

SUMMARY REPORT

LEARNING EVENT FOR SENIOR MANAGERS ON PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE: INDONESIA

**Jakarta, Indonesia
March 20, 2009**

**Conducted under the auspices of the ECHA/ECPS UN and NGO Taskforce on
Protection from Sexual Exploitation and Abuse by
UN and NGO Staff and Related Personnel**

**Organised by UNDP Office of Human Resources
and
the Indonesia Office of the Resident Coordinator/Humanitarian Coordinator**

I. Background: Assisting Senior Managers to Address SEA

At a high-level conference on eliminating sexual exploitation and abuse (SEA) held in December 2006, numerous UN agencies and INGOs endorsed a "statement of commitment" to eliminate SEA and protect those that the UN, INGOs, and their partners are mandated to serve. The Executive Committees on Humanitarian Affairs and on Peace and Security (ECHA/ECPS) UN and NGO Task Force on Protection from Sexual Exploitation and Abuse is currently the main UN body working on this issue. The Task Force has in the last year intensified its efforts to develop tools and guidelines to facilitate field-based action on SEA.

As a member of the Task Force, UNDP is chairing a working group on 'Strengthening the Field-Based Networks'. In September 2008, UNDP initiated a project to develop and disseminate a learning package for Senior Managers aimed at strengthening the shared commitment toward protection from sexual exploitation and abuse by assisting managers to understand and meet their responsibilities in creating safe organizations free from SEA.

In preparation for developing tools to assist senior managers to address SEA in their field offices, an assessment questionnaire was distributed to select senior managers working in humanitarian and development settings around the globe. The general results of the assessment indicated that most senior managers were familiar with the Secretary General's Bulletin (SGB), and two-thirds had focal points in their field offices. However, few organizations had developed formal reporting mechanisms at the field level, and while some organizations indicated that they had investigation methods at the headquarters level, few had standardized investigation procedures at the country level, and few organizations had implemented victim assistance procedures.

For those measures that had not yet been implemented at the field level, a majority of senior managers indicated that this was due to a lack of guidelines and tools, particularly highlighting lack of information about victim assistance, complaints mechanisms, investigation mechanisms, and prevention. When asked about the areas in which senior managers would like guidance and support, the majority of respondents indicated all key areas related to addressing SEA, prioritising them in the following order: victim assistance, investigation mechanisms, prevention, and complaints. Several respondents further mentioned being able to differentiate the actions to be taken within these key areas when working internally (with staff) and externally (with communities).

Based on the outcomes of this initial assessment, a curriculum was developed for the senior manager's learning event. The first pilot of the curriculum was conducted in Kenya in November 2008 for the Somalia UNCT and INGO partners and the second pilot was conducted in Libya in February 2009, also for the UNCT and partners. The curriculum was subsequently finalized and used as the basis for the learning event in Indonesia that is described in this summary report.

II. Preparation for and Participation in the Indonesia Senior Manager's Learning Event

A. Event Preparation

The office of the Resident Coordinator/Humanitarian Coordinator in Indonesia led the effort to organize the learning event, first identifying a coordinator within the RC/HC's office to oversee all aspects of preparation for the event and then sending out invitations signed by the RC to members of the UN and NGO community that emphasized the importance of the issue as well as attendance at the learning event. Follow up calls were also made to prospective participants just prior to the event in order to further encourage their attendance.

The UNDP HQ facilitation team provided the RC/HC's office with materials for the event, including participant handouts and binder documents. Photocopying and preparation of participant binders was completed by the RC/HC's office, and the office also assisted in drafting a relevant case study for review by participants during the learning event.

Facilitators of the event included Jeanne Ward, the UNDP consultant responsible for designing the training materials, and Laura Hovi, the UNDP HQ representative of the ECHA/ECPS Task Force.

B. Participant Profile

As indicated in the list below, a total of 22 individuals attended the learning event; 12 represented nine different UN agencies working Indonesia and the remainder represented eight international and local NGOs. The inclusion of representatives from the NGO community was felt to be important in facilitating transparency of UN work, as well as promoting the importance of the issue at the local level and facilitating collaboration between UN agencies and national actors. Unfortunately, there was limited high-level senior management participation by the UN agencies--despite significant advocacy by the RC/HC's office--explained in part by the fact the senior managers had attended a UNCT retreat earlier in the same week.

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6	Zahidul Huque	UNFPA	Acting RC/UNFPA Representative	
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C. Participant Background in PSEA

Some work has been undertaken in Indonesia to raise awareness around PSEA: it was included in the UNCT work plan for 2008 and an IASC GenCap advisor for Indonesia had initiated awareness-raising in the latter part of 2008. Nevertheless, for many of the attendees, much of the information presented in the learning event was new. In order to assist facilitators to monitor the impact of the event, a baseline survey was distributed to all participants at the outset of the event for voluntary completion.¹ (See Annex 2 for a copy of the survey.)

Eighteen of the 22 participants elected to complete the survey. Notably, only three respondents indicated that staff in their agencies had been trained on the SGB. The majority, however, indicated that their agencies had Codes of Conduct (CoCs) in place and a PSEA focal point at headquarters. Just under half of the agencies had a FP at the country-level and a complaints mechanism in place. Five respondents reported that their agency had undertaken complaints and had a process for victim assistance.

When asked to identify the main difficulties that agencies have encountered in implementing those measure that are not yet in place, most respondents indicated challenges with the cultural context, as well as lack of information/tools to instigate prevention, complaints, investigation and victim assistance mechanisms.

III. Summary of the Learning Event

The acting RC/HC in Indonesia opened the learning event by welcoming participants and emphasizing the importance of creating an appropriate framework to address SEA in Indonesia. This was followed by introductory remarks by the Head of the RC/HC's office, who gave a brief overview of the history of UN PSEA efforts and called upon participants to exercise "commitment" to meet their "obligations" in Indonesia.

After opening remarks, participants engaged in an exercise to explore their attitudes and beliefs related to SEA, and then viewed the film "To Serve with Pride." During discussion of the film, participants recognized a need to conduct more PSEA training in Indonesia, but articulated some concerns about the usefulness of the film's content to development settings in Asia, suggesting that trafficking should be more clearly mentioned, as should same-sex exploitation. Participants also felt that the six core principles should be more strongly reinforced by aggressively emphasizing that non-compliance would lead to dismissal. It was also noted that there were no references to holding government partners accountable for implementation of the SGB in the film and this is a key challenge for those working in development settings.

¹ The baseline survey investigates activities that have been implemented at the field level related to PSEA. As part of an evaluation of the learning events, it is anticipated that the ECHA/ECPS Task Force team responsible for developing the learning event curriculum will contact participants in 3-6 months to determine whether the level of PSEA activity has increased within and across agencies.

Participants were then encouraged to identify some of the risks factors that might lead to SEA in Indonesia. These included:

- Poorly regulated informal labor market
- Weak law enforcement
- Discrimination (gender, age, etc.)
- Poverty
- No reference checks in recruitment
- Desire for “white babies”
- Sex tourism/trafficking
- Cultural stigma/silence/taboo
- Natural disasters
- Religious interpretation
- Polygamy, early marriage

After the discussion of Indonesia-specific SEA risks and consequences, participants were briefly introduced to the “four pillars” framework for addressing SEA, and then to the respective responsibilities of senior managers, focal points, and the in-country focal point network (ICN). Participants applied their knowledge in small-group review of a case study on SEA, and briefly reported back on some key strategies identified by each group to address the issues raised in the case study.

Over the course of the learning event, several points/questions were raised for input from the ECHA/ECPS Task Force, including the need for greater clarity regarding senior manager's specific responsibilities (i.e. revising the one-page recommendations for senior managers to ensure they are consistent with the more detailed list of key indicators in the draft MOS-PSEA compliance tool); concrete information about how to ensure confidentiality during the reporting and investigation process to protect both the alleged victim and the alleged perpetrator; more guidance for senior managers on what to do while an investigation is underway and whether/when they should participate in the investigative processes; establishing structures to involve regional directors in assisting senior managers at the country level to meet their PSEA responsibilities; and developing a standard for performance evaluations for senior managers and focal points that could be used by all country offices.

At the end of the discussion event, participants engaged in a discussion on how to move forward, agreeing to key areas for follow-up:

- Roll out SM training over 1-2 months
- Identify FPs
- Establish ICN
- Ensure PSEA is a standing agenda item on monthly meetings of IASC
- Review Kenya Checklist and adapt to Indonesia
- Develop performance evaluation indicators for FPs: build into FP TOR
- Ensure Contingency Plan Review Process includes PSEA
- Distribute translated SGB
- Conduct periodic refresher for senior managers (UNCT retreat?)
- Develop country-level action plan
- Insert PSEA in performance appraisal of SM

At the close of the event the Head of the RC/HC's office summarized the key actions to be undertaken and agreed that his office would take responsibility for adapting the Kenya Checklist, circulating the translated SGB, holding UN/NGO/donor meeting to discuss next steps regarding PSEA, and following up with those senior managers who did not attend the learning event.

IV. Learning Event Evaluations

Participants were asked at the end of the learning event to complete a brief evaluation. Overall, the response was very positive. Of the 17 participants who completed the evaluation, six participants evaluated the learning event as a "5" on a 5-point scale (where 5 indicates "extremely valuable" and "1" indicates not valuable); ten participants accorded the learning event a "4"; and one participant gave the event a "3." Written comments on the evaluations were also positive, indicating that the participants appreciated the learning opportunity.

Several participants felt that the case study was particularly helpful in applying information learned; several others highlighted the utility of the "four pillars" framework; and still others identified plenary discussion of the SGB as useful. Four participants felt that the learning event was too short to cover the content, and one participant recommended that reading material be distributed in advance. Several participants also noted that there was limited participation of high-level management at the event.

ANNEX 1 –WORKSHOP AGENDA

Senior Manger's Learning Event on Protection from Sexual Exploitation and Abuse

Session and Time	Topic	Activities	Resource Documents: Handouts (HO) and Binder Documents (BD)
8.30-9.00	REGISTRATION		
Session 1 9.00-10.00	Opening Remarks and Introductions		HO 1.1: Agenda HO 1.2: Baseline Survey BD 1.1: ECHA/ECPS Task Force Description
Session 2 10.00-10.45	The Secretary General's Bulletin: Definitions and Standards of Conduct	Optional: Agree/Disagree Activity Film: "To Serve with Pride"	HO 2.1: IASC Case Scenarios (Blank) HO 2.2: IASC Case Scenarios (Completed) HO 2.3: Agree/Disagree Statements BD 2.1: The SGB BD 2.2: FAQs on SEA BD 2.3: IASC Six Core Principles BD 2.4: Statement of Commitment
10.45-11.00	TEA BREAK		
Session 2 (con't) 11.00-11.30	The Secretary General's Bulletin: Definitions and Standards of Conduct	PowerPoint Presentation Case Scenarios	
Session 3 11.30-12.00	Analysis of SEA Risks/Consequences in the Local Context	Pair Exercise Plenary Discussion	
Session 4 12.00-1.00	Responsibilities of the Senior Mangers and Focal Points within the Four Pillars of Community Engagement, Prevention, Response, and Management and Coordination	PowerPoint Presentation Speed Game: Focal Points vs. Senior Managers Optional: Organizational Assessment	BD 4.1: Head of Office Responsibilities BD 4.2: RC/HC Responsibilities BD 4.3: MOS-PSEA BD 4.4: ECHA/ECPS Task Force TOR for Focal Points BD 4.5: ECHA/ECPS Task Force TOR for ICN BD 4.6: RC/HC Best Practice Interview BD 4.7: Sample Agency/Programming Checklist
1.00-2.00	LUNCH BREAK		
Session 5 2.00-3.00	Focus on Response: Reporting Systems, Investigations, Disciplinary Procedures, and Victim Assistance	PowerPoint Presentation	BD 5.1: IASC Draft Model Complaints and Investigations Procedures BD 5.2: UN Victim Assistance Strategy BD 5.3: Victim Assistance Guidance BD 5.4: Service Provision Matrix
Session 6 3.00-3.30	Applying Theory to Practice	Small Group Work:	HO: 6.1: Asia Case Scenario
3.30-3.45	TEA BREAK		
Session 6 3.45-4.00	Applying Theory to Practice	Report Back: Good Practices	
Session 7 4.00-4.45	The Way Forward	Plenary Discussion	HO 7.1: Action Plan Format
Session 8 4.45-5.00	Closing		HO 8.1: Evaluation

ANNEX 2 – BASELINE SURVEY

Baseline Survey of Good Practices Senior Manager's Learning Event

Note: This questionnaire will assist facilitators of this event to better track the important activities that have been undertaken to date by participants, as well as to identify what senior managers consider to be some of the key gaps in prevention and response to sexual exploitation and abuse at the organizational (internal) and community (external) levels. The questionnaire will be used as a basis for monitoring good practices and identifying gaps in activities across organizations and programs. All respondent's names/organizations will be kept confidential!

1. Have measures been implemented by you or by others in your agency/organization to address sexual exploitation and abuse (SEA) regarding:

PREVENTION (if so, please briefly describe these measures and why you consider them successful)

RECEIVING AND RESPONDING TO COMPLAINTS (if so, please briefly describe these measures and why you consider them successful)

VICTIM ASSISTANCE (if so, please briefly describe these measures and why you consider them successful)

MANAGEMENT and COORDINATION (if so, please briefly describe these measures and why you consider them successful)

OTHER

2. For those measures that you or others in your organization have not been able to implement, what are the main difficulties that have been encountered? (Please circle all that apply and add any additional comments as relevant)

- Not sufficiently informed of the UN framework to take relevant action
- No information/tools to implement prevention activities
- No information/tools to implement investigation mechanisms
- No information/tools to implement victim assistance
- Not aware of these responsibilities
- Challenges with the cultural context (such as staff and/or community condoning SEA)
- No coordination among UN entities and international NGOs
- No information/tools to implement complaints mechanisms
- OTHER/COMMENTS (please specify)

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3. What do you consider would be most useful for you and others in your organization in terms of guidance/support for addressing SEA? (Please circle all that apply and add any additional comments as relevant)

- PREVENTIVE MEASURES
 - COMPLAINTS MECHANISMS
 - INVESTIGATION MECHANISMS
 - VICTIM ASSISTANCE
 - OTHER/COMMENTS (please specify)
-

4. Please take a few minutes to answer the some factual questions regarding the situation in your duty station (placing a checkmark in the appropriate column for each question):

	YES	NO	NOT SURE	NOT APPLICABLE
1. Has your staff been trained on the SG's Bulletin?				
2. Does your agency have a code of conduct related to the prevention of sexual exploitation and abuse?				
3. Does your field office have a focal point to address sexual exploitation and abuse?				
4. Does your agency have a focal point in headquarters to address sexual exploitation and abuse?				
5. Does your focal point regularly report to you on his/her activities?				
6. Does your agency have a complaints mechanism?				
7. Does your agency, through the focal point, participate in an in-country network on sexual exploitation and abuse?				
8. Has your agency undertaken investigations of complaints?				
9. Does your agency have a process of victim assistance?				

OPTIONAL: We would appreciate it if you would provide us the following information for any future correspondence:

Name:

Function:

Organization:

Duty Station:

Email Address:

Phone Number:

SEA FP in Your Duty Station:

His/Her Email Address:

His/Her Phone Number: