards of conduct, misconduct categories, the reporting of misconduct and the role of managers/commanders in maintaining the highest standards of conduct. The second part is based on a series of scenarios and covers sexual exploitation and abuse (SEA) and the uniform standards on SEA. The final part looks at the consequences and measures in place to address misconduct.

* Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.
Wherever possible, the experience of the instructors and participants should be brought in to reinforce the key points in each part of the unit.

It is recommended that a short break is taken between the three sessions.

**Instructor Profile**

This unit should be facilitated by one male and one female instructor (where there are male and female participants) who can encourage questions and participation from both male and female participants. The instructor/s should have peacekeeping experience in a United Nations context, including some experience in dealing with misconduct and in particular, cases of sexual exploitation and abuse (SEA).

It is also advisable that the instructor/s’ awareness of the various consequences of serious misconduct - particularly in cases of sexual exploitation and abuse - is strong. Where this is not possible, it is strongly advised that an external expert on sexual exploitation and abuse is brought in as a resource person for the second and final sections of the unit.

Depending on the workshop participants, a senior civilian official/high-ranking military/police official should be invited to attend the start of the session and send a strong message underlining the importance of conduct and discipline for United Nations peacekeeping.

**Preparations**

**General**

**Equipment**

1. Computer and session slides
2. Projector and screen for slides
3. Flipcharts or whiteboard and markers

**Materials**

1. Make copies of the following:
   - 10 Rules/Code of Personal Conduct for Blue Helmets (for uniformed participants)
   - We are UN Peacekeeping Personnel (for military and police) (page 44)
4  \  Unit 4 - Part 1: Conduct and Discipline

- 1-page reference document (for civilian participants)
- Scenario Guiding Questions (page 48)
- Scenarios covering prohibited acts of Sexual Exploitation and Sexual Abuse for the various categories of United Nations Personnel (pages 49 - 51)
- Answers to the scenario questions (pages 52 - 55)

2. Pre-prepare the following flipcharts:

- Definition of SEA (slide 14)
- The Consequences of SEA (page 32)

3. Participants often appreciate copies of the PowerPoint presentations. If printing of the PowerPoint presentations is possible, it is suggested that they are printed in ‘handout’ format, with 3 slides to a page so participants have room to make notes.

**Instructor Preparations**

1. Familiarise yourself with the UN Charter, with regard to the meaning of terms such as integrity, efficiency and competence.

2. Familiarise yourself with the UN definition of retaliation and reprisal.

3. You should be fully conversant with the Ten Rules: Code of Personal Conduct for peacekeepers and the Secretary-General’s Bulletin on “Special measures for protection from sexual exploitation”.

**Mission Specific**

1. Any mission-specific code of conduct should be shared and referred to throughout the session.

2. Familiarize yourself with the reporting mechanisms in place, if the mission is known.

3. Research and provide information on structures in place in the mission of deployment that address misconduct, including the Conduct and Discipline Team’s contact details.

4. Mission-specific conduct concerns or cases can be referred to, where appropriate.
References

- United Nations Charter, articles 100 and 101 (3)
- Revised draft model Memorandum of Understanding between the United Nations and Troop Contributing Countries, including annex containing “We are the United Nations Peacekeepers” from the UN General Assembly Report of the Special Committee on Peacekeeping Operations and its Working Group on the 2007 Resumed Session (A/61/19 Part III)
- United Nations Staff Rules, as contained in the latest Secretary-General's Bulletin (currently ST/SGB/2008/3)
- United Nations Staff Regulations, as contained in the latest Secretary-General's Bulletin (currently ST/SGB/2008/4)
- United Nations Volunteers Conditions of Services
- Contractors’ General conditions of contracts
- Secretary-General's Bulletin on “Special measures for protection from sexual exploitation and sexual abuse” (ST/SGB/2003/13) 9 October 2003
- Secretary-General’s Bulletin on “Protection against retaliation for reporting misconduct and for cooperating with duly authorized audits or investigations” (ST/SGB/2005/21) 19 December 2005
- Secretary-General’s Bulletin on “Status basic rights and duties of United National staff members” (ST/SGB/2002/13) 1 November 2002
- Secretary-General’s Bulletin on “Status, basic rights and duties of officials other than Secretariat and experts on mission” (ST/SGB/2002/9) 18 June 2002
- Secretary-General’s Bulletin on “Observance by United Nations forces of International Humanitarian law” (ST/SGB/1999/13)
- Secretary-General’s Bulletin on “Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority” (ST/SGB/2008/5)
- Secretary-General’s Bulletin on “Use of Information and Communication Technology Resources and Data” (ST/SGB/2004/15) 29 November 2004
- Directives for Disciplinary Matters involving Civilian Police Officers and Military Observers (DPKO/MD/03/00994)
- 10 Rules/Code of Personal Conduct for Blue Helmets
- We are United Nations Peacekeepers 1998
- General Assembly Resolution on Criminal accountability of United Nations officials and experts on mission (A/RES/62/63)
Symbols Legend

Ề Note to the Instructor (Some background information for consideration)

♂ Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor’s own words versus being read to participants. Please note, text in the slides is highlighted in bold, blue fonts in the associated speaking points.)

♂ Mission Specific (A point where the session will benefit from mission specific information)

♂ Example (Stories that illustrate a point or key message)

♂ Sample questions (A list of potential questions to pose to participants)

♂ Handout (Indicates a handout is provided to participants at this point)

♂ Film (A film that is suggested as either a core or optional activity)

♂ Core Learning Activity (An activity that is strongly recommended for inclusion)

♂ Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit or part – as indicated in the text)

♂ Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Note: Questions commonly asked by participants during this session are listed at the end of the unit.
Unit 4 – Part 1a: Introduction to Conduct and Discipline

Session Notes

Introduction

Slide 1

Unit 4 – Part 1

Conduct and Discipline

Slide 2

Session Aims

• To ensure that all peacekeeping personnel understand the United Nations norms of conduct, particularly regarding the prohibition of sexual exploitation and abuse, and the standards of behaviour required of them.

• To inform peacekeeping personnel about the consequences of misconduct, their duties and responsibilities to report misconduct and the mandate of key entities to address conduct and discipline issues.

This section highlights the peacekeepers’ role in fulfilling the mission’s mandate to help countries recover from the trauma of conflict by fostering security and protecting human rights.
Most importantly, you will be able to identify what constitutes misconduct, particularly sexual exploitation and abuse or SEA. SEA has taken place in a variety of forms in all missions.

Presentations, discussion and group work will be used to create what should hopefully be an interactive session.

This slide represents the learning outcomes for this module.

All peacekeeping personnel have an obligation to maintain the highest standards of integrity and conduct, including creating and maintaining an environment that prevents sexual exploitation and abuse.

Learning Activity: Ground Rules

This activity sets the tone for the session and helps instructor/s and participants agree how they will work together. Ground rules should encourage the interaction of all participants, while acknowledging that the norms governing conduct are fundamental to fulfilling the mission’s mandate.

Time Required: 2 minutes to introduce the activity
7 minutes to brainstorm and agree on the ground rules
1 minute to wrap-up

Total time: 10 minutes
**Preparations:** You will need:

1. Materials to record the ground rules (flipchart paper, objects/symbols to depict a specific ground rule e.g. a watch for timekeeping)

**Activity Guidelines:**

1. Explain that the topics to be covered, particularly regarding sexual exploitation and abuse, as well as sexual harassment might generate strong reactions

2. Acknowledge the sensitive nature of misconduct, in its impact on individuals (e.g. sexual exploitation and abuse, discrimination, harassment, including sexual harassment, and abuse of authority) and acknowledge that some participants will have directly or indirectly experienced this.

- Ask participants to think about how they plan to work together during the session.
- Explain that participants have approximately 2 minutes to suggest as many ground rules as they can think of.
- Write all of the suggestions down on the flipchart, as they are given.
- Review the list of suggestions with the participants.
- Give participants up to 5 minutes to propose a list of ground rules they can agree on.
- Emphasize that the session is not for disclosing personal cases or identifying alleged perpetrator(s).
- Ask participants for their help in keeping to the ground rules.
- Ensure that the ground rules are visible to participants for the remainder of the session.
- Wrap up by clarifying that if participants have any specific cases or personal issues they wish to discuss, the instructor can provide them with appropriate contacts, after the session is over.
Standards of Conduct

Note to Instructor: This session introduces the three key principles underpinning the UN standards of conduct.

Slide 4

UN Standards of Conduct: Three Key Principles

1. Highest standards of efficiency, competence and integrity
2. Zero tolerance policy on sexual exploitation and abuse
3. Accountability of those in command who fail to enforce the standards of conduct

The standards of conduct are general principles to be observed by all UN personnel.

There are several policy documents which form the UN Standards of Conduct. Some apply to all UN personnel, and others have been developed for specific categories of personnel, for example civilian, military and police personnel.

Note to Instructor: Present the slide that is most appropriate to participants on the definition of misconduct (slide 5 for civilian personnel, slide 6 for uniformed personnel - military and police)

The next question and slide 5 can be omitted ONLY if all participants are uniformed personnel.
Sources of UN Standards of Conduct for Civilians – (Omit if there are no civilians in the training)

What are the main documents which set out standards of conduct for civilian staff? List as many documents as you can think of. (5 minute brainstorm)

The answers are provided in slide 5 on sources for civilian staff.

United Nations Volunteers (UNVs), consultants and contractors are part of the civilian category. Contractors may be individuals, enterprises or agencies, for example implementing partners.

Specific documents cover the norms of conduct for those personnel. However, these norms are similar to those applying to UN Staff members.

Note to Instructor: The next question and slide 6 can be omitted ONLY if all participants are civilian personnel
Sources of UN Standards of Conduct for Uniformed Personnel
(Omit if there are no uniformed personnel in the training)

What are the main documents which set out standards of conduct for uniformed personnel? List as many documents as you can think of. (5 minute brainstorm)

The answers are provided in slide 6 on sources for uniformed personnel.

Privileges and Immunities

Do privileges and immunities mean that peacekeeping personnel who violate standards of conduct will get away with it?

No. Immunities and privileges exist to enable civilian and police personnel as well as military observers to perform their functions.

In the same way, national contingent personnel have privileges and immunities, through the provision of the Status of Force Agreement (SOFA), to enable them to perform their functions.

ALL peacekeeping personnel, however, are expected to maintain the highest UN standards of conduct.

Immunities and privileges can and have been lifted by the Secretary-General when this is in the interests of the UN. Individuals accused of crimes, for example, have had their immunities lifted and have been prosecuted for those crimes.
Where participants include uniformed personnel, copies of the *Ten Rules/Code of Personal Conduct for Blue Helmets* should be distributed.

Where participants include military personnel, *We Are the UN Peacekeeping Personnel* should be circulated.

Where participants include civilian personnel, a 1-page resource citing directives should be circulated.

**Definitions of Misconduct**

*Note to Instructor:* This part of the session defines both misconduct and serious misconduct.

Present the slide that is most appropriate to participants on the definition of misconduct (slide 7 for civilian personnel, slide 8 for members of military national contingent and military staff officers, slide 9 for UN Police and military observers)

The following slides gives definitions of misconduct relevant to you:

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### Definition of Misconduct for Civilian Personnel

Failure by a staff member to:

- Comply with his/her obligations under UN Charter, Staff Regulations & Rules, and relevant administrative issuances
- Observe Standards of Conduct expected of an international civil servant

Reference: Staff Rule 310.1

- Principles are also binding on other civilians in peacekeeping missions

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Slide 7

Omit if no civilians are in the training
Misconduct is defined in the United Nations Staff Rules - Rule 310.1 (ST/SGB/2008/3). The principles, however, apply to all peacekeeping personnel.

The consequences of misconduct will be explored later on in the session.
For administrative and investigative purposes, there are two main categories of misconduct; **Category I and Category II**

High-risk, complex matters and serious criminal cases constitute serious misconduct and belong to Category I. These would include all sexual exploitation and abuse matters and criminal activity such as offences against the person, including rape and offences against property, including fraud.

Inquiries into Category I matters are best handled by independent, professionally trained and experienced investigators.

**Category II** or misconduct offences include matters such as **minor theft and traffic offences e.g. speeding and sexual and other work-related harassment.** This categorization mainly refers to the administrative and investigative process for dealing with such allegations.

It should be noted that although discrimination, harassment (including sexual harassment) and abuse of authority is classified as category II, it can be extremely distressing for the victim.

Inquiries into Category II matters are normally handled within the mission structures. There are specific guidelines for dealing with discrimination, harassment, including sexual harassment, and abuse of authority.

When allegations of misconduct are made, they should either be brought to the attention of the Conduct and Discipline Teams (CDTs) in the respective missions or directly to the Office of Internal Oversight Services (OIOS).

Measures for addressing misconduct will be discussed later.
Instructors may wish to give other examples of misconduct that they have encountered in peacekeeping operations. Participants may also have examples they can cite, without going into detail and maintaining anonymity.

**Category I** cases would normally include the following:

- Serious or complex fraud
- Sexual exploitation and abuse (SEA)
- Other serious criminal act or activity
- Conflict of interest
- Gross mismanagement
- Waste of substantial resources
- All cases involving risk of loss of life to staff or to others, including witnesses
- Substantial violation of United Nations regulations, rules or administrative issuances

Cases of lower risk to the Organization are classified by OIOS as belonging to **Category II** and include the following:

- Traffic-related inquiries
- Simple thefts
- Contract disputes
- Office management disputes
- Basic misuse of equipment or staff
- Basic mismanagement issues
- Infractions of regulations, rules or administrative issuances
- Simple entitlement fraud

**Mission Specific:** Where up to date information is available, monitoring data on types of misconduct and the outcome may be shared.

Participants can also be referred to the Conduct and Discipline Unit website [http://www.un.org/Depts/dpko/CDT/index.html](http://www.un.org/Depts/dpko/CDT/index.html)
Reporting Misconduct

**Note to Instructor:** This part of the session outlines the duty of UN personnel to report misconduct, cooperate in investigations and provide information in good faith.

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<table>
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<th>Reporting of Misconduct: Duties</th>
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<tbody>
<tr>
<td>UN personnel are duty bound to:</td>
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<tr>
<td>• Report suspected misconduct</td>
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<tr>
<td>• Report in good faith supported by evidence</td>
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<tr>
<td>• Cooperate with UN investigations</td>
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<tr>
<td>• Make reports to UN officials, to OIOS or to others in special circumstances</td>
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<tr>
<td>• Report misconduct directly to OIOS without a need for supervisory approval (ST/SGB/273, para 18)</td>
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All UN personnel have a duty to report suspected misconduct, cooperate with investigations and provide information in good faith which is supported by evidence.

According to SGB/2005/21 - staff members have a duty to report any breach of UN rules and regulations, and to cooperate with duly authorized audits and investigations.

The bulletin provides protection for the individual who makes an allegation in good faith. It states that any individual who cooperates in good faith with an audit or investigation has the right to protection from retaliation. This applies to all staff members.

The mission’s Conduct and Discipline Team (CDT) is the primary body for receiving reports of alleged misconduct.

Other reporting channels include the Head of Mission, The Force Commander or Police Commissioner, OIOS, Ethics Office and the Ombudsman.

The CDT also supports mechanisms for dealing with misconduct, which we will discuss in the final part of the section on conduct and discipline.
Mission Specific: Mission-specific information on reporting of suspected misconduct should be given here. Ensure any examples used respect anonymity.

![Slide 12](slide12.jpg)

Slide 12 gives a definition of retaliation and outlines provisions to protect those who report misconduct from retaliation.

It should be noted that allegations made in bad faith and the spreading of unsubstantiated rumours are not protected by the SGB. These types of allegations are also treated as acts of misconduct.

Retaliation violates the fundamental obligation of staff members to uphold the highest standards of efficiency, competence and integrity. Retaliation is in itself, therefore, seen as misconduct.

So far, we have focused on standards of conduct, defining misconduct, reporting misconduct and protection from retaliation.

Before looking at the second key principle of zero tolerance towards sexual exploitation and abuse, we will look at the responsibilities of leadership.
Leadership and Accountability on Conduct

Note to Instructor: This part of the session outlines the duty of leadership to be accountable and responsible for maintaining the highest standard of conduct and preventing, monitoring and responding to misconduct. It relates to the third key principle underpinning UN standards of conduct: Accountability of those in command who fail to enforce the standards of conduct.

Manager's / Command responsibility regarding misconduct, including sexual exploitation and abuse

Those in command are expected to maintain standards of conduct and to prevent, monitor and respond to misconduct. Normally when misconduct takes place, issues of poor leadership are also raised.

How can Managers and Commanders work to prevent and respond to misconduct?

Answers particularly relevant for SEA include:

- Be familiar with the Mission’s Action Plan to Prevent Sexual Exploitation and Abuse.
- Organized campaigns for specific groups (e.g. anti-child prostitution campaigns).
- Insert performance objectives into work-plans of managers relating to prevention of misconduct, and evaluate through performance appraisals.
- Remind senior personnel of their role in “setting the tone” and “leading by example”.
- Appoint Focal Points for Sexual Exploitation and Abuse in field locations.
- Actively and publicly support efforts of the mission CDT and focal points to address SEA.
- Awareness-raising (town-hall briefings, meetings with senior management, meetings by managers with their staff, raise issue at key meetings with contingent commanders, heads of offices etc.).
- Ensure that the mandatory SEA training is undertaken by all personnel under your supervision/command, including contingent members.
- Include session on sexual exploitation and abuse in induction briefings.
Senior leadership appearance at the start of conduct and discipline training sessions to emphasize the leadership’s commitment to addressing conduct and discipline issues.

Answers relevant to prevention measures in particular include:

- Setting the tone/role modeling
- Provision of welfare and recreation facilities
- Regular troop rotation in remote areas
- Induction and ongoing misconduct training

Answers relevant to enforcement measures in particular include:

- Establish internal complaints mechanisms
- Emphasize the duty to report
- Establish non-fraternization policy, curfew, off-limits locations, patrols
- Coordination of investigations

**Mission Specific:** Mission specific managerial measures can also be shared here.

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**Leadership on Addressing Misconduct: Accountability and Overall Responsibilities**

- Implement prevention, enforcement & remedial policies
- Ensure misconduct prevention training
- Conduct periodic misconduct risk assessments
- Address potential or actual violations
- Report all misconduct to the Conduct and Discipline Team or OIOS

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There are many ways in which managers can work to prevent and respond to misconduct, and SEA in particular.

Slide 13 gives an overview of leadership responsibilities.
Unit 4 – Part 1b: Sexual Exploitation and Abuse

Session Notes

Notes to Instructor: Part 1b of this unit emphasizes the uniform standards personnel are expected to maintain, rather than participant perceptions of sexual exploitation and abuse. Standard responses to commonly-asked questions on prohibited behaviour have been provided for the instructors’ convenience (page 26).

It is particularly important in this session to ensure that it is well-managed and stays on topic.

Ensure that confidentiality and anonymity are maintained in any examples used during discussions.

Ensure that sexual harassment is not confused with sexual exploitation and sexual abuse. Sexual harassment is a workplace-related offence, so it involves staff or related personnel and not members of the general public.

Some issues of the SGB on SEA have been interpreted differently. Note that a guide is still forthcoming to clarify the SGB.

Definitions of Sexual Exploitation and Abuse

This session deals with one of the most widespread forms of misconduct within peacekeeping missions.

Allegations of sexual exploitation and abuse by UN peacekeeping personnel had been made in many missions, from Bosnia and Herzegovina and Kosovo in the Balkans in the early 1990s, to Cambodia and Timor-Leste in Southeast Asia in the early and late 1990s and to West Africa and the Democratic Republic of the Congo (DRC) in recent years.

Participants may want to talk about Sexual Exploitation and Abuse cases that they are aware of. However, confidentiality and anonymity must be maintained and organizations, victims and alleged perpetrators should NEVER be mentioned by name.
Information will be available at the end of the section on where to report allegations of misconduct.

Regardless of your perceptions of the problem or the likelihood for SEA to occur in your mission ALL peacekeeping personnel have an obligation to create and maintain an environment that prevents sexual exploitation and abuse and to uphold the standards of conduct.

Regardless of legality or the cultural norms in your country and/or the host country, there is a zero-tolerance policy regarding sexual exploitation and abuse by UN personnel.

Learning Activity: Defining Sexual Exploitation and Abuse

This activity enables participants to understand the UN definition of sexual exploitation and abuse, using real-life examples.

Time Required:

5 minutes to define SEA and introduce the activity
10 minutes for small group work
15 minutes for groups to report back (time allocation/group will depend on the number of small groups)
10 minutes for guided discussion
5 minutes to wrap-up with key summary points

Total time: 45 minutes

Definition of Sexual Exploitation and Abuse (SEA)

ST/SGB/2003/13

- Sexual exploitation: Actual or attempted abuse of a person’s vulnerability, differential power or trust for sexual purposes, including profiting monetarily, socially or politically from the exploitation
- Sexual Abuse: Actual or threatened physical intrusion of a sexual nature, by force or under unequal or coercive conditions

Sexual Exploitation and Abuse constitute serious misconduct for all UN personnel
Activity Guidelines:

1. Ask a participant to read slide 14 Definition of Sexual Exploitation and Abuse (SEA).

2. Put the flipcharts you’ve prepared with the definitions of SEA in a visible area for easy reference.

3. Ask participants to split into small groups (up to 8 people). Explain to participants that they have up to 10 minutes to list examples of SEA that occur in their home country or in peacekeeping missions. Explain that a group spokesperson will need to share their examples. Remind participants not to use any names.

4. After the 10 minutes, ask each group to share their examples with the wider group (the number of examples that can be shared will depend on the size of the training group). (15 minutes maximum)

5. Correct any examples given that are not SEA, for example, sexual harassment and other forms of misconduct.

Examples of sexual exploitation and/or sexual abuse could include:

- Providing assistance or aid of any kind, including food, clothing and lodging, in exchange for sexual favours
- Threatening to withhold assistance or aid of any kind in exchange for sexual favours
- Buying sex from prostitutes, even where prostitution is legal in the host country
- Forcing a young boy to engage in sexual acts
- Rape
- Human trafficking of people for prostitution
- Procuring prostitutes for others

6. Facilitate a short, guided discussion on the following questions. Provide the answers below if they are not given by participants. (10 minutes)

What makes members of the host community vulnerable?

- Collapsed economy with many fighting for survival in desperate circumstances
- Lack of awareness of rights and obligations
History of unequal power relations that can be exploited
- Prevalence of sexual and gender-based violence

What does differential power mean in the peacekeeping context?
- An imbalance between economic, social or education status
- A dependence by one on the assistance of another to sustain living
- A position of authority over another

Why is it important that trust is not abused?
- Further victimization of vulnerable persons
- Violates victims’ human rights
- Disrupts families and communities

7. Wrap-up the discussion with the following summary points (5 minutes)

SEA contradicts the mandate of the UN in general, and the peacekeeping mandate in particular

The UN has a zero-tolerance policy to SEA, this means it is classified as serious misconduct and that managers/commanders have a responsibility to prevent, enforce and respond to SEA

SEA damages individuals and the credibility of the peacekeeping mission

Privileges and immunities can and have been waived to address serious misconduct, including SEA

We create the demand.....we are part of the problem
Uniform standards on SEA

Uniform Standards on Sexual Exploitation and Abuse

1. Sexual activity with children (persons under the age of 18) is prohibited
2. Exchange of money, employment, goods, assistance or services for sex, e.g. sex with prostitutes, is prohibited
3. Use of children or adults to procure sexual services for others is prohibited
4. Sexual relationships with beneficiaries of assistance are strongly discouraged

Slide 14 outlines the prohibitions as stated in the SGB on special measures for protection from SEA. These prohibit sexual activity with persons under 18; exchange of money, employment, goods or services for sex or sexual favour, use of children or adults to procure sex for others and strongly discourage sexual relationships with beneficiaries of assistance.

The previous learning activity and key summary points to define SEA should help clarify for participants WHY the uniform standards exist.
Commonly Asked Questions on SEA

**Note to Instructor:** The following responses have been provided to assist instructors in the event these questions are asked during the session.

<table>
<thead>
<tr>
<th>Questions Commonly Asked By Participants</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does having consensual sex with a prostitute automatically become sexual exploitation?</td>
<td>Yes, it is prohibited.</td>
</tr>
<tr>
<td>Does it matter if SEA occurs outside of the mission area in the officer's own country (or another country) while on leave?</td>
<td>It does not matter. This policy is applicable to UN personnel wherever they are.</td>
</tr>
<tr>
<td>Who are the beneficiaries of assistance?</td>
<td>Beneficiaries include those directly receiving assistance e.g. Refugees, IDPs and - due to the nature of peacekeeping - the local population of the host country. This is because peacekeeping personnel have money, food and shelter, whereas the local population is often very vulnerable and with limited access to these essentials, creating a power differential. Such circumstances increase the risk of sexual exploitation, which is why relationships between peacekeeping personnel and beneficiaries are strongly discouraged.</td>
</tr>
<tr>
<td>My national standards of conduct are different to the UN standards. Which standards apply to me?</td>
<td>Regardless of whether the national standards are higher or lower, the uniform standards on SEA are the minimum standards for UN personnel.</td>
</tr>
</tbody>
</table>
Learning Activity: Guidelines and Prohibitions on SEA

This activity helps participants apply their understanding of guidelines and prohibitions on SEA by looking at seven scenarios, all of which depict SEA.

Time Required:  
5 minutes to introduce the activity  
15 minutes for small group work  
20 minutes for groups to report back (time allocation/group will depend on the number of small groups)  
5 minutes to discuss and wrap-up with key summary points

Total time: 45 minutes

Preparations: You will need:

1. Flipchart paper and pens  
2. Copies of the scenarios and the questions

Activity Guidelines:

1. Split participants into groups of no more than eight.

2. Handout the scenario questions (page 41) and the SEA scenarios (pages 42-44).

3. Assign each small group at least two scenarios (where there are less than five small groups they can look at more scenarios) and a question sheet.

4. Inform the small groups that they have 15 minutes to read the scenarios and to answer the six questions. Note that there is room on the scenario handouts for their answers.

5. After the groups have had 15 minutes, call their attention back to the large group.

6. Allow up to 20 minutes for participants to give responses to the scenarios. If there are several small groups (i.e. more than five – 40 participants in total) decide the most appropriate way to field responses e.g. each group answers one question only. Where there are less than five small groups (i.e. less than 40 participants) a group representative can briefly give responses for each scenario.
7. It may be useful to also hand out the answers to the scenarios (pages 52 - 55).

8. Wrap-up the activity, making the following key summary points:

- All scenarios constitute serious misconduct and a prohibited act
- All scenarios depict sexual exploitation as they all depict actual or attempted abuse of a position of vulnerability, differential power and/or trust
- Most of the scenarios depict sexual abuse, as they depict actual or threatened physical intrusion of a sexual nature, by force or under unequal or coercive conditions
- All scenarios have negative consequences for those involved

Note to Instructor regarding a break: If you have not already called a break, this is a good point to take one.
Unit 4 – Part 1c:
The Consequences of Misconduct

Session Notes

Note to Instructor: Part 3 of this unit builds on the scenarios of serious misconduct depicting SEA, by looking at the consequences of misconduct and UN measures to address misconduct, with an emphasis on SEA.

Any mission-specific data on the outcome of misconduct cases and the mechanisms for dealing with misconduct should be included in this section.

Learning Activity: Consequences of Misconduct in the Scenarios

The purpose of this brainstorming activity is for the participants to consider the consequences of misconduct using the scenarios from the previous activity. Keep this brainstorming activity brief as the slides will be used to reinforce the main points.

Time Required: 2 minutes to introduce the activity
8 minutes for the whole group to give their ideas (including prompting the participants as necessary)

Total time: 10 minutes

Preparations:

1. Choose one of seven scenarios from the previous activity for this. You may decide upon a scenario before the session or, alternatively, choose a scenario based on what you’ve heard during the reports from the participants’ small group work.

2. Divide a piece of flipchart paper into quadrants with headings as shown on the next page.
<table>
<thead>
<tr>
<th>Victim, victim’s family, baby</th>
<th>Host population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perpetrator/s (UN personnel)</td>
<td>Peacekeeping mission</td>
</tr>
</tbody>
</table>

**Activity Guidelines:**

1. Introduce the activity by telling participants “We are now going to consider the consequences of misconduct, with reference to the earlier scenarios we looked at.”

2. Show participants the pre-prepared flipchart and let them know you will be filling it in with information they provide on the consequences.

3. Ask them the following question:
With regard to (insert the specific scenario) what are the consequences of sexual exploitation and abuse on the following four groups?

- The victims, their family members and any baby born as a result of sexual exploitation and abuse
- The perpetrators (UN peacekeeping personnel)
- The host population
- The peacekeeping mission

1. Write all the participants’ responses on a flipchart pad, in the appropriate quadrant.

2. When the brainstorm appears exhausted, prompt the group on any consequences they have not mentioned e.g. disciplinary measures, risk to the credibility of a peacekeeping mission, health issues, such as the transmission of sexually transmitted infections (STIs), including HIV transmission.

3. Wrap up the brainstorm and introduce slide 15 on the Consequences of Misconduct for Peacekeeping Personnel. Keep the flipchart visible.

<table>
<thead>
<tr>
<th>Slide 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequences of Misconduct for Peacekeeping Personnel</td>
</tr>
<tr>
<td>- Disciplinary action</td>
</tr>
<tr>
<td>- Repatriation</td>
</tr>
<tr>
<td>- Termination of contract</td>
</tr>
<tr>
<td>- Criminal proceedings</td>
</tr>
<tr>
<td>- Financial liability</td>
</tr>
</tbody>
</table>

- These are the main consequences of misconduct for peacekeeping personnel.

- Where a UN investigation substantiates any type of misconduct, including sexual exploitation and abuse, the UN can **take disciplinary action** against civilian personnel (e.g. summary dismissal).
The UN can only take limited action against uniformed personnel (e.g., repatriation and barring from future service) and rely on Member States to take disciplinary and/or criminal action against such personnel.

UN investigations are administrative in nature. If a peacekeeper is alleged to have committed a crime such as rape, the matter is referred to the appropriate Member State for a criminal investigation after a preliminary assessment of the matter by the UN.

Consequences are also determined by the privileges and immunities a peacekeeper enjoys. Uniformed personnel remain liable to disciplinary action and even criminal proceedings for violations of their national code of conduct that amounts to criminal acts.

[Ref: Revised draft model Memorandum of Understanding between the UN and Troop Contributing Countries] and General Assembly Resolution on Criminal accountability of United Nations officials and experts on mission (A/RES/62/63)]

The instructor and participants may be able to cite anonymized examples of the consequences of misconduct for peacekeeping personnel.

![Consequences for Peacekeeping Mission

- Violates victim’s human rights
- Misconduct contrary to UN Principles
- Violates integrity and impartiality
- Reduces credibility and image of UN
- Threatens security
- Undermines rule of law and fosters crime

Acts of serious misconduct, particularly sexual exploitation and abuse seriously damage the image and credibility of the mission, in turn impeding the implementation of the mission’s mandate.
Sexual misconduct by United Nations peacekeepers could result in violent retaliation by family members and communities against the perpetrators, the entire contingent or even the mission.

The instructor and participants may be able to cite anonymized examples of the consequences of misconduct for peacekeeping missions.

The consequences of incidences of cases or allegations of misconduct, including sexual exploitation and abuse, can be dramatic:

- Could impede the implementation of the political and operational mandate of the mission. (Example: In the DRC, media reports have at some point gravely impacted the mission’s credibility and the UN’s reputation, to the point that SEA appeared to overshadow efforts of the mission to address the very critical political issues faced by the mission.)
- Could affect the reputation of the UN and of the country sending you, both in the international arena as well as in the host country.
- The duty of care of the peacekeepers appears to be a vain statement, people talk about impunity and the failure of the UN to take responsibility for the suffering of victims of such acts.
- May in fact and very concretely put the security of peacekeepers at risk.
- May open the ground for false allegations of all types against the mission and the UN.

Peacekeeping personnel need to act as role models

Compliance with the UN standards of conduct is the best guarantee of security and fulfilling the mandate of your mission

Peacekeeping personnel are on duty 24 hours a day, 7 days a week

Peacekeeping personnel are ambassadors of the United Nations and of their country
Measures and mechanisms to address Misconduct

\textbf{Note to Instructor:} Some aspects of this three-pronged strategy have already been covered in earlier parts of the unit e.g. training and standards of conduct, uniform standards (prevention); disciplinary measures (enforcement).

\textbf{DPKO’s Three-Pronged Approach to Addressing SEA}

1. Prevention
2. Enforcement
3. Remedial action

The final topic in the section covers the UN DPKO three-pronged strategy for addressing sexual exploitation and abuse. The principles on prevention and enforcement are also relevant for addressing other types of misconduct.

Slide 17 outlines DPKO’s approach to misconduct, particularly sexual exploitation and abuse.

The Department of Peacekeeping Operations developed a comprehensive strategy to address sexual exploitation and abuse in all United Nations peacekeeping operations.

[Reference: based on the recommendations of the Special Committee on Peacekeeping Operations (A/59/19/Rev.1) adopted General Assembly (A/RES/59/300)]
DPKO measures in place to prevent SEA include the uniform standards on SEA, covered earlier and mission-specific codes of conduct.

Test if the participants recall the uniform standards on SEA (no sexual activity with under 18s, no sexual activity with prostitutes, no use of children or adults to procure sexual for others and strong discouragement of sexual relations with beneficiaries of assistance).

Test if the participants can recall other forms of serious misconduct.

Training: In addition to this pre-deployment training, for example, there is induction and on-going training on misconduct and SEA.

Public information/outreach: awareness-raising measures including poster campaigns, briefings during town hall meetings, intranet web sites, newsletters, radio broadcasts. A pro-active approach to the release of information on misconduct and SEA allegations, investigations and follow-up action.

Welfare and recreation: Missions have been requested to improve welfare and recreation facilities and Member States urged to fully utilize welfare payments provided by the UN for their soldiers.

Mission Specific information on prevention measures for SEA and other misconduct can be shared at this point.
Global DPKO measures in place to enforce norms of conduct include the disciplinary and administrative processes discussed earlier when we looked at the consequences of misconduct for UN personnel.

Test if the participants recall the disciplinary consequences of misconduct (e.g. termination, repatriation, criminal charges etc).

**Complaint Mechanisms/Reporting and follow-up:** CDTs and OIOS are the main complaint reception mechanism. A range of measures are in place e.g. locked drop-boxes, private meeting rooms to allow reporting in a confidential setting, telephone hotlines, secure e-mail addresses, regional/country focal points, outreach to civil society including local, women’s organizations and use of the local UN-NGO network of focal points on sexual exploitation and abuse to refer complaints received by other agencies.

**Investigations:** While the Conduct and Discipline Unit (CDU) and the Conduct and Discipline Teams (CDTs) have no formal investigative role, they may be required to perform assessment of allegations prior to referring cases for investigation.

Investigation processes for serious misconduct and misconduct have been covered earlier. These include investigations by national authorities, for military personnel, OIOS and mission entities (Special Investigation Unit, Force Provost Marshall and UN Police Unit). Conduct and Discipline Teams monitor that complaints are investigated.
Data management: Mission Conduct and Discipline Teams record all allegations of misconduct, including SEA, received and refer them for investigation by the UN or national authorities.

The misconduct tracking system (MTS) is a global database for follow-up on allegations and cases.

Specific information on enforcement measures for SEA and other misconduct can be shared here.

Victim assistance: Missions are required to refer alleged victims of SEA to existing support services, e.g. medical and psycho-social services.

Reputation repair: Communication of the outcome of investigations to an external audience. Information is provided on substantiated and unsubstantiated cases.

Regular briefings: held to release information on specific allegations of misconduct, including sexual exploitation and abuse that are deemed to have a potentially significant, negative impact on the image and credibility of the mission or ability of the mission to implement its mandate.

Mission Specific information on remedial action for SEA and other misconduct can be shared here.
Summary of key messages

Note to Instructor: Outline the main points that have been covered during the session.

- In this session we have discussed the three key principles governing the conduct of peacekeeping personnel. These are: 1) Highest standards of efficiency, competence and integrity; 2) Zero tolerance policy on sexual exploitation and abuse; and 3) Accountability of those in command who fail to enforce the standards of conduct.

- We have reviewed the main documents that outline UN Standards of Conduct for different peacekeeping personnel and discussed what constitutes different levels of misconduct, the duty to report suspected misconduct and the protection for retaliation if misconduct is reported.

- We have examined leadership’s responsibility in terms of maintaining the highest standards of conduct.

- Finally, we have clarified the UN definition of Sexual Exploitation and Abuse, examined particular cases of SEA and considered the serious consequences to all involved.
Unit 4 – Part 1 a-c: Learning Assessment

A selection of the questions can be informally asked of the whole participant group at the end of the session or can be used in written form. At the end of the entire unit and/or the conclusion of the training, instructors may want to again choose some of the following questions for review.

Questions

1. List the three key principles governing the conduct of peacekeeping personnel.
2. Give at least two examples of serious misconduct.
3. Give at least two examples of misconduct.
4. Sexual exploitation involves the abuse or attempted abuse of what for sexual purposes?
5. Sexual abuse is defined as actual or threatened physical intrusion of a sexual nature, under which conditions:
6. What are the four uniform standards on SEA?
7. Give at least three consequences of misconduct for peacekeeping personnel:
8. Give at least three consequences of sexual misconduct for the victim and the wider host population:
9. Give at least three consequences of misconduct for the mission:
10. What is the UN three-pronged approach to addressing sexual exploitation and abuse?

Answers

1. List the three key principles governing the conduct of peacekeeping personnel
   - Highest standards of efficiency, competence and integrity
   - Zero tolerance policy on sexual exploitation and abuse
   - Accountability of those in command who fail to enforce the standards of conduct
2. Give at least two examples of serious misconduct
   - Sexual exploitation and abuse
- Serious or complex fraud
- Other serious criminal act or activity
- Conflict of interest
- Gross mismanagement
- Waste of substantial resources
- All cases involving risk of loss of life to staff or to others, including witnesses
- Substantial violation of United Nations regulations, rules or administrative issuances

3. Give at least two examples of misconduct:

- Discrimination, harassment, including sexual harassment and abuse of authority
- Traffic-related inquiries
- Simple thefts
- Contract disputes
- Office management disputes
- Basic misuse of equipment or staff
- Basic mismanagement issues
- Infractions of regulations, rules or administrative issuances

4. Sexual exploitation involves the abuse or attempted abuse of what for sexual purposes?

- A person’s vulnerability
- Differential power
- A person’s trust

5. Sexual abuse is defined as actual or threatened physical intrusion of a sexual nature, under which conditions:

- Force
- Unequal or coercive conditions

6. What are the four uniform standards on SEA?

- Sexual activity with children (persons under the age of 18) is prohibited.
- Exchange of money, employment, goods, assistance or services for sex, e.g. sex with prostitutes, is prohibited.
- Use of children or adults to procure sexual services for others is prohibited.
- Sexual relationships with beneficiaries of assistance are strongly discouraged.
7. Give at least three consequences of misconduct for peacekeeping personnel:
   - Disciplinary action
   - Repatriation
   - Termination of contract
   - Criminal proceedings
   - Financial liability

8. Give at least three consequences of sexual misconduct for the victim and the wider host population:
   - Violates victim’s human rights
   - Further traumatises people who may have experience conflict/sexual violence, etc.
   - Victims of sexual exploitation and abuse may be stigmatised within their community
   - Unwanted pregnancy
   - Sexually transmitted infections (STIs)
   - Erodes trust and confidence in the UN

9. Give at least three consequences of misconduct for the mission:
   - Misconduct contrary to UN Principles
   - Violates integrity and impartiality
   - Reduces credibility and image of UN
   - Threatens security
   - Undermines rule of law and fosters crime

10. What is the UN three-pronged approach to addressing sexual exploitation and abuse?
    1. Prevention
    2. Enforcement
    3. Remedial action
WE ARE UNITED NATIONS PEACEKEEPING PERSONNEL

The United Nations Organization embodies the aspirations of all the people of the world for peace. In this context the United Nations Charter requires that all personnel must maintain the highest standards of integrity and conduct.

We will comply with the Guidelines on International Humanitarian Law for Forces Undertaking United Nations Peacekeeping Operations and the applicable portions of the Universal Declaration of Human Rights as the fundamental basis of our standards.

We, as peace-keepers, represent the United Nations and are present in the country to help it recover from the trauma of a conflict. As a result we must consciously be prepared to accept special constraints in our public and private lives in order to do the work and to pursue the ideals of the United Nations Organization.

We will be accorded certain privileges and immunities arranged through agreements negotiated between the United Nations and the host country solely for the purpose of discharging our peacekeeping duties. Expectations of the world community and the local population will be high and our actions, behaviour and speech will be closely monitored.
We will always:

- Conduct ourselves in a professional and disciplined manner, at all times;
- Dedicate ourselves to achieving the goals of the United Nations;
- Understand the mandate and mission and comply with their provisions;
- Respect the environment of the host country;
- Respect local customs and practices through awareness and respect for the culture, religion, traditions and gender issues;
- Treat the inhabitants of the host country with respect, courtesy and consideration;
- Act with impartiality, integrity and tact;
- Support and aid the infirm, sick and weak;
- Obey our United Nations superiors/supervisors and respect the chain of command;
- Respect all other peacekeeping members of the mission regardless of status, rank, ethnic or national origin, race, gender, or creed;
- Support and encourage proper conduct among our fellow peacekeeping personnel;
- Report all acts involving sexual exploitation and abuse;
- Maintain proper dress and personal deportment at all times;
- Properly account for all money and property assigned to us as members of the mission; and
- Care for all United Nations equipment placed in our charge.
We will never:

- Bring discredit upon the United Nations, or our nations through improper personal conduct, failure to perform our duties or abuse of our positions as peacekeeping personnel;
- Take any action that might jeopardize the mission;
- Abuse alcohol, use or traffic in drugs;
- Make unauthorized communications to external agencies, including unauthorized press statements;
- Improperly disclose or use information gained through our employment;
- Use unnecessary violence or threaten anyone in custody;
- Commit any act that could result in physical, sexual or psychological harm or suffering to members of the local population, especially women and children;
- Commit any act involving sexual exploitation and abuse, sexual activity with children under 18, or exchange of money, employment, goods or services for sex;
- Become involved in sexual liaisons which could affect our impartiality, or the well-being of others;
- Be abusive or uncivil to any member of the public;
- Willfully damage or misuse any United Nations property or equipment;
- Use a vehicle improperly or without authorization;
- Collect unauthorized souvenirs;
- Participate in any illegal activities, corrupt or improper practices; or
- Attempt to use our positions for personal advantage, to make false claims or accept benefits to which we are not entitled.
We realize that the consequences of failure to act within these guidelines may:

- Erode confidence and trust in the United Nations;

- Jeopardize the achievement of the mission;

- Jeopardize our status and security as peacekeeping personnel; and

- Result in administrative, disciplinary or criminal action.
Questions for Scenarios

Please read the scenario/s and answer the following questions:

a. Has the UN personnel actually or attempted to abuse a position of vulnerability for sexual purposes?

   Yes/No

b. Has the UN personnel actually or attempted to abuse differential power for sexual purposes?

   Yes/No

c. Has the UN personnel in this scenario actually or attempted to abuse trust, for sexual purposes?

   Yes/No

d. Does this scenario constitute prohibited act(s)?

   Yes/No

e. Which uniform standards on sexual exploitation and abuse have been violated? List as many as apply.
## Scenarios

### EXAMPLE OF PROHIBITED ACT

| 1. Betty is a 16 year old girl living in a small village. Betty has four younger brothers and sisters. Her parents do not have very much money and find it very difficult to provide the costs for education, clothing and food for all of the children. There had even been some discussion about Betty dropping out of school to assist her mother in working at the market. However, all the problems have been solved as Betty has started a sexual relationship with Johnson, a senior UNHCR officer. He has promised to pay for her school fees and help to pay for her brothers and sisters to continue with their education. Betty’s parents are very relieved that this opportunity has come and encourage Betty to maintain the relationship. It has really helped the family and now all the children can continue in school. |  a. Yes ☐ No ☐  
  b. Yes ☐ No ☐  
  c. Yes ☐ No ☐  
  d. Yes ☐ No ☐  
  e. |
| 2. Carlos, a military commander posted in the southern district, has helped set up a boys’ soccer club in the town where his national contingent is deployed. Carlos enjoys the soccer games, but he particularly enjoys the access the club gives him to local adolescents. He gives presents (magazines, candy, sodas, pens) to various boys in exchange for sexual acts. He thinks there’s nothing wrong with this, since the boys like the presents he gives them. |  a. Yes ☐ No ☐  
  b. Yes ☐ No ☐  
  c. Yes ☐ No ☐  
  d. Yes ☐ No ☐  
  e. |
3. Joey is a locally-hired driver for a UN agency, who transports relief items from the warehouse to the refugee camp where the items are distributed. On one of his trips he recognized a 15-year old refugee girl walking on the side of the road and gave her a lift back to the camp. Since then, to impress her and win her over, he frequently offers to drive her wherever she is going and sometimes gives her small items from the relief packages in his truck, which he thinks she and her family could use. The last time he drove her home she asked him inside her house to meet her family. The family was pleased that she had made friends with a UN worker. Joey really likes the girl and wants to start a sexual relationship with her. He knows her family will approve.

a. Yes □ No □  b. Yes □ No □

c. Yes □ No □  d. Yes □ No □

e.  

4. Marie is a 30-year-old refugee whose desperate circumstances have forced her into prostitution. On Saturday night she was picked up by John, a UNICEF staff member in a UN car, as he was driving back home after dinner. John took her home and paid her for sex. As prostitution is not illegal in the country where he is posted, he figured he was doing nothing wrong.

a. Yes □ No □  b. Yes □ No □

c. Yes □ No □  d. Yes □ No □

e.  

5. Josie is an adolescent refugee girl in one of the camps. Pieter, one of the food distribution staff, who works for WFP, has offered to give her a little extra during the distribution if she will be his “special friend”. She agrees willingly. Both of them agree that they should start a sexual relationship and neither one of them think that anything is wrong. Josie hopes that the relationship will be a passport to a new life in another country, and Pieter does nothing to discourage these hopes.

a. Yes □ No □  b. Yes □ No □

c. Yes □ No □  d. Yes □ No □

e.  
6. Darlene is a CIVPOL. She’s always on the lookout for good business opportunities since she has to support her family back home. She’s asked by another CIVPOL, Stanislas, to contribute some of her MSA towards renovating a bar in the town, in return for a cut of the bar’s profits. Darlene soon finds she’s getting a steady income from the bar, and gives more money to hire more staff, including security, and so on. She herself doesn’t go to the bar, but she knows that there is a lot of prostitution going on there and that several peacekeepers and CIVPOLs use the bar often. However, she doesn’t think that concerns her, since she isn’t directly involved in those issues. She’s just glad of the extra money.

   a. Yes ☐ No ☐
   b. Yes ☐ No ☐
   c. Yes ☐ No ☐
   d. Yes ☐ No ☐
   e.  

7. Sven is a Military Observer. He has developed a close relationship with his landlady, Amanna, who also does his cleaning. They eat meals together and talk in broken English. Amanna’s family (her husband and three young children) was killed in the violence that engulfed the country five years ago, so she is very lonely and enjoys the opportunity to talk. One night Sven returns from a reception for the Force Commander who has been visiting the district where he is deployed. Sven is drunk. He has not had sex for eight months. He presses Amanna to come to his bedroom, urging her to make love with him. Amanna looks extremely embarrassed, and tries to leave the room. Sven’s sure she likes him, but is just being shy. Then he changes tactics, and tells her he will have to think of leaving her house and finding a new home if she won’t come to bed with him. Amanna is horrified at the prospect of losing her only source of income, so she complies with his demands. After all the violence she has seen, she has come to expect this kind of behaviour from men, but she had thought that Sven would be different. She was wrong about that.

   a. Yes ☐ No ☐
   b. Yes ☐ No ☐
   c. Yes ☐ No ☐
   d. Yes ☐ No ☐
   e.  

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UN Peacekeeping PDT Standards, Core Pre-Deployment Training Materials, 1st ed. (2009)
### Answers for Misconduct Scenarios

Scenarios covering prohibited acts of Sexual Exploitation and Sexual Abuse for the various categories of United Nations personnel

The following scenarios demonstrate examples of prohibited acts under the current standards of conduct expected of all categories of UN personnel (civilian, civilian police, military observers and military members of national contingents) as set out in the UN Staff Rules and Regulations and/or the DPKO Disciplinary Directives (including the Ten Rules: Code of Personal Conduct for Blue Helmets). These acts also specifically violate standards listed in: ST/SGB/2003/13 on Special Measures for Protection from Sexual Exploitation and Sexual Abuse; and ST/SGB/1999/13 on Observance by United Nations Forces of International Humanitarian Law. N.B. Allegations and reports of sexual harassment are covered by separate procedures described in ST/SGB/253 and ST/AI/379 (as may be amended).

The acts described below constitute misconduct and could lead to the appropriate disciplinary and administrative measures, such as summary dismissal or recommendation to repatriate. More information on determining the relevant procedures to be followed when alleged acts of misconduct occur should be obtained from the relevant Department/Agency Headquarters.

<table>
<thead>
<tr>
<th>EXAMPLE OF PROHIBITED ACT</th>
<th>WHY IT CONSTITUTES MISCONDUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Yes ☐ No ☑</td>
<td>b. Yes ☐ No ☑</td>
</tr>
<tr>
<td>c. Yes ☐ No ☑</td>
<td>d. Yes ☐ No ☑</td>
</tr>
<tr>
<td>e. Sexual activity with children (persons under the age of 18) is prohibited.</td>
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</tbody>
</table>

Exchange of money, employment, goods, assistance or services for sex, e.g. sex with prostitutes, is prohibited.

**Full Explanation:**

Under section 3.2 (b) of the Secretary-General's Bulletin ST/SGB/2003/13, Johnson is prohibited from sexual activity with anyone under 18, regardless of the local age of consent. This encounter also constitutes sexual exploitation as defined in section 3.2 (c) of ST/SGB/2003/13: Johnson has abused a position of differential power for sexual purposes, by exchanging money for sexual access.
2. Carlos, a military commander posted in the southern district, has helped set up a boys’ soccer club in the town where his national contingent is deployed. Carlos enjoys the soccer games, but he particularly enjoys the access the club gives him to local adolescents. He gives presents (magazines, candy, sodas, pens) to various boys in exchange for sexual acts. He thinks there’s nothing wrong with this, since the boys like the presents he gives them.

<table>
<thead>
<tr>
<th>a. Yes</th>
<th>b. Yes</th>
<th>c. Yes</th>
<th>d. Yes</th>
<th>e. No</th>
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</table>

Sexual activity with children (persons under the age of 18) is prohibited.
Exchange of money, employment, goods, assistance or services for sex, e.g. sex with prostitutes, is prohibited.

**Full explanation:**

Carlos’ acts are in violation of the Ten Rules: Code of Personal Conduct for Blue Helmets and ST/SGB/1999/13 on Observance by UN Forces of International Humanitarian Law. He has abused a position of differential power for sexual purposes, by exchanging money and goods for sexual favours. Such acts constitute serious misconduct. In addition, Carlos is in breach of the same policy for performing sexual acts with children (anyone under 18, regardless of the local age of consent).

3. Joey is a locally-hired driver for a UN agency, who transports relief items from the warehouse to the refugee camp where the items are distributed. On one of his trips he recognized a 15-year old refugee girl walking on the side of the road and gave her a lift back to the camp. Since then, to impress her and win her over, he frequently offers to drive her wherever she is going and sometimes gives her small items from the relief packages in his truck, which he thinks she and her family could use. The last time he drove her home she asked him inside her house to meet her family. The family was pleased that she had made friends with a UN worker. Joey really likes the girl and wants to start a sexual relationship with her. He knows her family will approve.

<table>
<thead>
<tr>
<th>a. Yes</th>
<th>b. Yes</th>
<th>c. Yes</th>
<th>d. Yes</th>
<th>e. No</th>
</tr>
</thead>
</table>

Exchange of money, employment, goods, assistance or services for sex, e.g. sex with prostitutes, is prohibited.

**Full explanation:**

Under section 3.2 (b) of the Secretary-General’s Bulletin ST/SGB/2003/13, Joey is prohibited from sexual activity with anyone under 18, regardless of the local age of consent. Moreover, the rules also strongly discourage sexual relationships between UN staff and beneficiaries of assistance, since they are based on inherently unequal power dynamics and undermine the credibility and integrity of the work of the UN (see section 3.2 (d) of ST/SGB/2003/13).
4. Marie is a 30-year-old refugee whose desperate circumstances have forced her into prostitution. On Saturday night she was picked up by John, a UNICEF staff member in a UN car, as he was driving back home after dinner. John took her home and paid her for sex. As prostitution is not illegal in the country where he is posted, he figured he was doing nothing wrong.

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<tbody>
<tr>
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<td>b. Yes ☒ No ☐</td>
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<tr>
<td>c. Yes ☒ No ☐</td>
<td>d. Yes ☒ No ☐</td>
</tr>
<tr>
<td>e. Exchange of money, employment, goods, assistance or services for sex, e.g. sex with prostitutes, is prohibited.</td>
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</table>

**Full explanation:**
The exchange of money for sexual services violates the standards of conduct expected of any category of UN personnel. In this case, involving a civilian staff member) the act violates section 3.2 (c) of the Secretary-General's Bulletin ST/SGB/2003/13.

5. Josie is an adolescent refugee girl in one of the camps. Pieter, one of the food distribution staff, who works for WFP, has offered to give her a little extra during the distribution if she will be his "special friend". She agrees willingly. Both of them agree that they should start a sexual relationship and neither one of them think that anything is wrong. Josie hopes that the relationship will be a passport to a new life in another country, and Pieter does nothing to discourage these hopes.

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<tbody>
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<tr>
<td>c. Yes ☒ No ☐</td>
<td>d. Yes ☒ No ☐</td>
</tr>
<tr>
<td>e. Exchange of money, employment, goods, assistance or services for sex, e.g. sex with prostitutes, is prohibited.</td>
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</table>

**Full explanation:**
Pieter’s relationship with Josie constitutes sexual exploitation: exchange of goods for sex or sexual favours is explicitly prohibited under section 3.2 (c) of ST/SGB/2003/13. This includes any exchange of assistance that is due to beneficiaries of assistance. Moreover (and irrespective of the local age of consent) if Josie is under 18, Pieter is in violation of section 3.2 (b) of ST/SGB/2003/13.

6. Darlene is a CIVPOL. She’s always on the lookout for good business opportunities since she has to support her family back home. She’s asked by another CIVPOL, Stanislas, to contribute some of her MSA towards renovating a bar in the town, in return for a cut of the bar’s profits. Darlene soon finds she’s getting a steady income from the bar, and gives more money to hire more staff.

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<tbody>
<tr>
<td>a. Yes ☒ No ☐</td>
<td>b. Yes ☒ No ☐</td>
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<tr>
<td>c. Yes ☒ No ☐</td>
<td>d. Yes ☒ No ☐</td>
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<tr>
<td>e. The peacekeepers and CIVPOLs using prostitutes are exchanging money for sex, and sex with prostitutes, is prohibited.</td>
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</table>

**Full explanation:**
Darlene and Stanislas are aiding sexual
including security, and so on. She herself doesn’t go to the bar, but she knows that there is a lot of prostitution going on there and that several peacekeepers and CIVPOLs use the bar often. However, she doesn’t think that concerns her, since she isn’t directly involved in those issues. She’s just glad of the extra money.

exploitation. This violates the Ten Rules: Code of Personal Conduct for Peacekeepers. The peacekeepers and CIVPOLs who frequent the bar are engaged in sexual exploitation. For these categories of personnel, using a prostitute violates the Ten Rules: Code of Personal Conduct for Blue Helmets and the ST/SGB/1999/13 On Observance by UN Forces of International Humanitarian Law.

7. Sven is a Military Observer. He has developed a close relationship with his landlady, Amanna, who also does his cleaning. They eat meals together and talk in broken English. Amanna’s family (her husband and three young children) was killed in the violence that engulfed the country five years ago, so she is very lonely and enjoys the opportunity to talk. One night Sven returns from a reception for the Force Commander who has been visiting the district where he is deployed. Sven is drunk. He has not had sex for eight months. He presses Amanna to come to his bedroom, urging her to make love with him. Amanna looks extremely embarrassed, and tries to leave the room. Sven’s sure she likes him, but is just being shy. Then he changes tactics, and tells her he will have to think of leaving her house and finding a new home if she won’t come to bed with him. Amanna is horrified at the prospect of losing her only source of income, so she complies with his demands. After all the violence she has seen, she has come to expect this kind of behaviour from men, but she had thought that Sven would be different. She was wrong about that.

a. Yes ☒ No ☐ b. Yes ☒ No ☐

c. Yes ☒ No ☐ d. Yes ☒ No ☐
e. Exchange of money, employment, goods, assistance or services for sex, e.g. sex with prostitutes, is prohibited.

**Full explanation:**

Sven has breached the Ten Rules: Code of Personal Conduct for Peacekeepers, by using his differential position of power to coerce Amanna into having sex with him.

Produced by the Inter-Agency Standing Committee Task Force on Protection from Sexual Exploitation and Abuse

**Acknowledgement:** A number of the scenarios above have been adapted from materials contained in the Facilitator’s Guide: *Understanding Humanitarian Aid Worker Responsibilities: Sexual Exploitation and Abuse Prevention*, produced by the Coordination Committee for the Prevention of Sexual Exploitation and Abuse in Sierra Leone.
## Common Questions from Participants

<table>
<thead>
<tr>
<th>Possible Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where can one find numbers for investigated and resolved cases of SEA?</td>
<td>Annual General Assembly reports on investigations (OIOS report).</td>
</tr>
<tr>
<td></td>
<td>Information circular on Disciplinary Measures taken by the Secretary General.</td>
</tr>
<tr>
<td></td>
<td>Annual report on Special Measures for Protection from Sexual Exploitation and Abuse.</td>
</tr>
<tr>
<td>2. Why does the United Nations not have authority over Member States with regards to individual SEA cases?</td>
<td>Member States are sovereign, according to Article 2 in the UN Charter.</td>
</tr>
<tr>
<td></td>
<td>Uniform personnel sent by Member States remain under the jurisdiction of these states.</td>
</tr>
<tr>
<td></td>
<td>Civilian staff members working for the UN have a contractual employment relation with the UN and this provides a degree of administrative jurisdiction to the UN on these staff members.</td>
</tr>
<tr>
<td>3. How is misconduct linked to the domestic jurisdiction of the host country and the home country of the staff member?</td>
<td>The presence of UN personnel in the host country gives that country the jurisdiction over UN personnel, other than members of national contingents, for misconduct that amounts to breaches of the law in that host country, subject to lifting of the UN privileges and immunities.</td>
</tr>
<tr>
<td></td>
<td>For members of national contingents, they remain subjected to the laws of their own country. UN personnel, other than members of national contingents, could also be prosecuted for breaches to the national laws of their own country even if those breaches are committed outside of their own country.</td>
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</tbody>
</table>
UNIT 4 – PART 2: 
HIV/AIDS AND UN PEACEKEEPING OPERATIONS

Preparatory Notes to Instructors

Aim

The aim of this section is to provide peacekeeping personnel with basic knowledge of HIV, including modes of transmission and preventive measures that everyone should adopt in order to protect themselves and others from HIV infection.

This module, therefore aims to fulfil the obligations of the United Nations and Member States to provide the appropriate training to peacekeeping personnel, as outlined in Security Council resolution 1308 on HIV/AIDS and international peacekeeping operations (2000). This training is also guided by the policies of the United Nations, as officially stated in the Secretary-General’s Bulletins on HIV/AIDS in the Workplace (ST/SGB/2003/18 and ST/SGB/2007/12).

Learning Outcomes

*On completion of Unit 4 – Part 2, participants will be able to:*

1. Explain how HIV is transmitted
2. List the ABCs of preventing HIV
3. Be able to utilize a condom correctly
4. Explain whether it is possible to tell if a person is infected with the HIV virus from their appearance

Training Sequence

This training can be placed anywhere after Unit 1 of the Core Pre-Deployment Training Materials. It may be helpful to place this session sometime after the session on women, peace and security has been completed since some of the messages in that session will provide a foundation for this session.
Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Assessment</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 minutes</td>
<td>20 min</td>
<td>Participant Questions/ Discussion: 10-15 min. Assessment: 10 min.</td>
<td>Video: 20 min. Condom Demonstrations: 15 min.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Options</th>
<th>Mission Specific</th>
<th>Optional Film</th>
<th>Optional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>as needed</td>
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Methodology

The following points outline a suggested methodology. Experienced instructors may choose to use alternative methods and activities to present the material and key messages in this unit.

- A film followed by a discussion of key issues raised in the film
- Presentations using the provided PowerPoint slides
- Informal question and answer periods (as determined by instructor)
- Learning assessment questions at the end of the section*

* Please Note: It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This session has a practical orientation and is best presented by instructors familiar with the fundamentals of HIV, the impact of behaviour on personal risk and the risk HIV presents to society. S/he must be comfortable in discussing
issues related to sex and sexual relationships, including the use of condoms, as well as recreational drug use.

**Instructor Preparations**

**Required Reading**


DPKO/DFS Policy on the Role and Functions of HIV/AIDS Units in UN Peacekeeping Operations.

**General Preparations**

**Equipment**

1. Computer and session slides
2. Projector and screen for slides and the film
3. DVD player and speakers will be needed if film is being shown
4. Male and female condoms and equipment to demonstrate their use.

**Materials**

1. Movie entitled *Hidden Risk*. This can be obtained from DPKO’s Peacekeeping Resource Hub website [http://peacekeepingresourcehub.unlb.org](http://peacekeepingresourcehub.unlb.org) or by emailing peacekeeping-training@un.org
2. Flipchart marking pens and flipchart paper or white board/pens
3. If training military contingents, instructors should also print out a copy of the DPKO/DFS Policy on Roles and Functions of HIV/AIDS Units in UN Peacekeeping Operations and provide it to the contingent’s focal point on HIV/AIDS.
4. Participants often appreciate copies of the PowerPoint presentations. If printing of the PowerPoint presentations is possible, it is suggested that they are printed in ‘handout’ format, with 3 slides to a page so participants have room to make notes.
Mission Specific Preparations

1. There will be a mission-specific induction briefing by the HIV/AIDS adviser in mission upon arrival. Nevertheless, instructors who wish to provide mission-specific information to participants, can find updated information on prevalence rates, prevention strategies and other key issues on the UNAIDS website at: http://www.unaids.org/en/CountryResponses/Countries/default.asp

Materials Referenced In This Section

- DPKO/DFS Policy on the Role and Functions of HIV/AIDS Units in UN Peacekeeping Operations.
- Security Council resolution 1308 on HIV/AIDS and international peacekeeping operations.

Additional References

- *DPKO Guidelines on Reconciling the availability of condoms and the policy of zero-tolerance in United Nations peacekeeping operations, 2008*
Deployed peacekeepers live and work in high risk settings. Deployment increases the likelihood of peacekeeping personnel either becoming infected or transmitting infection of HIV while in mission. For their own health as well as others’, all peacekeepers, uniformed as well as civilian, must understand the impact of the HIV pandemic.

Some UN peacekeeping operations have been accused of spreading HIV in host countries. Although this can be debated, once that accusation has been
made, the legitimacy and credibility of UN peacekeeping and the mission are called into question. As we discussed in Unit 1, maintaining the legitimacy of the peacekeeping operation is an important success factor. So peacekeeping personnel need to act responsibly to prevent the transmission of HIV not just for their own protection, but also to **protect the legitimacy of the mission**.

For these reasons, the Security Council and the UN Secretary-General require that all UN personnel are regularly educated on prevention of HIV transmission. This session fulfils that requirement, and in addition, you will also have a more detailed briefing in mission on the country-specific aspects of HIV/AIDS pandemic.

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**Learning Outcomes**

On completion of this session, participants will be able to:

- Explain how HIV is transmitted
- List the ABCs of prevention of HIV
- Describe how to use a condom properly
- Explain whether it is possible to tell if a person is infected with the HIV virus from their appearance

---

**Note to Instructor:** Review the intended learning outcomes of this section (as shown in the slide above) with participants.
Definition of HIV/AIDS

What does HIV mean?

H = Human
I = Immunodeficiency
V = Virus

HIV = a virus that causes the weakening of the human defence system against diseases.

HIV stands for Human Immunodeficiency Virus. This is the virus that causes the weakening of the human defence system against diseases. HIV is the virus that causes AIDS.

What does AIDS mean?

A = Acquired  virus has been received from another infected person
I = Immune  the body’s defence system against disease
D = Deficiency  not working properly – the immune system is weak
S = Syndrome  collection of symptoms associated with a particular disease

A stands for acquired. This means that a person has received the disease from another infected person. (They acquired it.) It is not a genetic disease and does not come from changes in cells.
I stands for immune, referring to the body’s immune system. The immune system uses “soldier cells” to protect the body from disease. The human immune deficiency virus (HIV) attacks and kills those soldier cells.

D stands for deficiency. Deficiency means lacking or not having enough of something. In this case, the body does not have enough soldier cells to protect it against infections. HIV enters the body and acts like a sniper, hidden for as long as it takes to weaken the immune system. Over time the body’s soldier cells are killed and the immune system becomes too weak to protect the person from disease. The person carrying HIV then becomes sick with AIDS.

S means that the disease is a syndrome. A syndrome is a group of health problems that indicate a particular disease or condition.

How is HIV Spread?

Film: Hidden Risk

The film Hidden Risk has been prepared by the Department of Peacekeeping Operations (DPKO) in order to illustrate the key concerns regarding HIV/AIDS in peacekeeping.

Film Time: 20 min and 20 sec.

Note to Instructor: Introduce the film and indicate to participants that a discussion will follow on the key points raised in the film.

Show the film and then proceed to the following slides. The next several slides pose questions for the participants to brainstorm answers to. Each question slide is followed by a slide with the correct answers.
Note to Instructor: Ask participants “How is HIV spread?” This was covered in the film. Acknowledge participants’ ideas and add to their points with the points on the next slide. Ensure you correct any incorrect ideas on how it is spread. (Info on how it is NOT spread is covered on slide 9.)

The four most important ways in which an individual can be exposed to HIV transmission are:

- **Unprotected sex: vaginal, oral** and **anal** as long as there is contact with an infected person’s semen or vaginal fluids.
- Insufficiently screened **blood or blood products** may lead to transfusion of HIV **infected blood**.

- Transmission following the use of **contaminated injecting equipments** such as by **sharing needles** in injecting drug use. Use of contaminated syringes or other surgical instruments can also result in HIV transmission.

- **Mother to child transmission**: Transmission from a HIV infected mother to her child during **pregnancy**, during the **delivery** or after delivery through **breast-feeding**.

Anyone who is infected with HIV can transmit the infection, whether or not they appear sick, have an AIDS diagnosis, or are receiving treatment for their HIV infection.

There is no way to know whether a person has a Sexually Transmitted Infection (STI) or is infected with HIV, just by looking at them.

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**Note to Instructor**: Ask participants **how HIV is NOT spread**. This was also covered in the film. Acknowledge participants’ ideas and add to their points with the points on the next slide. Ensure you correct any incorrect ideas.
HIV is NOT spread by...

1. Animals or insects
2. Water
3. Non-sexual contact between people in daily activities
4. Using toilets or showers
5. Visiting a hospital or medical wing
6. Coughing or sneezing
7. Touching, hugging or shaking hands
8. Sharing food or eating or drinking using utensils
9. Working, socializing, living with or sharing the same room with an HIV positive person

HIV is not transmitted by casual (non-sexual) interaction between people, like shaking hands, touching and hugging or eating food prepared by someone with HIV.

Children playing or sharing a bath with an HIV-positive person are not at risk. HIV is not spread through non-sexual kissing, even deep kissing.

HIV has been found in saliva but in only extremely tiny amounts. No one has ever contracted HIV through kissing.

Note to Instructor: Ensure all points on the slide are covered.

The ABCs of Prevention
**Note to Instructor:** Ask participants of if they can say what is meant by the *ABCs of HIV prevention* (as described in the film). Acknowledge responses and make the points on the following slide.

<table>
<thead>
<tr>
<th>The “A, B, Cs” of HIV Prevention</th>
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<tbody>
<tr>
<td>A = Abstinence - No sex</td>
</tr>
<tr>
<td>B = Be faithful - Stick to one non-infected spouse or partner</td>
</tr>
<tr>
<td>C = Use Condoms, if needed</td>
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- **Abstinence** is an important HIV prevention method, and some peacekeepers may be able remain abstinent during the deployment period. Peacekeeping personnel should also remember that there are strict rules limiting sexual relations with the local population. Exchange of money, employment, goods or services for sex, including sexual favours or any other forms of exploitative behaviour, is prohibited. Sex with prostitutes or anyone under the age of 18 is also strictly forbidden.

- Being sexually **faithful** to one partner is also safe, if this partner is not infected and he/she is also faithful. An important HIV prevention strategy is to “Know your own HIV status and be faithful to your faithful partner who knows her/his status”.

- If you do have sex, **use a condom** and use it correctly. The availability of condoms in mission does not mean that you are allowed to violate the UN rules against having sex with prostitutes or anyone under 18 years of age. If you have sex with anyone other than your non-infected regular partner, always use a condom.
Some people do not like to use condoms as protection. You may want to contemplate how to respond to a partner who does not want to use a condom. It is important to keep in mind that you have a right to protect yourself and your health. You also have a responsibility to protect your partner.

Using a condom does feel different, and there are a lot of myths about the use. A phrase used by some is that “you don’t eat chocolate with the wrapping on” or “you do not have a shower with the clothes on”. This is a statement that no man or woman should be proud of saying! Using a condom can be a matter of life and death!

Some men claim that condoms are too slippery or that they ruin sex. Having sex with the same partner does not always feel the same way. Using a condom will just add two more dimensions, one about sensitivity and one about the positive feelings and emotions created by your partner sincerely caring about your health. It will be different and it will still not feel the same every time, but the change may very well be for the better as it allows peace of mind. If the sex is not great, it is not the condom’s fault.

Some men argue that condoms are too small for them. But in reality, condoms can hold up to 7 litres of fluid!
You are again reminded that the **UN strictly prohibits personnel to engage in sexual activity with prostitutes or anyone under the age of 18.** The UN also strongly discourages sexual relationships between peacekeeping personnel and the local population. This is based on the fact that the local population is a beneficiary of the mission’s assistance and therefore a relationship between mission personnel and a local will be unbalanced in terms of power. While there is a more balanced relationship between peacekeeping personnel, you are also reminded of the UN policy against sexual harassment and abuse.

**Note to Instructor:** Please refer to the “DPKO Guidelines on Reconciling the availability of condoms and the policy of zero-tolerance in United Nations peacekeeping operations, 2008” for additional information if needed.

As a health and safety measure to prevent sexually transmitted infections (STIs), HIV and pregnancy, peacekeeping operations do make both male and female condoms discreetly available. Always plan ahead and bring your own condoms if you think you might want to have sex. Do not rely on your partner to bring condoms.

Condoms should be used whenever there is anal, vaginal or oral sex, whether it is between a man and a woman or between men. Condoms should be used whenever there is penetration, even if the partners do not seek to climax or ejaculate.

Female condoms are for vaginal use only.
Only one condom should be used at a time. The use of one condom provides better safety than two. When two condoms are used there is friction between them and it creates a danger of tearing. This is true for the use of two male condoms as well as the use of one male and one female condom.
Learning Activity: Condom Demonstration

The purpose of this demonstration is to ensure all participants clearly understand how to use male and female condoms correctly and consistently.

Time Required:
- 8 minutes to go through the points
- 7 minutes for questions during demonstration
- Total time: 15 minutes (depending on questions and discussion)

Preparations:
1. Have 2 (or more) condoms available for the demonstration.
2. Note: If equipment for a female condom demonstration is not available, it is sufficient to mention that female condoms exist.

Activity Guidelines:
1. You may want to choose to pass condom packages around for participants to look at as you are speaking.
2. Go through the following points with the participants, demonstrating as appropriate.
3. Male Condom
   a) Check the expiry date and that the packing of the condom has not been damaged or perforated. *(Show participants where the date is located on the package. Demonstrate how they can press and make sure there is a pocket of air to indicate that the packaging has not been compromised)*
   b) Open the pack carefully on the serrated edge without damaging the condom; do not use your teeth, nails or a sharp instrument or you may risk tearing the condom. *(Demonstrate opening)*
   c) Wear the condom only after the penis has become fully erect. Do not perform any sexual act involving penetration without using a condom.
   d) Pinch the air from the tip of the condom to leave space for the semen and place the condom at the tip of the erect penis. Be careful with sharp finger nails as they can rip the condom!
e) Carefully roll the condom down over the erect penis until it is completely unrolled and/or the entire penis is covered. Ensure that there is no air in the condom.

f) If you need extra lubrication, do not use Vaseline, baby oil or any other oil-based lubricants as they can weaken the material the condom is made out of. Use water based lubricants such as KY liquid/jelly.

g) Once the sexual act has ended, pull out while the penis is still semi-erect and hold the base of the penis to make sure that the condom does not slide off.

h) Remove the condom by holding the base of the condom and sliding it off, being very careful not to allow the sperm onto your hands.

i) Do not re penetrate after the condom is off, and do not let your partner touch your unprotected penis, as it may still have sperm on the skin or the head.

j) Wrap the used condom in toilet paper or tissue and dispose it in an appropriate manner so children cannot find it and use it as a balloon.

k) Do not flush it down the toilet as it may block the pipes. Follow the three Bs: Bin, Burn or Bury.

4. Female Condom

a) Check the expiry date and that the packing of the condom has not been damaged or perforated.

b) Open the pack carefully, tearing from the arrow on top. Do not use your teeth, nails or a sharp instrument as or you may risk tearing the condom.

c) Always insert the condom prior to the man entering. The female condom can be inserted up to 8 hours before sex is initiated.

d) Squeeze the smaller ring at the covered end and insert the condom into the vagina. Utilize fingers to insert it further into the vagina until it rests comfortably against the cervix, behind the pubic bone. The outer ring remains outside.

e) The female partner needs to hold down the outer ring against her flesh and guide her male partner to make sure he doesn’t accidently enter on
the side or push the condom inside the vagina with entry. When the man enters his penis should be "surrounded" by the outer ring.

f) Once the sexual act has ended, hold the outer ring and twist it twice before pulling out to avoid spillage or contact with semen.

g) Do not re-penetrating after the condom is out, and do not touch your partner's unprotected penis, as it may still have sperm on the skin or the head.

h) Dispose the used condom in an appropriate manner. Follow the three Bs: Bin, Burn or Bury.

The Importance of Voluntary Counselling and Testing

How do you know if you have HIV/AIDS?

Note to Instructor: Ask participants how a person knows if they have HIV/AIDS or not. This point was covered in the film.

If there are responses, acknowledge if the correct answer is given. Show the following slide with the one correct answer.
The only way to know whether you have HIV is to have an HIV test.

**Note to Instructor:** Ask participants to consider the advantage of having a test and make the following points.

Knowing your status (whether you are or are not infected with HIV) helps you to:

- Protect yourself. If you find out you are HIV-negative it provides you with a “clean slate” (the knowledge that you do not have the virus). You can then find out from a counsellor how to develop and maintain safe sex practices that will help you have a satisfying sex life and still remain HIV-negative.

- Protect others. Finding out that you are HIV positive and discussing it with your counsellor will help you avoid putting your loved ones and sex partners at risk of HIV infection. You can develop safe sex practices that do not risk passing on the virus to anyone. Those who know they are infected can also take steps to avoid pregnancy or measures to reduce the likelihood of transmitting HIV to the baby.

- Plan lifestyle changes. Those who find out they are HIV positive can make the healthy changes needed to extend their life and improve their quality of living. This can be done through lifestyle changes such as healthier eating, having a structured life with enough rest and lowering alcohol consumption (amount drank).
Medical considerations. It is also important to consider treatment or prevention of the many kinds of infections that can occur because the immune system is weakened (opportunistic infections). There is no vaccine or cure for HIV or AIDS, but antiretroviral drug treatment, if appropriately followed, can allow HIV positive persons to slow the progression to AIDS.

![Slide 16](image)

- **Anyone can become infected** with the virus! Very often the psychological and social consequences of HIV infection that result from stigma (social disgrace) and exclusion can be as severe or worse than the health impact. UN personnel are mandated to ensure that the rights to confidentiality, equality and non-stigmatization of persons living with HIV are fully respected!

- **Summary of key messages**

  **Note to Instructor:** Outline the main points that have been covered during the session.

  In this session we have been exploring ways of protecting ourselves and the host population in peacekeeping operations from HIV. The key points to remember are as follows:

  - HIV transmission is preventable.
  - You can protect yourself from getting HIV through Abstinence, Being Faithful, and using a Condom when necessary.
  - You should get tested to find out if you have HIV or AIDS and protect yourself and your partner.
• Anyone can become infected with HIV. Respect persons living with HIV and AIDS.

• Preventive measures are not only important for protecting yourself and others but also are critical to protecting the legitimacy of the peacekeeping mission.
Unit 4 – Part 2: Learning Assessment

The following questions can be informally asked of the whole participant group at the end of the session or can be used in written form. At the end of the entire unit and/or the conclusion of the CIT, instructors may want to again choose some of the following questions for review.

Questions

1. You can get HIV from being bitten by a mosquito. **True or False**
2. You can become infected with HIV from having sex with a person one time. **True or False**
3. You can contract HIV by sharing syringes or needles used to inject drugs. **True or False**
4. What are the A, B, Cs of HIV prevention?
5. You can tell by looking at someone whether he or she has HIV. **True or False**
6. What is the only way to know that you have HIV or AIDS? **True or False**
7. A person’s HIV status should always be treated confidentially whether they work for the UN or not. **True or False**
8. A person can be infected with HIV for 10 years or more yet show no symptoms. **True or False**

Answers

1. You can get HIV from being bitten by a mosquito. **False**
2. You can become infected with HIV from having sex with a person one time. **True**
3. You can contract HIV by sharing syringes or needles used to inject drugs. **True**
4. **Abstinence; Be Faithful; Use a Condom**
5. You can tell by looking at someone whether he or she has HIV. **False**
6. By being tested.
7. A person’s HIV status is always confidential whether they work for the UN or not. **True**
8. A person can be infected with HIV for 10 years or more yet show no symptoms. **True**
UNIT 4 – PART 3: 
RESPECT FOR DIVERSITY

Preparatory Notes to Instructors

Aim

The aim of this session is to increase awareness of the kind of diversities that may be encountered in a peacekeeping mission, including cultural diversity. The intention is also to reduce the possibilities for misunderstandings to occur while enhancing opportunities for clear and positive communications.

Learning Outcomes

On completion of Unit 4 – Part 3, participants will be able to:

1. Explain what is meant by “diversity”
2. Describe how cultural differences and different kinds of diversity might be evident in the mission environment and in the host country
3. Describe what is involved in respecting diversity in relation to working effectively in a multicultural peacekeeping environment
4. Describe strategies for enhancing communications

Training Sequence

This training can be placed anywhere after Unit 1 of the Core Pre-Deployment Training.

Duration

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 minutes</td>
<td>45 min.</td>
<td>15 min.</td>
<td>60 min.</td>
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</tbody>
</table>

Additional Options

<table>
<thead>
<tr>
<th>Mission Specific</th>
<th>Optional Film</th>
<th>Optional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to be determined by necessary content</td>
<td>10-15 min.</td>
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</tbody>
</table>
Methodology

This is an interactive session with both large and small group activities. It also utilizes short, slide-supported lectures.

Instructors are encouraged to add examples and deployment mission-specific information. Questions are included for an informal assessment at the conclusion of the session.

Instructor Profile

This session has a practical orientation and is best presented by trainers with personal experience of working with different cultures in a peacekeeping context. If possible, this session is ideally co-facilitated by two people who are able to provide perspectives and examples that represent diverse and complimentary backgrounds.

Preparations

General

Equipment

1. Computer and session slides
2. Projector and screen

Materials

1. Flipchart papers
2. Flipchart marking pens
3. Participants often appreciate copies of the PowerPoint presentations. If printing of the PowerPoint presentations is possible, it is suggested that they are printed in ‘handout’ format, with 3 slides to a page so participants have room to make notes.

Mission Specific

1. Research the culture(s) of the mission’s host country and be prepared to provide participants with an introduction on relevant laws, customs and traditions. Things to consider researching and presenting to the participants include:
   - Dress codes, including concepts of modesty and propriety
• Expectations of formality
• Relevant religious practices, places of worship or places of religious and historical significance
• Norms for greeting and being courteous
• Gender considerations
• Relevant laws and consequences (e.g. alcohol prohibition, littering laws, etc.)
• Norms of what is acceptable in public
• Meanings of common gestures, including anything to avoid
The Organizational Core Values in the United Nations are Integrity, Professionalism and Respect for Diversity. In this session we are going to focus on Respect for Diversity.
Note to Instructor: Ask participants why this topic is important to peacekeeping personnel. Acknowledge answers given and emphasize the following points:

- A peacekeeping operation involves peacekeepers working in a very mixed institution, both culturally and in terms of diverse institutional backgrounds between military, civilian and police.

- The success of a peacekeeping operation also requires respect for the local population which will have its own cultural norms and traditions.

- The mission’s ability to function well and to work effectively with the host country depends on each peacekeeper’s ability to maintain respectful
relationships and communicate effectively with others. Being aware of the diverse backgrounds and being sensitive to different ways of doing things will help peacekeepers to make mindful and responsible choices in all aspects of their work.

### Learning Outcomes

1. Explain what is meant by “diversity”
2. Describe how cultural differences and different kinds of diversity might be evident in the mission environment and in the host country
3. Describe what is involved in respecting diversity in relation to working effectively in a multicultural peacekeeping environment
4. Describe strategies for enhancing communication

Note to Instructor: Review the intended learning outcomes of this section (as shown in the slide above) with participants. By the end of the session, the participants will be able to answer each of the above points.

### What is Diversity?

Diversity = variety, different kinds of things

Diversity in a human context refers to differences such as of ethnicity, race, professional backgrounds, religious or political beliefs, and much more.
In its simplest definition, **diversity** means “variety”. It refers to things that are different from each other.

When we speak about **diversity in a human context we are talking about differences such as of ethnic backgrounds, race, professional backgrounds, religious or political beliefs and much more.**

![Dimensions of Diversity](image)

The graphic in the slide shows a way of looking at the many layers and elements of diversity.

The innermost core in the diagram shows our personality, the part that distinguishes us from everyone else.

The next ring (shown in the darker blue) are things we cannot change about ourselves, such as our age, race and physical ability.

The next ring of elements (in the yellow ring) reflects our personal circumstances and the individual choices we make, such as geographic location, work style, educational background, etc.

The outer ring represents the organizational aspects of diversity. These include things such as our field of work, how long we’ve been in the organization and the part of the organization we work in. Other aspects are classification levels and staff or management status. In some organizations, union affiliation is also a consideration.

We don’t necessarily think of these organizational aspects immediately when we think of diversity but they are very much a reality and can make a big
difference in how we relate to one another, particularly in a work environment such as a peacekeeping mission.

As was discussed in Unit 2, even though all parts of a United Nations peacekeeping operation work under the same mandate, report to the same Head of Mission, share a single budget, and depend on the same integrated support services, there are significant differences across the mission. These include national, institutional and professional differences. These differences are both within the components and between them.

In this next activity we are going to look at some of those diversities.

Diversity in a Peacekeeping Operation

Learning Activity 1: Brainstorm on Diversity & Culture Within Mission

The purpose of this brainstorming activity is to engage participants’ in thinking about the kinds of diversity that may be present in a peacekeeping operation, both within the mission and the host country.

Time Required: 2-3 minutes for activity introduction and instructions

5-7 minutes for brainstorming

Total time: 10 minutes

Preparations:

1. Place a flipchart on the wall and write at the top: “Diversities/Cultures in a Peacekeeping Operation”.

Activity Guidelines:

1. Ask participants to reflect on the different kinds of people that they will likely meet and work with while deployed to a peacekeeping mission. Refer them to the graphic and to their own life experiences if they have not been to a peacekeeping mission before.

2. Provide a few obvious examples such as: “Nationality” and “Military”. and also a couple of examples that might be less obvious, such as “Education Level” and “Income”.

3. Write the examples down and ask participants to provide their own ideas of the kinds of diversities and cultures that may be present in the mission.
4. Write down everything participants say, asking for clarification as needed. Be prepared to prompt a bit if you don’t get many ideas from the participants.

Possible responses from participants might include:

<table>
<thead>
<tr>
<th>Race</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Civilian</td>
</tr>
<tr>
<td>Religion</td>
<td>Police</td>
</tr>
<tr>
<td>Professional Background</td>
<td>Talkative/Quiet people</td>
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<tr>
<td>Age/generation</td>
<td>Experience with UN</td>
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<tr>
<td>Income</td>
<td>Headquarters/Field experience</td>
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<tr>
<td>Educational Level</td>
<td>Sexual Orientation</td>
</tr>
<tr>
<td>Language</td>
<td>Vegetarian</td>
</tr>
<tr>
<td>National staff</td>
<td>Physical abilities</td>
</tr>
<tr>
<td>International staff</td>
<td>Fitness level</td>
</tr>
<tr>
<td>Diplomats</td>
<td>Ethnic groups engaged in conflict</td>
</tr>
<tr>
<td>NGO staff</td>
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</tbody>
</table>

**Note to Instructor:** Acknowledge responses and add some from the list above if needed. Add others that you think are important to include.

**Optional Learning Activity:** At the end of Part 3 there are instructions for an optional learning activity that explores the diversity within the participant group. It gets people moving around and takes about 10-15 minutes.
Note to Instructor: Ask if anyone has ever seen an iceberg – either in real life or in a picture or movie (e.g. The Titanic movie). If a participant responds, ask them to describe what an iceberg is. Acknowledge and, if necessary, add to their definition with the following points:

- An iceberg is a very large piece of ice that is floating in the ocean. Only **about 10% of the iceberg can be seen above the waterline** and the rest is not easily visible.

- The part of the iceberg that is under the water is invisible and has an unknown shape. While the iceberg is beautiful, it is also potentially dangerous to boats navigating in those waters. They might run into the submerged part of the iceberg in their lack of awareness.

- Diversity is like an iceberg that way. There are some things we can easily notice about people (above the waterline) and there are other parts that are less obvious (under the waterline). Our lack of awareness of the less obvious differences can sometimes lead to misunderstandings and even conflict.

- In this next activity we’re going to explore which aspects of diversity are easily noticeable and which are less obvious.
Learning Activity 2: Diversity Iceberg

The purpose of this brainstorming activity is to engage participants’ in thinking about different levels of diversity – the obvious and less obvious. This activity provides a foundation for subsequent discussions on practicing awareness and respect for diversity within a peacekeeping mission.

Time Required: 3-5 minutes for activity introduction and instructions  
10 minutes for brainstorming (may need a bit more)  
Total time: 15 minutes

Preparations:

1. On a piece of flipchart paper, draw an outline of an iceberg with a wavy line near the top to indicate the waterline. Make sure you leave enough room to so that you can easily add words into the top and bottom of the iceberg. (See slide 9-11 for examples.)

![Slide 9](image)

2. Above the waterline, write the words “Obvious” and “see, hear, smell and touch”. (You can also write “explicit and conscious” if it will be useful for the group.)

3. Below the waterline, write the words “Less Obvious” and “beliefs, values, attitudes, thought patterns and stories”. (You can also add “implicit and unconscious” if useful.)
**Activity Guidelines:**

1. Acknowledge that participants have provided examples of many different kinds of diversities that might be present in the peacekeeping mission and now you are going to explore what kinds of things are obvious and easy to notice and what kinds of things are less obvious.

2. Take a few examples of obvious differences from what was written in the previous exercise to “seed” (start) the brainstorm and write them above the waterline in the iceberg. Examples of the more obvious aspects of diversity and culture are things like race, language, age and different kinds of food.

3. Ask participants to call out other examples of differences that are obvious.

4. Write the participants’ responses inside the iceberg above the waterline. If necessary, clarify with the group if a point is actually something that would be easy to notice or not. If not, make a note of it and bring it up again in a few moments when you’re discussing the less obvious aspects of diversity.

5. Once you have as many responses about obvious diversities as possible, show slide 10 (shown below).

6. Now ask participants to think of examples of characteristics of diversity and culture that might be less visibly obvious (below the waterline). Some examples that you can give are “courtship practices” and “concepts of time”. Write these or another one or two examples inside the iceberg, below the waterline.
7. Ask participants to give other examples of aspects of diversity and culture that might be less obvious. (Perhaps there are some examples from the previous brainstorming exercise that belong below the waterline in this activity.)

8. Write the participants’ responses inside the iceberg below the waterline. If necessary, clarify with the group if a particular point should be above or below the waterline. You might ask them questions like, “Would this be something you’d notice quickly? Or would you find this information out after a while – maybe after you’ve had more experience with the person (or group) - perhaps even worked with them?”

9. Show the slide above and add any additional points to your flipchart if desired. Make sure points about hierarchy, authority and patterns of superior/subordinate behaviour are included below the waterline (in whatever words make sense to the group). These points will be followed up on later in the session with regard to attitudes and positions within a peacekeeping mission. Summarize the activity with the following points.

   - Our cultural backgrounds, life experiences and personal preferences colour everything we see and do. It is not possible to totally put these things aside during our interactions with others. However, cultivating an awareness of our own backgrounds and how we perceive things will help us understand more about how we interpret situations and events.

   - Being aware of our own perspectives also allows us to consider the possibility that there may be other ways of seeing a situation. This in turn gives us an opportunity to make conscious choices versus just reacting reflexively.
Ask participants if they have ever noticed challenges that have occurred because of a lack of understanding about the kind of differences that are listed under the waterline. If time permits, ask for an example or two or perhaps give your own example.

As human beings, we have a tendency to make assumptions about groups of people or diversities that we don’t know much about. Assumptions and generalizations can lead to stereotypes which in turn can lead to prejudices.

**Stereotypes** are beliefs about all people of a certain type. For example, all tall people are confident and all people with glasses are smart. Stereotypes are not necessarily positive or negative but, by their nature, they can have negative impacts.

**Prejudices** are judgements or opinions that are formed without real knowledge or examination of facts. Prejudices are generally negative. Examples of prejudices in action are hiring practices that exclude people because of their age, race or sex. This kind of practice is based on a prejudice that the person will not be able to do as good a job because of those attributes.

We start a cycle of prejudice when we start to judge other cultures by our own set of standards as our means of defining the world around us. Prejudice is often based on imperfect information and is normally filtered through our own backgrounds and experiences. Ignorance or unwillingness to learn can result in unintentional conflict or misunderstanding.

When working in a culturally diverse environment such as a peacekeeping operation, you must be able to question your own beliefs and expectations in
order to avoid stereotyping, forming prejudices against others and acting from that mindset. Ask participants to consider the kinds of assumptions and stereotypes that might exist in a peacekeeping operation.

For example, people sometimes make assumptions that ‘all people in the military are a certain way (fill in the blank)’. However, the reality is that the military is itself made up of many different professions and organizational cultures. Additionally, professional cultures might vary considerably from country to country. This might show up in different ways, such as attitudes to authority and hierarchy. It might be perfectly acceptable in one country for someone in the military to question a superior’s decision but unthinkable in another country.

This is an example of how there are always many factors at play and how stereotypes generally will not stand up when examined. They can cause serious misunderstandings and get in the way of a good working environment.

UN Core Values on Respect for Diversity

<table>
<thead>
<tr>
<th>UN Core Value</th>
<th>Respect for Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work effectively with people from all backgrounds</td>
<td></td>
</tr>
<tr>
<td>• Treat all people with dignity and respect</td>
<td></td>
</tr>
<tr>
<td>• Treat men and women equally</td>
<td></td>
</tr>
<tr>
<td>• Show respect for and understanding of diverse points of view and demonstrate this understanding in daily work and decision-making</td>
<td></td>
</tr>
</tbody>
</table>

UN Peacekeeping PDT Standards, Core Pre-Deployment Training Materials, 1st ed. (2009)
The United Nations Core Organization Values identify several ways that respect for diversity can be practiced. These outline that peacekeeping personnel will:

- Work effectively with people from all backgrounds
- Treat all people with dignity and respect
- Treat men and women equally
- Show respect for and understanding of diverse points of view and demonstrate this understanding in daily work and decision-making
- Examine own biases and behaviors to avoid stereotypical responses
- Do not discriminate against any individual or group

**Note to Instructor:** Be prepared with one or two examples that illustrate the points above.

Ask participants to think about the different points that have been outlined by the UN and if they can give specific examples of how they have seen respect for diversity practiced in the workplace.

**Common Differences and Practicing Respect**

The following slides illustrate some of the most striking differences that new peacekeeping personnel might encounter in mission and some ideas on how to demonstrate respect.
Attitudes Regarding Authority and Management

As mentioned previously you will likely encounter different ways that people relate to authority and management positions. At one extreme, a person may seem to be acting subserviently and at the other end of the spectrum, a person may seem disrespectful. Remember that the difference may be cultural.

Take time to understand what is happening. It may be that the person comes from a national or professional culture where:

- One should never disagree with a superior
- One should always air their opinions, even if they are in direct disagreement with a superior
- Opinions and ideas should not be shared openly
- Deals are made outside of public meetings

Add other examples...

Consider the implications of those ways of seeing the world. Try to understand what is motivating the other person. Ask advice if necessary from trusted colleagues on how to approach problematic situations.
Be clear and respectful in your communications and expectations. The reality is that a peacekeeping mission is a hierarchical structure and there are certain protocols in how communications work.

Body Language & Gestures

- Observe and acquaint yourself with what is culturally appropriate
- Ask colleagues for advice as needed

Body Language and Gestures

Body language communicates many things that you do not actually say. It is commonly believed that only 7% of communication is the actual words and the rest is our tone of voice and body language.

Add to this fact that gestures have different meanings in different cultures and you have a situation that is full of possibilities for misunderstanding.

For example, a thumbs up gesture in some countries is a sign that that things are going well. In other countries it is considered a rude gesture.

A polite handshake is accepted in many cultures but this kind of physical contact is not welcomed everywhere. Also, in some cultures it is acceptable for men to shake hands with men but not with women.

Men commonly walk hand in hand in many cultures, and women do likewise, indicating that they are friends and trust one another. In other countries, however, men who touch each other in public may be exhibiting physical attraction to one another.

The key is to find out what is culturally acceptable in the host country and with your colleagues’ cultures and practice respect and tolerance.
Take time to observe and acquaint yourself with what is culturally appropriate. Ask colleagues for advice as needed.

**Religion**

- Be aware of different religious beliefs and customs, particularly local ones
- Practice respect for all religious beliefs
- Practice respect for religious artifacts and places of worship

Peacekeepers must be aware of the religious beliefs and customs in the mission area. You will find a variety of religions among local people and among other peacekeepers as well. Please respect all religions including religious artifacts and places of worship.

**Family and Roles**

- Pay respect to elders
- Understand family ties
- Understand local roles and traditions for men and women
Family and Roles

Family ties are a key to a culture. Elders are greatly respected in many societies. As a rule, you will never go wrong by paying respect to elders.

It is also important to understand the kinds of family ties in the local population. The expectations and responsibilities may be very different than where you come from.

Take time to understand the local roles and traditions for men and women in the host country. These can vary greatly in different areas.

Remember, your respect for local customs and traditions will reflect on the entire peacekeeping operation.

If you need specific information in order to be able to do your work, talk to the Gender Advisor or Gender Focal Point in the mission.

Note to Instructor: Specific issues relating to women, peace and security are covered in Unit 3.

Dress Code

- Be aware of local cultural norms and climate
- Adapt yourself to local dress codes

Dress codes can vary greatly between cultures based on prevailing customs, climates and religious traditions. Being sensitive and adapting to local clothing norms and concepts of modesty when in public can go a long way in demonstrating respect and facilitating connection with the host community.
There are many different perspectives on time and how to manage it and some of these may be reflected in cultural norms. However, it is important not to make assumptions or over-generalize on this point.

Some people see “time as money” while others have a more flexible perspective and may take what might seem like long time to “get down to business”. There may be a high value placed on social interaction as part of the overall process of doing business. Misunderstandings and hard feelings can occur when either viewpoint is imposed as the ‘correct’ way to operate.

Being ‘on time’ is relative in different contexts. The military has its own understanding of punctuality, or what being “on time” means, which may differ greatly from civilian practices or what the local community does. Being late can have different meanings culturally and should not necessarily be taken as a sign of disrespect or lack of consideration. Try to reserve judgement about the meaning behind different attitudes and practices regarding time.
Communication Process

- Language is culture-specific. Cultural undertones always exist in a person’s choice of words.

- Communication involves both speaking and hearing. When we speak our message (original intention), we are using the language and idioms of our own culture. Our message is also embedded with our cultural norms and values.

- The listener is hearing our message through their own filter of language, use of idioms, norms and values. The message they receive may not be the same as the one we have intended to send. It is going through the receiver’s own filters and results in their own understanding.

Communication Tips

- Use common words and avoid slang and idioms
- Check that you are understanding and also that you have been understood
- Convey interest in understanding properly
- Allow enough time for people to speak and create opportunities for those who are speaking less
- Be aware of how what your tone of voice or body language may be communicating. Practice patience.
- Be careful in your use of humour
Communication Tips

- To aid communication, **use commonly used words** and **check if you are being understood** whenever as possible. Avoid idioms and slang as much as possible.

- To **check on your own understanding** of a communication, rephrase what you have heard back to the speaker. If you don’t understand something, ask the person to repeat or rephrase their statement.

- **Allow enough time for people to speak and create opportunities** in meetings and discussions for those who are speaking less.

- Communicating across cultures can be challenging. Remember to **practice patience** and demonstrate this in your voice and body language as well.

- Humour is good, but be aware that humour is not cross-cultural — your humour may not translate with the meaning that you intend and may sometimes cause confusion or offense. **Be careful in your use of humour.**

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Learning from Others

- National colleagues are a great resource of cultural information
- Other colleagues who have worked in other missions and cultures may also be able to provide guidance

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Learning from Others

- Your **greatest cultural resource is your national colleagues**. Like beneficiaries of the assistance of a peacekeeping operation, they have witnessed and experienced a lot during the conflict. Be empathetic, but take
advantage of their indigenous knowledge to ask questions and gain an insider's perspective.

Create an office atmosphere where national personnel are encouraged to review programmes through a cultural lens.

Ask national personnel what outsiders most often don't understand about their home and mistakes that are commonly made and work at demonstrating respect and understanding.

Find out if there are any local gatherings or cultural events that you can attend with them to learn more about the culture and make connections.

You will also be working with international colleagues from all over the world while you are in mission. They bring a richness of perspectives and ideas to the work. They may also bring experience in working in other missions and with different cultures. These people are another potential source of assistance and guidance.
Learning Activity 3: Case Studies

The purpose of this case study activity is to engage participants in examining meanings and repercussions of common actions and misunderstandings.

**Time Required:**
- 3-5 minutes for activity introduction and instructions
- 20 minutes for small group discussions
- 25* minutes to report back (allowing 5 minutes per group)
- 10 minutes to debrief and close activity

**Total time:** 1 hour *may require more time to report back if there are many small groups

**Preparations:**
1. Print out copies of the different case studies for each group. (1-2 per group) Case studies can be found on the following page.

**Activity Guidelines:**
1. Divide the participants into groups of 3-4, and no larger than 8.
2. Explain that they will be working together for approximately 15 minutes to discuss the case study they have been given and come up with answers to the questions. Let the groups know they will have about 5 minutes to “report” their answers back to the large group.
3. Provide each group with a handout (case studies & questions). Assign each group one case study. You may want to give each group a second case study in case they finish the first one quickly.
4. Answer questions as needed to clarify the task.
5. Get the groups back together after 15 minutes and have them report back on their case study and the answers they came up with.
6. Ask questions as needed to clarify responses and allow time for others in the group to ask questions. Be prepared to open the discussion to the possible ramifications of responses that could lead to difficulties or go against UN policies.
7. Summarize points raised and reinforce this section’s key messages as shown below.
Scenarios

Scenario 1

“Harmony in movement control”

A European country was responsible for movement control at one peacekeeping mission during the 1990s. The non-commissioned officers in charge were strict in exercising their authority. One of the corporals had once insisted to the Force Commander that they had to abide by United Nations rules.

During rotation of a contingent from a Muslim troop-contributing nation, a delay unexpectedly occurred at Sarajevo airport. It was time for prayers so the Muslim contingent kneeled toward Mecca to pray. Meanwhile, boarding time arrived and the aircraft was scheduled to depart within a short time. The corporal had a tight schedule to follow and could not understand why the departing troops were not boarding. He rudely interrupted the prayers, upsetting the Muslim peacekeepers and causing a quarrel to ensue.

Group discussion:

1. What did you learn from this story?

2. What steps would you have taken to ensure that the objectives of movement control were achieved without causing a cultural clash?
Scenario 2

“An honour to walk hand in hand”

A commander wrote to tell us how he contained his embarrassment but was later gratified to learn that he had all along been highly honoured in the eyes of another contingent at the same mission.

“My contingent was among the first to arrive at the harbour of our new mission location. We were rather well organized and equipped, which was a bit unusual for my nation.

“We helped another contingent with material handling, security and transport support, among other tasks, as they arrived. They were very hospitable and invited us to share their kitchen and whatever else they could provide. I was also invited to visit their camp after they had settled in.

“When I arrived on the appointed day, I was surprised to be welcomed at the gate by their battalion commander, who was a colonel, while I am just a major. What’s more, he walked me all around the camp, holding my hand all the time.

“I felt quite embarrassed, as in my nation men do not hold hands. A man can do that only with a woman.

“Later I learned that he had bestowed on me a great honour by letting all see him holding my hand.”

Group discussion:

1. What did you learn from this story?
2. How would you have reacted, if you had been the major?
3. What are some possible consequences of different ways of reacting?
Summary of key messages

Note to Instructor: In this section we have been exploring ways of practicing respect for diversity.

- Peacekeeping personnel must be aware of the diversities and cultures around them and sensitive to areas of commonality and difference.
- Respect for Diversity is a core value of the United Nations system and there are specific strategies that have been outlined.
- We each have cultural filters. We can practice awareness of our own views and biases.
- Our language and cultural norms can affect communication. It is important to ensure understanding in both directions.
Unit 4 – Part 3: Learning Assessment

Questions

1. What do we mean when we talk about ‘diversity’ in this context?

2. What kinds of diversities and cultural differences might you experience in a peacekeeping mission and the host country?

3. How does the UN expect personnel to demonstrate respect for diversity?

4. What are some specific ways that you can practice respect for diversity?

5. What are some ways you can enhance communications in a culturally diverse environment?

Answers

1. In this context, the word ‘diversity’ refers to the differences such as ethnicity, race, professional backgrounds, religious and political beliefs, etc.

2. Possible answers include: race, ethnicity, language, sex, gender, physical appearances, physical abilities, clothing norms, eating habits and food preferences, religion, concepts of time, ways of working and perspectives on priorities, body language and meanings of gestures, style of communicating, etc.

3. The UN identifies the following ways UN personnel is expected to demonstrate respect for diversity:
   - Working effectively with people from all backgrounds
   - Treating all people with dignity and respect
   - Treating men and women equally
   - Showing respect for and understanding of diverse points of view and demonstrates this understanding in daily work and decision-making
   - Examining own biases and behaviours to avoid stereotypical responses
   - Not discriminating against any individual or group
4. Specific ways to practice respect for diversity include (but are not limited to):

- Take time to observe and acquaint yourself with what is culturally appropriate
- Respect others religions as we would our own beliefs
- Pay respect to elders
- Be sensitive to local clothing norms and concepts of modesty and propriety
- Reserve judgment about the meaning behind different attitudes and practices regarding time
- Seek advice from national colleagues and those who have experience working internationally and in peacekeeping missions

5. Ways to enhance communications include (but are not limited to):

- Use common and simple words
- Avoid slang, jargon and idioms
- Check if you are understanding
- Convey interest in understanding
- Check if you are being understood
- Allow enough time for people to speak and provide opportunities for those who speak less
- Be aware of your body language and tone of voice and the impact they might have
- Be conscious and careful in your use of humour
Optional Learning Activity: Diversity Line

The purpose of this activity is to quickly illustrate areas of commonality and difference and also to bring some physical movement into the sessions.

Please note: Unlike some diversity line exercises, in this context this activity is not intended for people to go deeply into their experiences of belonging to a particular area of diversity. This is simply to allow people to see that they have some things in common and some differences that cut across their nationalities, professions and ethnic cultures.

This activity requires a big enough space that people can easily move back and forth across the room.

Time Required:
- 2-3 minutes for activity introduction and instructions
- 5-7 minutes for movement
- Total time: 10 minutes

Preparations:

1. Set up the room so that there is a division down the middle of the space. If desired, you can use masking tape or a rope to indicate the middle of the room.

2. Be prepared with several examples of areas of diversity/commonality that you can call out. Be careful to choose examples that are not controversial so as to avoid putting people in a position of having to make difficult choices about how much they want to reveal about themselves.

Activity Guidelines:

1. To begin, get all participants to move to one side of the room.

2. Explain that this is a quick little activity to show areas that they have in common with each other and differences.

3. Explain that you are going to call out statements and that people should move to the side of the room that you indicate. Let people know that you aren’t going to ask anything embarrassing or difficult and that these will just be simple questions.

4. Start by asking for everyone to move to one side of the room if they are ...(fill the blank). Here are some examples: “Everyone who likes playing
cricket move to this side of the room.” “Everyone who is from India move to this side of the room.”). Those that the statement is not true for stand on the other side of the room.

Some examples to choose from include:

- From southern / northern hemispheres
- Have worked in a peacekeeping operation before
- Speak a particular language (e.g. French – name likely languages)
- Have a certain nationality (use ones that are present in the group)
- Like playing sports (or reading or watching movies or doing some kind of art, etc.)
- Are vegetarian
- From a large family
- Are an only child
- Are married / single

5. Keep giving examples, asking everyone who the statement is true for to move to one side of the room. Try and mix the examples up so that everyone will have a chance to move around.

6. Do this maybe 10 or 15 times, leaving enough time in between for people to notice who they are standing with.

7. When you are finished, ask people what they noticed. People might comment on noticing there were times when they were in one group or another and that it kept changing. They might notice that they had something in common with almost everyone.
UNIT 4 – PART 4: 
SAFETY AND SECURITY

Preparatory Notes to Instructors

Aim

The session is different from the others in the Core Pre-deployment Training Materials because it does not provide specific talking points or slides. Rather, it seeks to provide guidance to course directors and instructors in how to develop sessions related to safety and security issues in peacekeeping (security, road safety, health and stress management). Many of these topics will have to be tailored to the types of participants, available training facilities and equipment, mission-specific information and additional national requirements on safety and security training which may exceed UN standards.

Therefore, the purpose of this section is to guide instructors on key UN peacekeeping safety issues (such as road safety, health) and security issues (including stress management) which should be taken into account when developing sessions on safety and security. The aim for instructors should be to design the sessions to inform all participants about the risks to their safety and security and tools to mitigate those risks (personal security, road safety, health and, as appropriate, stress management).

Learning Outcomes

The following pages provide course directors and instructors with guidance on designing security training, designing road safety training, ensuring access to health information, immunization and prophylaxis prior to deployment, and additional stress management training. The learning outcomes for each section are listed below.

Designing Security Training

On completion of this session:

1. Participants will be familiar with UN security Management System including the UN security phases system;
2. Participants will be familiar with the procedures for security clearance for travel to a UN mission.
3. Eligible personnel (required for civilians and individually deployed military and police officers, and recommended for contingent and FPU
commanders) will have completed the Basic and Advanced Security in the Field (B/ASITF) on-line course*

- *Where Peacekeeping Training Institutes do not have sufficient IT facilities, it is sufficient that eligible personnel are informed of their obligation to complete B/ASITF upon arrival in mission.

Designing Road Safety Training

*On completion of this session, participants will be able to:*

1. List the four basic UN rules of road safety; and
2. Explain that peacekeeping personnel require a UN driver’s permit in order to drive a UN vehicle and how to obtain a UN driver’s permit.

Designing Health Information, Immunization and Prophylaxis Training

*On completion of this session, participants will:*

1. Be familiar with appropriate personal and food hygiene measures and personal behaviours that can protect their health while in mission;
2. Be familiar with, and have completed, all required and recommended vaccinations for their mission;
3. Be familiar with, and have received, any required prophylaxis for their mission deployment.

- *(If adding sessions on either Basic First Aid or Stress Management, which should be delivered by appropriately certified professionals, those instructors should develop the appropriate learning outcomes for the specific audience.)*

Training Sequence

The sections listed above can be broken up and delivered separately or presented together as considered appropriate by the instructor. In principle, all these sessions are best presented some time after Unit 1, as most topics link back to the Fundamental Principles of Peacekeeping contained in Unit 1 – Part 2.

The Department of Peacekeeping Operations (DPKO) recognizes that topics such as health, and specifically, the provision of immunizations and/or prophylaxis, are often the responsibility of organizations or institutions other than the peacekeeping training institution that delivers the rest of the topics in
the Peacekeeping Pre-deployment Training Standards. Therefore, those topics may be delivered at a different time and location than the rest of the pre-deployment training course. This training sequence is acceptable, as long as the peacekeeping training institution is able to provide evidence that all the topics in this section are being addressed effectively and that DPKO/DFS policies listed below are properly implemented. Such documentation will have to be presented to DPKO by any peacekeeping training institution that applies for Training Recognition.

**Duration**

The times shown below are the minimum recommended time periods. Additional activities and discussions can be added as time permits.

<table>
<thead>
<tr>
<th>Minimum Session Time</th>
<th>Lecture/Presentation</th>
<th>Questions/Discussion</th>
<th>Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>xx minutes</td>
<td>To Be Determined by Instructor</td>
<td>To Be Determined by Instructor</td>
<td>To Be Determined by Instructor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Requirement (not necessarily during this training)</th>
<th>Online Security</th>
<th>Optional Film</th>
<th>Optional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hrs.</td>
<td></td>
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**Methodology**

The Basic and Advanced Security in the Field is an individual self-study online course (see Preparations section below for more information on hardware and software requirements). Instructors should design their own mission-specific security training or briefing for contingents or Formed Police Units (FPUs) based on their national requirements and lessons learned.

Road safety can be presented as a briefing or, where facilities exist, it can include practical driving exercises designed to ensure that participants are able to pass the driving test in mission (as described on page 116).

The section on health includes a combination of practical application related to immunizations and prophylaxis required for the mission to which participants will deploy, as well as briefings and/or handouts on personal and food hygiene.

**Instructor Profile**

*Basic and Advanced Security in the Field* is a self-study on-line course that does not require additional instructor support. If supplementing the on-line
course, or if mission-specific security information is provided for FPUs or contingents, it is best presented by someone with experience in a UN peacekeeping operation after the creation of the Department of Safety and Security (DSS) at the end of 2004.

_Road safety_ is best presented by someone with practical driving skills and, where possible, has some experience with traffic risks in peacekeeping operations.

_Provision of immunizations, prophylaxis and the related information_ must be addressed by a certified health care provider, such as a registered nurse or doctors. Similarly, if a session on _Basic First Aid_ is included, it must be presented by a certified professional.

If included, _stress management_ should be presented by a certified professional, or if not available, instructors may use the on-line course listed on page 121.

**Preparations**

**General Preparations**

Preparations will largely depend on how instructors have designed the sessions on security, road safety, health and stress management.

For those courses using Basic and Advanced Security in the Field:

1. Instructors may wish to indicate when and where participants will be expected to complete Basic and Advanced Security in the Field during this particular course. If so, the location must be confirmed before the course.

2. Instructors and participants can access the course over the internet (in English, French, Spanish, Arabic, Chinese and Russian) at [http://dss.un.org/bsitf](http://dss.un.org/bsitf) and [http://dss.un.org/asitf](http://dss.un.org/asitf) These sites work best when using Windows XP running Internet Explorer 6 or 7. In case of difficulty accessing these sites, instructors may also request copies of CD ROMs from peacekeeping-training@un.org.

3. The course will request the user to enter their name and password. For new users, the password field simply allows them to set their password for future use. If the first name/last name combination is found in the system, it will check against the password already in the system – if they match, it allows the user to return to the bookmark where they left off in the course.
If the passwords do not match, it will allow the user to a) try again or b) mark themselves as a new user (i.e. “I’m a different John Smith, and I don’t know who the other John Smith is.”), in which case it sets up a second account using the password they’ve entered.

4. Instructors should also ensure that the participants arranging their own travel to a mission (or the relevant national institution or office that arranges travel) have requested security clearance for individually deployed military and police personnel as well as civilians. Information on the UN security clearance procedure is available at: http://157.150.164.9/extranet/Tools/ISECT/tabid/59/Default.aspx

Mission Specific Preparations

1. Instructors should download the Pre-deployment Information Packages relevant for each participant’s mission and ensure they have received a copy. These can be downloaded from the Peacekeeping Resources Hub at: http://peacekeepingresourcehub.unlb.org.

References

- DPKO/DFS Medical Guidelines for Peacekeeping Operations: Prophylaxis, Diagnosis and Treatment of Malaria, 2003
Session Notes

Please note: All notes in Part 4 are notes to instructors versus speaking points.

Introduction

Note to Instructor: Unit 4 - Part 4 has guidance for course directors and instructors on designing security training, designing road safety training, ensuring access to health information, immunization and prophylaxis prior to deployment, and additional stress management training. These can be delivered together, separately and using a variety of methods ranging from the provision of handout materials and briefings to the use of practical exercises to ensure that participants are able to apply their skills in practice.

Instructors are strongly encouraged to regularly check the Peacekeeping Resource Hub website (http://peacekeepingresourcehub.unlb.org) for additional training tools on these sub-sections, as well as more mission-specific information relevant to security and health issues in particular.

Designing Security Training

Note to Instructor: The United Nations Security Management System (UNSMS) prescribes UN system-wide arrangements for the protection of United Nations civilian personnel and property, and individually deployed UN Police (UNPOL), staff officers and military experts on mission (military observers, military liaison officers, arms monitors etc.). It does not cover military contingents or Formed Police Units (FPUs) deployed to UN peacekeeping operations, which are responsible for their own security. Therefore, security training sessions in pre-deployment training need to be tailored to the different types of personnel participating in the training.

In addition to providing training on security, as outlined below, instructors should also be aware that civilians and individually deployed military and police personnel are required to have security clearance for travel to their mission. Peacekeeping Training Centres (and/or the relevant national institution which organizes the travel for individually deployed military and police officers) should ensure that all personnel have security clearance prior to their travel to mission and should request such clearance from their UN counterpart. Civilians and any personnel who already have a UN email address shall request a security clearance electronically through ISECT (UN

For training courses which include civilians or individually deployed military or police officers, instructors should design their security session using the Basic and Advanced Security in the Field courses (B/ASITF), which is the minimum training requirement for the United Nations. The B/ASITF courses will familiarize personnel with the structures and functions of the UN Security Management System, roles of the Designated Official and Security Adviser, common security threats and how they can be addressed, Minimum Operational Security Standards (MOSS) and the basics of stress management.

Civilians must complete B/ASITF prior to their travel to the mission. Wherever possible, all individually deployed military and police personnel should also complete both online training courses prior to their deployment. If individually deployed police or military personnel do not have access to computer facilities, they must complete the B/ASITF courses upon arrival. Instructors should design their security training session in order to allow these personnel to complete these minimum UN security training standards during pre-deployment training, whenever Peacekeeping training institutes have the appropriate IT facilities. Please see the Preparations notes at the beginning of this section for further information on how to access B/ASITF.

All personnel who have completed the B/ASITF must always keep a copy of their certificate. They will be asked to present it to the administration once they arrive in mission, and may also be asked to present the certificate at other times during deployment.

In addition to the B/ASITF courses, or where IT facilities do not allow participants to complete B/ASITF during pre-deployment, instructors should provide participants with additional information on the Security Management System and the UN security phase system outlined in Chapter 5 “Security Planning in the Field” of the UN Field Security Handbook which can be downloaded from the Peacekeeping Resource Hub at http://peacekeepingresourcehub.unlb.org.

Instructors may choose to supplement the B/ASITF training with any additional mission-specific information or existing relevant training (e.g. for persons
deploying to missions with landmine threats, instructors may choose to incorporate the United Nations Mine Action Service (UNMAS) on-line Landmine Awareness training that can be downloaded from the Trainer’s Toolbox at: http://peacekeepingresourcehub.unlb.org.

For training courses for military contingents or FPU's, instructors should tailor those courses using mission-specific information which can be gathered from the Pre-deployment Information Packages (PIPs) available at the UN Peacekeeping Resource Hub at http://peacekeepingresourcehub.unlb.org from their own national sources and lessons learned exercises.

In addition, it is recommended that contingent or FPU commanders and liaison and/or CIMIC officers also complete the B/ASITF on-line course in order to familiarize themselves with the UN Security Management System (UN SMS), or instructors may design a session on the UN SMS and the UN security phases system as explained in Chapter 5 of the Field Security Handbook (downloaded from http://peacekeepingresourcehub.unlb.org).

Where national governments have additional security training requirements, these should also be incorporated into the pre-deployment training in addition to the minimum UN security training standards outlined here.

Designing Road Safety Training

Road accidents are one of the most common causes of injury and death of UN personnel in the field, due to the frequency and severity of vehicular incidents. There are a number of reasons for this, related to the road and traffic conditions in individual mission areas as well as to climatic factors and driver experience. Consequently, there are a number of rules, regulations and expectations regarding the use and control of UN-provided vehicles in UN peacekeeping operations.

Using the information below, and as appropriate the Surface Transport Manual for the Field, instructors should include relevant information on driver safety through whatever means they feel fits their target audience best. The aim of that session should be to prepare all participants who will be driving a UN vehicle to successfully pass the UN driving test upon arrival in mission. For instructors wishing to add more detailed information on defensive driving techniques, they may use the Road Safety module contained in the Specialized Training Materials for UN Police Officers (this can be downloaded

Peacekeeping personnel who will be driving UN vehicles (UN Police, military experts on mission, civilians, and depending on the context some contingent members) should be made aware of the basic rules related to driver safety that apply to all UN peacekeeping operations (for instance through a briefing, a handout etc.). These can be summarized as:

1. wearing of seatbelts when travelling in UN vehicles is mandatory
2. Driving under the influence of alcohol or drugs is strictly prohibited
3. Drivers of UN vehicles are prohibited from using mobile phones whilst the vehicle is in motion
4. The speed limits, as posted by local authorities and within UN, must be observed at all times

Instructors should also inform participants that peacekeeping personnel will receive a briefing on road safety rules and conditions upon arrival in mission. In addition, they will be required to obtain a UN driver’s permit. No person shall operate a UN vehicle unless they are in possession of a valid UN driver’s permit issued by the mission in question. Peacekeeping personnel can only obtain a valid UN driver’s permit if they are in possession of a valid National/International/Military driver’s license and if they have passed the UN driver’s test upon arrival in the mission. They must show their national driver’s licence in order to be able to take the UN driver’s test, so they must bring it with them to the mission.

Peacekeeping personnel have maximum three chances to successfully pass the theoretical and practical UN driving test. UN Police and Military Experts on Mission who are unable to pass on the third attempt may be repatriated to their home country.

Instructors are strongly encouraged to include practical driving exercises in their courses, and may wish to indicate when and where those exercises will take place.

In order to prepare the exercises where it is known to which missions participants are deploying, instructors should find out from the Pre-Arrival
Information Package whether those countries are right or left-hand drive and design their course accordingly. Generally, most peacekeeping missions use four-wheel drive vehicles and instructors may want to use such vehicles in their practical exercises whenever possible. Exercises should be designed to allow participants to practice all the skills which will be tested in the UN driver’s test as outlined in the next paragraph.

In order for participants to be able to pass the UN driver’s test in mission they must be able to:

- Move the vehicle safely into traffic
- Be able to change gears and control the clutch
- Start and stop up hill
- Signal correctly and in good time
- Adhere to all traffic signs and lights
- Appropriately check traffic in all directions when changing lanes, turning or passing
- Approach junctions/crossroads/circles
- Turn left and right in traffic and execute a three-point turn
- Adhere to passing rules when overtaking another vehicle
- Negotiate curves safely
- Park safely and be able to reverse into a parking space
- Execute a controlled stop in an emergency
- Anticipate and react to changing road situations and demonstrate awareness of other road users including pedestrians and cyclists.

Ensuring access to health information, immunization and appropriate prophylaxis prior to deployment

In addition to traffic accidents, another common risk to safety of peacekeeping personnel is illness and disease. Instructors should therefore include briefings on protecting the health of peacekeeping personnel while in their mission and ensure that personnel have obtained the appropriate vaccinations and preventive medicine (prophylaxis) prior to deployment.

Instructors should ensure that all peacekeeping personnel are familiar with appropriate personal and food hygiene measures and personal behaviours that can protect their health. Instructors may also want to remind participants,
or link it to the session on HIV/AIDS which also includes information on personal behaviours which minimize risk of HIV/AIDS and other sexually transmitted infections.

Handout: Instructors are encouraged to provide participants with the Tips for Maintaining Personal and Food Hygiene in Peacekeeping Environments (see next page). If providing it to junior officers in contingents or FPUs, instructors are encouraged to translate it into their local language or use other methods, as appropriate, to ensure that everyone has a full understanding.

Instructors should also ensure that all peacekeeping personnel are informed of the required and recommended vaccinations and preventive medicine (prophylaxis) for their mission, and that these are provided by a certified health professional. Information on required and recommended vaccinations is contained in the mission-specific Pre-deployment Information Package (PIP) that can be downloaded from: http://peacekeepingresourcehub.unlb.org.

In addition, instructors should ensure that the DPKO/DFS Medical Guidelines for Peacekeeping Operations: Prophylaxis, Diagnosis and Treatment of Malaria are followed for personnel or units deploying to countries or regions in which malaria is common, in particular para. 3 which states:

“Due to the operational needs of a peacekeeping mission, all mission members shall use pharmaceutical prophylaxis, which can be safely given at least a year”.

If training contingents, instructors should provide the contingent’s medical personnel with a copy of the DPKO/DFS Medical Guidelines for Peacekeeping Operations: Prophylaxis, Diagnosis and Treatment of Malaria.

Instructors are also encouraged, as appropriate, to include a lesson on Basic First Aid to be delivered by a certified professional.

Where national governments have additional medical requirements, these should also be incorporated into the pre-deployment training.
Tips for Maintaining Personal and Food Hygiene in Peacekeeping Environments

**Good personal hygiene is the best way to prevent disease!**

☐ Maintain good personal hygiene and always wash regularly with clean water.

☐ Eat healthy, varied foods.

☐ Exercise regularly.

☐ Dress protectively.

☐ Inspect your skin for bite marks.

☐ Air and dry your boots regularly to prevent bacteria from breeding in them.

☐ Iron all clothes regularly, if possible, to kill bugs, insects and bacteria.

☐ Be prudent in using alcohol and refrain from using recreational drugs.

☐ Don’t have sex without a condom.

**Always make sure what you eat and drink is safe!**

☐ Drink water only in bottles or from containers marked as drinking or “potable” water.

☐ If drinking water is not available, boil your water for at least 10 minutes, or use water purification tablets, allowing enough time for the tablets to work.

☐ Never keep opened bottles of drink more than 6 hours.

☐ Meat must be thoroughly cooked (“well done” and not medium or rare).

☐ Eggs must be fully coagulated before eating.

☐ If you store food, keep it in tightly closed containers.

☐ Eat only food produced in clean or approved facilities and use clean utensils.

☐ To control the rodent population, eat only at designated eating areas.
Maintaining Your “Personal Space”

- Use mesh screens or netting to cover doors and windows at all times.
- In areas with malaria, dengue or other mosquito-born diseases, always sleep under a mosquito net.
- Keep all surfaces clean by washing them regularly.
- Do not eat or keep food on and around beds, so rodents and insects will not be attracted.
- Ventilate your bedding regularly in direct sunlight, to kill bugs and bacteria.
- Change and wash your bedding regularly.

Maintain a Hygienic Compound and Communal Areas

- Keep facilities and communal areas clean and tidy at all times.
- Ensure proper disposal of leftover food.
- Ensure sanitary disposal of liquid and solid wastes.
- Keep all rooms clean, ventilated and protected against rodents and insects.
- Eliminate breeding areas for disease-carrying animals or insects; for example, drain pools of stagnant water and puddles after rain.

Stress Management

☞ **Note to Instructor:** As appropriate, instructors may choose to supplement the training on stress management contained in Basic and Advanced Security in the Field, with their own sessions on stress management. Instructors are encouraged to develop their own national sessions based on their context and experience in UN peacekeeping. Instructors seeking a model session which they can begin to adapt to their needs, can go to: www.unssc.org/web/programmes/LS/sm/WELCOME.HTM
This section provides advice to instructors on assessment tools that they may use when designing their specific training sessions as outlined above.

Security

Basic and Advanced Security in the Field (B/ASITF) includes an assessment at the end of the course. If participants do not pass the final test, they are unable to print out their certificate. Personnel who arrive in mission without a certificate will be required to complete the B/ASITF until they pass the test and can print out their certificate.

Additional learning assessment questions which instructors may use, if they are not using the B/ASITF courses are:

Questions:

1. Who is the highest level UN official responsible for the security management arrangements of the United Nations system in a particular country?

2. How does the UN ensure that security arrangements are managed and coordinated in an integrated manner between all UN agencies, programmes, offices and peacekeeping operations in a country?

3. Name the five UN security phases.

4. Why does the UN require security clearance for travel?

Answers:

1. The Designated Official (DO)

2. Through the establishment of a UN Security Management Team.

3. The five UN security phases are:
   - Phase One – Precautionary
   - Phase Two - Restricted Movement
   - Phase Three - Relocation
   - Phase Four - Emergency Operations
   - Phase Five - Evacuation
4. In order for the Designated Official and Security Management Team to be aware of who is at the duty station at any given time, all travel to the duty station in any declared security phase requires clearance from the Designated Official.

**Road safety**

The Specialized Training Materials for Police Officers contains a module on Road Safety with a Learning Assessment that instructors may also choose to use in combination with this section of the Core Pre-deployment Training Materials. This material is available at: [http://peacekeepingresourcehub.unlb.org](http://peacekeepingresourcehub.unlb.org)

**Health**

☑️ Do all participants know the required and recommended vaccinations for their mission?

☑️ Have all participants completed the required and recommended vaccinations, or are they already planned prior to deployment?

☑️ Do all participants know if a prophylaxis, such as malaria prophylaxis, is required for their mission?

☑️ Have they received such prophylaxis already, or will they receive it prior to deployment?
### Common Questions from Participants

#### Unit 4 – Part 2: HIV/AIDS and UN Peacekeeping Operations

<table>
<thead>
<tr>
<th>Possible Questions</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the UN require that its personnel be tested as part of the recruitment or deployment to a UN peacekeeping mission?</td>
<td>No. It is UN policy that candidates for recruitment (to civilian staff positions) will not be screened for HIV prior to their recruitment, nor will staff be screened prior to their service (see ST/SGB/2003/18). Some Troop and Police Contributing Countries (TCCs/PCCs) may require HIV testing for their military or police personnel prior to deployment. These are national policies of those particular TCCs or PCCs.</td>
</tr>
<tr>
<td>2. If I go for an HIV/AIDS test while in mission, will my boss or my colleagues find out?</td>
<td>Testing is voluntary and confidential. If you go for a test, you have a right to full confidentiality about the fact that you have taken such a test, as well as the results regardless of whether they are negative or positive.</td>
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</tbody>
</table>

#### Unit 4 – Part 4: Safety and Security

<table>
<thead>
<tr>
<th>Possible Questions</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the relationship between the civilian UN Security Adviser and the military and police components?</td>
<td>The UN Chief Security Adviser/Officer is responsible for developing and updating the mission security plan, which is approved by the mission leadership, supported by the Security Management Team (SMT). Armed military and police members of the mission will have specific roles assigned to them, particularly in crisis situations, to ensure the safety and security of all staff members.</td>
</tr>
<tr>
<td>Unit 4: Common Questions from Participants</td>
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<tr>
<td><strong>Unarmed military and police personnel will also be guided by the measures established in the mission security plan.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. How can I prepare myself for the driver’s test so that I know the specific rules of the road that apply in the host country?</strong></td>
<td><strong>You will be provided with the regulations governing the use of the mission’s vehicles and/or a “UN Driver’s Handbook” minimum 24 hours prior to the driving test, which should give access to the local or international road signs and road regulations that are applicable to the mission area in order that they can be understood prior to the test/assessment being conducted. For this purpose, each mission produces a UN Driver’s Handbook. You should obtain a UN Driver’s Handbook from the Transport Section as quickly as possible after your arrival.</strong></td>
</tr>
<tr>
<td><strong>3. What if I violate the UN’s driver safety rules?</strong></td>
<td><strong>If you violate the driver safety rules, or cause an accident due to negligence or unsafe driving while you are in a UN vehicle, you will be subject to disciplinary procedures (see Unit 4 – Part 1).</strong></td>
</tr>
<tr>
<td><strong>4. Do all UN peacekeeping operations have medical facilities?</strong></td>
<td><strong>All UN peacekeeping operations will have some form of medical facility. The level of service that can be provided at the mission’s medical facility will vary depending on the size of the mission, the medical facilities and health care that is available in the country and other factors. You will receive more information on the Medical Unit when you arrive in mission.</strong></td>
</tr>
<tr>
<td><strong>5. What if I arrive in mission and I don’t have the right vaccinations or medication?</strong></td>
<td><strong>If you are concerned, go to the UN Medical Unit in the mission to check the required and recommended vaccinations and whether any prophylaxis is recommended or required. They can advise you whether you</strong></td>
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<td>have the appropriate immunizations and medications, or they can tell you where to find out.</td>
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