



DARFUR HUMANITARIAN RESPONSE
SEXUAL EXPLOITATION AND ABUSE IN HUMANITARIAN CRISIS

TRAINING OF TRAINERS MANUAL
PREVENTION OF SEXUAL EXPLOITATION AND ABUSE

November-December 2005

Foreword and Acknowledgements

This manual on prevention of and response to sexual exploitation and abuse in contexts of humanitarian aid work was developed by UNFPA Sudan through a rigorous exercise from November 2005 to April 2006. The need for the manual was dictated by the realities of conflict the world over, and Darfur in particular. In such contexts, all forms of exploitation and abuse are likely to occur unless deliberate steps are taken to prevent and respond to them. While most humanitarian aid workers are well behaved and conscientious, evidence shows that deviant workers misuse and abuse their positions to sexually exploit and abuse the beneficiaries of humanitarian assistance.

Perhaps the most publicised case is that brought to the attention of the world from western African refugee camps that came to light in 2001. This eventuality led to the development of the Inter-Agency Standing Committee's Code of Conduct with six principles to guide the behaviour of humanitarian aid workers. This code of conduct has now been widely accepted and incorporated in the UN system and in the policies of most well meaning humanitarian agencies.

These principles form the core of this manual which covers: the IASC report based on the west African experience; important concepts on sexual exploitation and abuse; contexts of sexual exploitation and abuse in humanitarian work; and reporting, investigating and redress mechanisms. The manual thus acts as a comprehensive guide to humanitarian workers and an aid to their understanding of the relevant issues around sexual exploitation and abuse. Apart from providing information on the subject, the manual also provides hints on how to carry out participatory and experiential training on the subject.

The strength of the manual lies in the fact that it was actually pre-tested in the three Darfur states among a wide variety of humanitarian workers from UN agencies, international NGOs, Sudanese NGOs, African Union military and civil police forces and Government of Sudan departments. Experiences gained from the pre-tests were used to fine-tune the content covered and the training methodology suggested.

UNFPA is indebted for the development of this manual to Mr. Okumba Miruka, the consultant who compiled and pre-tested the manual. His work was enriched by the information received from and the participation of staff from the various agencies working in the three Darfur states to whom UNFPA is very grateful. The participation of the African Union forces in the training in South Darfur, thanks to the assistance provided by Sector Two Commander Ajumbo, was very insightful and informative. The training events were ably organised and coordinated by the UNFPA Gender Based Violence Coordinators in the three states namely Mr. Saddiq Syed, Ms Judith Nzomo and Dr. Gladys Atinga. The whole project was coordinated by Ms Roselidah Ondeko, the GBV Team Leader and Maha Amir the GBV Officer in Khartoum. To all those who contributed to the development of this appreciable piece of work, UNFPA offers its most sincere gratitude especially the GBV working groups in all the states in Darfur and in Khartoum.

UNFPA Sudan hopes and believes that humanitarian agencies will find the manual useful not only in Sudan but elsewhere in the world.

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ABBREVIATIONS

AIDS:	Acquired Immunity Deficiency Syndrome
AMIS:	African Union Mission in Sudan
Civpol:	Civil Police
GoS:	Government of Sudan
CAP:	Comprehensive Peace Agreement (CAP)
GBV:	Gender- based Violence GBV
GNU:	Government of National Unity
HIV:	Human Immuno-deficiency Virus
IASC:	Inter-Agency Standing Committee
IDP:	Internally Displaced Persons
FAO:	Food and Agriculture Organisation
JEM:	Justice Equality Movement
OCHA:	Office for the Coordination of Humanitarian Affairs
UN:	United Nations.
UNCT:	United Nations Country Team
UNDP:	United Nations Development Programme
UNFPA:	United Nations Population Fund
UNHCR:	United Nations High Commission for Refugees
UNICEF:	United Nations Children's Fund
UNMIS-HR:	United Nations Mission in Sudan (Human Rights)
UNMOs:	United Nations Military Observers
WFP:	World Food Programme
WHO:	World Health Organisation
ICVA:	International Council of Voluntary Associations
ICRC:	International Committee of the Red Cross
IFRC:	International Federation of the Red Cross and Red Crescent Societies
IOM:	International Organisation for Migration
MSF:	Medicines Sans Frontieres
OHCHR:	Office of the High Commissioner for Human Rights
RSG/IDPs:	Representative of the Secretary-General on Human Rights
SCHR:	Steering Committee for Humanitarian Response
SEA:	Sexual Exploitation and Abuse
SGBV:	Sexual and Gender Based Violence
SLM/A:	Sudan Liberation Movement/Army
SPLM/A):	Sudan Peoples' Liberation Movement/Army
STIs:	Sexually Transmitted Diseases.

PREFACE

The Darfur Crisis

Darfur covers 150,000 square miles of desert and savannah about the size of France and is inhabited by an estimated 5-6 million people. The history of internal conflict among various ethnic groups, characterized by tension over resources and access to land, has been exacerbated in the last decade by desertification, drought, and population growth that have increased competition for scarce resources.

The current conflict began in early 2003 when rebels from the marginalized ethnic groups (Fur, Masalit and Zaghawa) sought to end their marginalization by demanding the sharing of power within the Arab-controlled Sudanese state. As a result of this armed conflict, 1.5 million people have been displaced, and an estimated 200,000 Sudanese (from Darfur) have crossed into Chad as refugees. The US government, European Union and United Nations (UN) have intervened through diplomatic channels demanding that the Government of Sudan (GoS) disarm the Janjaweed and improve humanitarian access. After several attempts and two UN resolutions, the GOS has eased its bureaucratic constraints on humanitarian access. There are numerous humanitarian agencies providing a variety of services to the displaced Darfurians, but there are still areas that are inaccessible due to insecurity.

Two years have elapsed since the beginning of the crisis, and the security situation is not improving. On June 10, 2005, peace talks resumed in Abuja, Nigeria, after six months of stalemate, between the GOS and the two main armed factions in Darfur, Sudan Liberation Movement/Army (SLM/A) and JEM. On January 9, 2005, the GOS and the Sudan Peoples' Liberation Movement/Army (SPLM/A) signed a Comprehensive Peace Agreement (CAP) which ended the 20 years of civil war, and the subsequent creation of the Government of Unity (GNU) and a new constitution. While these developments bring hope for a potential political solution in Darfur, there have been constant breaches of the agreement resulting in continued fighting and further displacement of civilians in Darfur with increased reports of sexual assault on girls and women. Although the magnitude of the problem is enormous, exact numbers and details of cases are still not well understood or documented.

Violence against women is often referred to as Gender- based Violence (GBV) because it is rooted in women's lack of power in relationships and in society relative to men. It is a complex phenomenon, shaped by forces that operate at the individual, community and societal levels. During and after armed conflict, women and girls are particularly vulnerable to certain types of violence and in particular sexual violence.

About UNFPA Work

The United Nations and its partner organizations are present in Darfur to help restore peace, security and human rights. Staff members of these organizations are expected to uphold the highest standards of personal and professional conduct at all times. Sexual exploitation and sexual abuse of members of the local population (including internally displaced populations and other beneficiaries of assistance) by such staff will not be tolerated.

In November, 2004, UNFPA was mandated by the United Nations Country Team (UNCT) in Khartoum to coordinate Gender-based Violence (GBV) activities in Darfur. UNFPA is implementing this mandate through the following activities: establishment of working groups both at the federal and state levels, mobilization of resources, advocacy at the federal and state levels for change in service provision policies and development of guidelines/protocols, and capacity building of NGOs, UN and the GOS to effectively respond to GBV to recommended standards.

In addition to coordinating GBV activities in Darfur, UNFPA continues to coordinate reproductive health activities and works through implementing partners (NGOs) and the GOS to provide the much needed medical equipment, supplies and medicines for emergency obstetric care, safe motherhood, birth spacing, sexually transmitted infections (STIs) and Human Immuno-deficiency Virus/Acquired Immunity Deficiency Syndrome (HIV/AIDS), and the management and treatment of sexual violence cases. So far, UNFPA is covering over 700,000 internally displaced persons (IDPs) and additional numbers in the form of host communities in the North, West and South Darfur.

UNFPA recognizes that violence against women is inextricably linked to gender-based inequalities. When women and girls are expected to be generally subservient, their behaviour in relation to their health, including reproductive health, is negatively affected at all stages of the life cycle. UNFPA puts every effort into breaking the silence and ensuring that the voices of women are heard.

INTRODUCTION TO THE MANUAL

Objectives of the Manual

The overall aim of the training on sexual exploitation and abuse (SEA) is to enable humanitarian workers to respect and protect the dignity of beneficiaries principally by preventing it from occurring but secondarily by identifying, reporting, investigating and acting on cases that occur. The specific objectives of the training are to:

1. Define sexual exploitation and abuse in the context of humanitarian aid work and explain its consequences.
2. Identify and explain factors that lead to sexual exploitation and abuse in humanitarian work.
3. Explain the six principles agreed on by the Inter-Agency Standing Committee on sexual exploitation and abuse and relate them to policies and codes of conduct of humanitarian agencies.
4. Outline and discuss relevant guidelines and mechanisms for reporting, investigating and acting on cases of sexual exploitation and abuse.
5. Develop the capacity of humanitarian workers to carry out training on sexual exploitation and abuse.
6. Develop follow up action plans to apply knowledge and skills acquired and to implement the recommendations of the IASC.

Contents

The manual is divided into the following modules:

- Preliminary activities to start off the training.
- Session One: The IASC Report.
- Session Two: Sexual Exploitation and Abuse - Concepts and Consequences.
- Session Three: Factors and Contexts of Sexual Exploitation and Abuse.
- Session Four: The Six Core Principles and Organisational Policies.
- Session Five: Reporting, Investigating and Redress Mechanisms.
- Session Six: Follow-up Action Plans
- Session Seven: Evaluation of Training

The modules are arranged in the sequence in which they are expected to be taken and estimated durations suggested. However, trainers will need to exercise discretion and flexibility in adopting the manual to suit the circumstances prevailing. Such circumstances will include the time and resources available, number and category of participants, the training needs of participants etc. The content and processes should therefore be selected appropriately. Particularly careful adaptation should be made when training community level participants.

SIX CORE PRINCIPLES OF A CODE OF CONDUCT

1. Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
2. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defence.
3. Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to beneficiaries.
4. Sexual relationships between humanitarian workers and beneficiaries are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work.
5. Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, s/he must report such concerns via established agency reporting mechanisms.
6. Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibility to support and develop systems which maintain this environment.

Target Users

This manual was prepared for use by technical staff of UNFPA and partners in contexts of humanitarian work in Darfur, Sudan. The users are assumed to have gone through the same or an equivalent course. The manual may also be adapted and used in similar contexts elsewhere.

How to Use the Manual

The manual provides a broad framework for the intended users on the content to cover. The user is required to familiarize with the content and to use additional references where appropriate. The manual also suggests various methodological steps for covering each topic. It is not mandatory for the trainer to use the methods as suggested if they have alternative but effective approaches depending on the context of training.

Training Skills

A. General Principles

Effective communication is a cardinal requirement for successful training. And communication is simply a process of interaction between two or more parties in which information is passed, received and responded to using a variety of channels, verbal and non-verbal. A complete communication process consists of a source, message, medium, recipient and feedback.

As a trainer, it is your responsibility to design and manage the communication process using various creative methods, resource materials and own personality, skill and experience. In doing this, it is important to realise and acknowledge that the trainees are themselves very important sources of information, knowledge and skills. Therefore, you are more than a source of information and knowledge but also a manager of processes as well i.e. a facilitator.

The following attributes are important for you to exhibit as a trainer.

- Dressing that is appropriate, respectable and sensitive to the religious and cultural setting.
- Maintenance of confidence and composure.
- Ability to listen and synthesize information.
- Audibility in speech, fluency, tone variation and reinforcement of participants' contributions.
- Use of appropriate body language; maintaining eye contact; establishment of rapport with participants; sensitivity to age, gender, race, religion, culture, politics etc; trust in participants' abilities and patience.

- Use of varied participatory methods to maximise on appeal to different senses.
- Use of examples and illustrations, proverbs, anecdotes, idioms and humour but maintaining a balance with substance.
- Use of language appropriate to the level of participants.
- Mastery of subject matter.
- Openness to learning from others.
- Self-awareness of own strengths and weaknesses.
- Maintenance of a non-judgmental approach to ideas and participants.
- Proper preparation including readiness with resource materials, proper display of information and learning aids, logical sequencing of activities, structured participation, and proper use of available space.
- Punctuality and effective time management.
- Proper management of group dynamics.

B. Language Differences

You are more than likely going to train people who speak a language different from the one you speak. This necessitates the use of a translator. Translation is an art and not everyone is able to do it effectively. It is therefore critical to look for someone experienced in doing translation in oral and written media and has appreciable technical knowledge of the subject. If possible, have more than one translator for consultation and relief in the process as translation can be quite tiring. Whatever the case, important training materials need to be translated way in advance and made ready for distribution to participants so that they can easily follow the training. As a cardinal rule, use simple and easily understandable language. And maximise on the use of participatory and visual methods to devolve learning responsibilities to the participants.

C. Session Plans

For every session, you need a clear plan which shows:

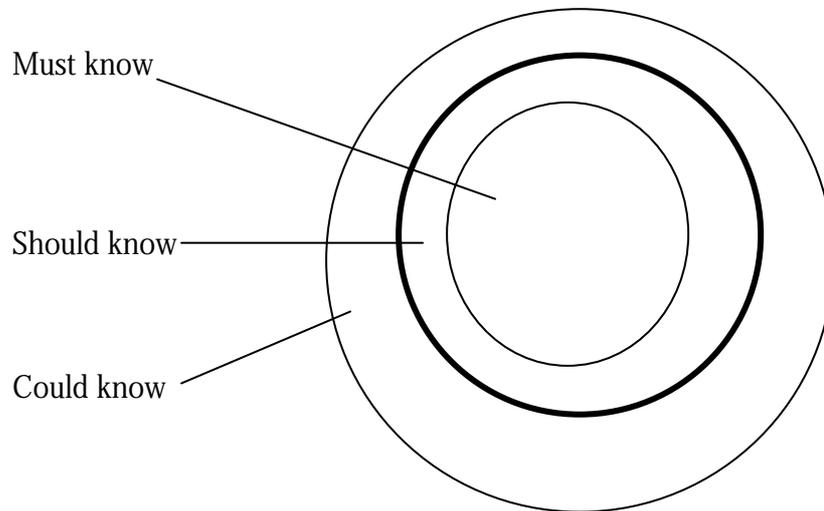
- Objectives: What you intend to achieve by the session.
- Topics: The content you will cover.
- Steps: The specific activities you and the participants will go through.
- Time: The length of time allocated to each step.
- Resources: The materials/equipment you need for each step.
- Evaluation: Key questions to assess if learning has taken place.

D. Choice of Content

Depending on the time available, you may cover more or less of the content suggested. The reality, however, is that only so much time is available for training. In which case, you need to choose and prioritise what to cover. The following guidelines may be useful in prioritising the content.

- **Must know:** This is core content that you must endeavour to cover as a minimum.
- **Should know:** This is content to elaborate on what you must cover e.g. examples and illustrations.

- **Could know:** This is content that is useful, but not essential. It can be left out without severely impairing learning.



E. Adult Learning

This manual is designed for use in training adults. Generally, adults bring into the learning situation a wide range of knowledge and experiences. They also feel most comfortable when learning among their contemporaries. Your role as a facilitator is to create an atmosphere in which this knowledge and experience is utilised and participants feel most at ease.

Related to this is the fact that adults have formed opinions and attitudes about many things. As a trainer, it is therefore important to take a non-partisan stand on issues. However, training on gender issues requires that you challenge repugnant attitudes and opinions. This can be done by tactful probing of the basis of the attitudes and opinions and opening up of space for democratic dialogue on the issues rather than dismissive and confrontational discussions.

It is also important to note that for adults, learning is most appreciated if it adds value to their practical lives. This means that learning should be relevant to what they are doing and designed to improve their capacities. They will always measure the success of learning based on what they can do with it afterwards. In this regard, learning should be made as practical as possible. Adults are not learning to pass an examination but to apply the learning to life situations. Learning should therefore be problem-solving in nature and should continuously challenge the participants to relate to their own circumstances of operation.

Adults also have a strong sense of dignity. Anything that could embarrass or humiliate them should be avoided because it will certainly agitate them and jeopardise learning. The simple rule is to observe and exercise respect all the time.

Apart from the training event, adults have many pressing matters to attend to. Training should therefore be planned in consultation with them to agree on the most appropriate timing and length. Otherwise there could be very poor attendance and/or concentration.

F. Training Methods

Training methods can be generally grouped as:

- *Transmission Methods*: One way passage of information e.g. through lecture, dictation, narration, videos, audio-tapes, text reading etc.
- *Experiential Methods*: Expose the participant to a process out of which behavioural lessons and conclusions are drawn without predictability of results e.g. games, role plays, case studies, field surveys etc.
- *Heuristic Methods*: Also called Discovery Methods, these require the learner to find out information by self through library research, field visits, individual projects etc.
- *Creative Methods*: These facilitate generation of new designs, insights, perceptions and explore individual potentials through drama, drawing, sculpturing, creative writing etc.
- *Critical Methods*: These require analysis, evaluation, re-arrangements, application of criteria and distinctions through debates, critical discussions, essays etc.

The choice of methods will depend on the kind of participants you have, training resources available, time available and whether you share the same language with the participants, among other things. In today's world, methods that increase participation are favoured over those that promote passive learning. There are a variety of participatory methods which can be used either on their own or in combination. Some common participatory methods are described below. Others are described in the various sessions in the manual.

Brainstorming

In brainstorming, a question is posed to participants and they are required to suggest as many possibilities as possible without censorship. The ideas are recorded as they are mentioned. Similar ones are then clustered and the clusters used for further discussion, group work etc.

Buzz Groups

These are groups of two or three participants, usually neighbours in the plenary, who are asked to quickly discuss a topic and present their points. Like brainstorming, it is also a useful method for quick generation of ideas. The word "buzz" is taken from the fact that when everyone is talking simultaneously, the sound effect is similar to that of buzzing bees.

Focus Group Discussions

This is a discussion held with a selected group that is as homogenous as possible in terms of sex, age, ethnicity, language, socio-economic status and any other relevant variable. They are engaged in discussing a specific topic on which information and their opinions

are being sought. There is a person facilitating the discussion while a colleague takes notes. Ideally, the size of the group should be between five and fifteen people to ensure that as many as possible are able to express themselves. Because people warm up to discussions rather slowly, it is important to allocate adequate time for a focus group discussion (usually one to two hours). The person facilitating the discussion should be well versed in interview techniques, be able to establish very good rapport with respondents and operate at the level of the respondents.

Group Work

This requires participants to be divided into groups of usually five to ten each with an assignment to perform and prepare a presentation. The groups may be formed randomly, according to participants' areas of expertise or based on any other relevant factor. When using group work, ensure that the question(s) and instructions are written up, participants know how they are required to present their work, the groups are of manageable size and not too many, each group has space to work from and materials for recording their discussions, adequate time is allocated and you monitor progress and adjust time if necessary. Allow plenary discussions of group presentations and then summarise key points.

Group work results can be presented in different ways. The most common form is the plenary where the group sets up in front and a member presents the findings. A second form is the rotating plenary where the plenary moves to stations where each group did its work to listen to the presentations.

Resource Persons or Guest Speakers

This involves the invitation of a person with technical knowledge and/or experience on a subject to talk to and interact with participants. Examples of resource persons in contexts of humanitarian work are: food aid monitor, convoy driver, psychological counsellor, security officer, police officer, lawyer, state governor, camp manager, medical doctor, etc. If you intend to use a resource person, make sure that you inform the resource person in advance, provide guidance on the objectives of the session, inform participants to prepare questions, arrange for the material the resource person may need and provide adequate time for the session.

Personal Testimonies

These refer to the personal stories and experiences of participants' or invited individuals to give a first hand account of what they have gone through. When planning to use this method, you should identify a person with the relevant experience, establish their willingness to share the experience, provide the resources they may require and allocate enough time for the presentation and questions from participants. Notice that such persons may occasionally break down emotionally. So enough patience and sensitivity must be exercised in handling them.

Case Studies and Scenarios

These refer to descriptions of actual or hypothetical situations to illustrate specific points, analyze problems and their consequences and examine relationships among variables. They are useful for simulating dilemmas, generating debate and identifying the variety of

possible solutions. They can be presented orally, in writing, pictorially or in audio-visual form. When using them, ensure that the details presented are relevant to the subject matter, questions are based on the lessons you intend to draw and that participants have enough time to go through the cases and scenarios. Ensure that you point out the main lessons of the case studies/scenarios at the end of the discussions.

Because it is very difficult to get good ready-made case studies and scenarios, it is therefore important to research in advance in order to access or prepare them. One way of generating good and relevant case studies and scenarios for future use is actually by asking participants to develop them. Role plays in training events also provide relevant case studies. A number of sectoral case studies from field testing of this manual are provided in the annex for your use.

Role Play

A role play requires participants to act out a scene showing a process, attitude, behaviour or a variety of factors. When using role plays, ensure that instructions are clear, participants are divided into small groups and have time and space to prepare and that there is time to discuss the points raised in the role plays. Role plays should last between five to ten minutes and be focused on very specific issues.

Videos

Videos are electronic recordings of actual or simulated situations in order to explain or illustrate various factors, processes, dynamics or experiences. As with case studies, it is important to access a relevant video and to prepare questions for discussion to aid in drawing relevant lessons. When planning to use videos, establish in advance the availability of continuous power supply and screening equipment. Pre-test the equipment and the video to avoid last-minute hitches and embarrassment leave alone loss of time.

Games and Exercises

Various games and exercises should be used in the process of training. Some are meant to aid the dynamics of the process e.g. ice breakers to create camaraderie, energisers to break monotony and mind teasers to enhance concentration. Others are didactic in that they are meant to be launching pads for ideas to be covered in the training. The games and exercises should be chosen and used judiciously bearing in mind relevance, simplicity, purpose, type of participants and sensitivity to religion, gender and culture. An example of a didactic exercise in the manual is the Power Walk exercise.

Field Visits

These are planned tours to obtain information directly through observation and interviews e.g. a visit to see food distribution in a camp. Such visits provide participants with exposure to the reality and are very important. For effective use of field visits, ensure that you have chosen a relevant site and time, made arrangements with field contacts, discussed with participants what to look out for and divided them into teams to investigate specific issues, established rules for behaviour when in the field and agreed on when and how the field results would be presented.

Debates

Debates involve discussion of two or more opposing views. They require that participants make a stand on an issue and defend the position they have taken. Sometimes the choice of a stand is not voluntary but dictated by the facilitator for the sake of exploring different perspectives despite the personal opinions of participants. Debates are very useful for exploring dilemmas, attitudes and moral/ethical issues. They are very useful in training on sexual exploitation and abuse in humanitarian work.

G. Training Materials

The materials needed for training depend on the method chosen, topic, participants, availability and cost. Below is a list of conventional training materials you may wish to include in your kit.

- Note books and pens for participants.
- Flip chart paper.
- Marker pens (red, blue and black usually).
- Tape for holding charts on to walls.
- Easels or walls for pinning up paper.
- Posters, brochures, pamphlets and graphs.
- Videos, television set and video player.
- Overhead projector, transparencies and pens for writing on the transparencies.
- Computer, LCD projector and other accessories.
- Coloured cards for recording points.
- Scissors for making charts, models etc.
- Glue for making models.
- Photographic equipment (still or digital cameras) especially for capturing field visit experiences, role plays and training processes.
- Handouts for participants.
- Reprographic equipment e.g. photocopier, printer, computer etc.
- Reference materials such as books, policy papers, UN conventions and codes of conduct.

PRELIMINARY ACTIVITIES

Objectives

These are activities meant to:

1. Introduce participants and facilitators to one another.
2. Outline participants' expectations of the workshop.
3. Outline the workshop objectives and match them with participants' expectations.
4. Agree on workshop rules and regulations.

Estimated Duration: One hour.

Welcome and Official Opening

Have a responsible officer or officers from the organisation(s) sponsoring the workshop to welcome participants and brief them about:

- The title of and background to the workshop and the organisers.
- Importance of the topic.
- Accommodation arrangements (if training is residential).
- Logistical arrangements such as transportation.
- Other administrative arrangements such as allowances, certification etc.

Ice Breakers

Carry out a light-hearted activity that will allow participants to relax and be free and comfortable with one another. In choosing this type of activity, beware of religious and cultural sensitivities. For example, activities that may include touch or close physical interaction may be inappropriate in certain cultural and religious settings. Below are two sample ice-breaking activities.

Sample Icebreaker One: Find Someone Who

Give each participant a grid of squares with descriptions of people. Ask them to move around and find participants that fulfil the descriptions. Let them record the name of the participant in the corresponding square. The first participant to complete filling in the squares should shout "Bingo". A sample grid is provided in the annex. (This exercise ensures that each participant meets other participants, learns their names and knows at least one thing about them).

Sample Icebreaker Two: Find the Owner

Ask each participant to take out a personal item and place it in a pool on the table or in a basket or other container provided. Such items could be: watches, earrings, bangles, sun glasses, coins, pens etc. Mix the items up and ask each participant to pick out an item different from the one they offered. Then ask them to move around and find out the owner of the item they picked and to have a short dialogue with the person to get to know one another better.

Introductions

Option One: From the ice breaking, ask each participant to introduce one person met by name, occupation and any other interesting detail learnt.

Option Two: If there is no time to carry out the ice-breaking exercise, ask participants to personally introduce themselves by name, occupation and any other information they wish to let other participants know.

Workshop Expectations

- Ask participants individually, in pairs or in groups of three to think about what they hope to get out of the workshop. Either let them note their expectations on cards for pinning up or state the expectations verbally while you record them on flipchart paper, board or cards.
- Tally the expectations to track the importance participants attach to each issue.
- Read out the expectations and ask if there are any additional expectations not captured. Record the additional expectations.

<p>Note: This exercise makes sense only if participants have an idea of the training they have been invited for. If they are completely unfamiliar with the concept, the exercise would be meaningless. It is therefore optional.</p>
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Workshop Objectives

- Go through the pre-set objectives of the workshop (adopt them from the introductory section of the manual) and match them with participants' expectations (if the expectations exercise was carried out).
- Ask if participants have anything relevant to add to the objectives and revise as necessary.
- Ask participants to adopt the (revised) objectives as the targets to work towards.

Workshop Norms

The smooth running and eventual success of the workshop depends on standards of behaviour to be observed by participants and facilitators. Ask participants to suggest norms to be observed and note them down. As a facilitator, you should also suggest what are important for you. Some standard norms are: punctuality, speaking one at a time, respecting others' opinions even if they differ from your own, effective participation in asking questions and contributing ideas and switching off cell phones.

Workshop Programme

- Brief participants about the topics to be covered on each day.
- Agree on when to start and end each day as well as take breaks.
- Brief participants on the methodology you intend to use and what it will require of them.

Pre-workshop Test

Administer the test below to all participants. Inform them that this is to gauge their entry levels and that a post test will be administered at the end and compared with the pre-test results to evaluate the effect of the training.

PRE-WORKSHOP TEST

Name of Participant:

1. Briefly define the following terms:

a. Sexual exploitation

b. Sexual abuse

c. Humanitarian worker

2. State and explain three general factors that can increase the vulnerability of a person to sexual violence including exploitation and abuse.

a.

b.

c.

3. With reference to the services provided by your agency to internally displaced persons, list and explain three ways in which beneficiaries can be sexually exploited and abused by agency workers.

a.

b.

c.

4. What do you know about the Inter-Agency Standing Committee on Sexual Exploitation and Abuse?

5. What do you know of the six principles agreed on by the Inter-Agency Standing Committee on sexual exploitation and abuse?

6. What does your agency's code of conduct state about relations between agency workers and beneficiaries?

7. Does your agency have guidelines and mechanisms for reporting, investigating and acting on cases of sexual exploitation and abuse of beneficiaries by agency workers?

8. If you have ever conducted training on sexual exploitation and abuse, what three key methods did you find most useful in doing the training?

SESSION ONE: THE IASC REPORT

Objective

- To explain the findings and recommendations of the Inter-Agency Standing Committee on Sexual Exploitation and Abuse in Humanitarian Crises.

Process and Content

1. Using notes in PowerPoint or flipchart paper, explain the background study on sexual exploitation and abuse leading to the UN mandating the IASC to make recommendations on how to address the problem.
2. Give a brief background of the IASC.
3. Highlight the key findings of the IASC and its recommendations.
4. Allow for questions from participants before proceeding to the next session.

Estimated Duration: 30 minutes.

Session Content

A study by Save the Children Fund and United Nations High Commission for Refugees in refugee camps in Liberia, Guinea and Sierra Leone towards the end of 2001 revealed that women and children were being sexually exploited and abused by humanitarian aid workers. When the findings of the study were disseminated, there was an instant outcry from the international community leading in March 2002 to assignment of the of an Inter-Agency Standing Committee (IASC) to make recommendations on how the issue could be addressed

The IASC was established in 1992 in response to General Assembly Resolution 46/182 which called for strengthened coordination of humanitarian assistance. It was set up as the primary mechanism for facilitating inter-agency decision making in response to complex emergencies and natural disasters.

The IASC consists of UN agencies (Food and Agriculture Organisation - FAO, Office for the Coordination of Humanitarian Affairs - OCHA, United Nations Development Programme - UNDP, United Nations Population Fund - UNFPA, United Nations Children's Fund - UNICEF, United Nations High Commission for Refugees - UNHCR, World Food Programme - WFP, World Health Organisation - WHO), standing invitees (International Committee of the Red Cross - ICRC, International Council of Voluntary Associations - ICVA, International Federation of the Red Cross and Red Crescent Societies - IFRC, InterAction, International Organisation for Migration - IOM, Representative of the Secretary-General on Human Rights - RSG/IDPs, Office of the High Commissioner for Human Rights - OHCHR, Steering Committee for Humanitarian Response - SCHR) and the World Bank. The ICRC maintains its independence from policy statements issued by the IASC and its subsidiary bodies.

The IASC produced a report in 2002 in which it recognised that the problem of sexual exploitation and abuse of women and children was **global, based on unequal power relations and needed to be tackled by all agencies** working in humanitarian crises. The Committee came up with working definitions of key concepts and suggested:

- Six guiding principles of a code of conduct for humanitarian workers.
- That the problem be tackled within a wider framework of gender based violence.
- Establishment of a conducive environment for preventing and responding to sexual exploitation and abuse.
- Establishment of support mechanisms for survivors of sexual exploitation and abuse.
- Agency-specific and collective accountability for preventing and responding to sexual exploitation and abuse.
- A plan of action to be implemented by agencies.

Further information on the IASC is available on the IASC website www.humanitarianinfo.org/iasc

SESSION TWO: CONCEPTS & CONSEQUENCES

Objectives

- To define and give examples of sexual exploitation, sexual abuse and humanitarian workers.
- To identify the consequences of sexual exploitation and abuse.

Estimated Duration: Three hours.

Process and Content

Part One: Power Walk Exercise

1. On cards or sheets of paper, write out various descriptions of people likely to be found in the area of work.
2. Identify specific participants and give each of them one description which they will assume in the exercise.
3. Take participants to an open space and have the ones with the descriptions line up facing the same direction. Those without descriptions should act as observers.
4. Read out various statements of power and ask the participants with the descriptions to move a step forward if they would answer “Yes” to the statement and a step back if they would answer “No”.
5. Once the gaps between the powerful and the powerless are clearly established by the distances between them, have participants state who they were acting as in the exercise. Then hold a discussion on what the exercise demonstrates about power i.e. who are the most powerful people in the area, what are the sources of power and powerlessness e.g. gender, finance, age, politics, tradition etc. Use the reflections in later deliberations on the concepts of sexual exploitation and abuse.

Below are Sample Power Walk personality profiles and statements.

Sample Power Walk Personalities.

1. Sheikh.
2. Male shopkeeper.
3. Female vegetable seller.
4. Traditional birth attendant.
5. Hakama.
6. Female school teacher.
7. Male school teacher.
8. Male government police officer.
9. Female government police officer.
10. Male Commander of the African Union Mission forces.
11. Security guard employed by an international NGO.
12. Orphaned IDP boy aged 13.
13. Orphaned IDP girl aged 13.
14. Medical doctor employed by an international organization.
15. Father of five children now living in an Internally Displaced Person's camp.
16. Mother of five children now living in an Internally Displaced Person's camp.
17. University professor.

18. Male taxi driver.
19. Elderly woman in the village.
20. Elderly man in the village.
21. UN Programme Officer.

Sample Statements

1. My family is able to have at least two meals a day.
2. I can decide when to or not to have sex.
3. I can afford anti-retroviral drugs in case I contract HIV/AIDS.
4. I have safe drinking water in my house.
5. I am the head of my family.
6. I make important decisions in my family.
7. I can successfully tender to supply goods and services to humanitarian agencies working in my area.
8. I can easily meet senior government officials in the area.
9. I read newspapers regularly.
10. When I visit the local clinic, I do not have to line up with the others.
11. I have enough money kept aside to support me for at least one month.
12. I went to secondary school and expect my children also to go to secondary school.
13. I can pay for treatment at a private hospital.
14. I feel safe from violence including rape.
15. I participate in making decisions that affect IDPs.
16. I am driven to work in a car.
17. My household does not use firewood to cook its meals.
18. I stay in a comfortable shelter.

Part Two: Definitions

1. Divide participants into small groups and assign them to define:

- Sexual Exploitation.
- Sexual Abuse.
- Humanitarian Worker.
- Vulnerability.
- Trust.
- Power.
- Profit.

2. Ask each group to present its definitions and examples.

3. Present the definitions given by IASC to clarify the concepts.

4. Elaborate on the key words in the IASC definitions using the notes boxed below.

IASC Definitions

Sexual exploitation is any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another.

Sexual abuse is actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions.

Humanitarian workers include all workers engaged by humanitarian agencies, whether internationally or nationally recruited, or formally or informally retained from the beneficiary community, to conduct the activities of that agency.

Elaboration on Definitions

Abuse of position: Using ones authority against others and for personal benefit.

Trust: Confidence bestowed on you by virtue of your position to hold and provide goods and services to others in need e.g. humanitarian agencies are given resources by donors not to benefit themselves but for the benefit of IDPs.

Vulnerability: A factor that makes one open to attack.

Power: “Authority or the decisive ability to materially affect various forms of rights, entitlements or relationships. Power arises most crucially from, among other things - position, rank, influence, status or control of resources. Unequal power relationships provide the most critical settings for sexual exploitation and abuse. (Code of Conduct for agencies in the Kenya Refugee Programme, 2003). Power can be looked at in four dimensions namely power *to be*, power *over*, power *with* and power *within*. Power *to be* is the capacity such as that acquired through education and professional training. Power *over* is the ability to make things non-negotiable i.e. to make others do as you wish by use of force, arms, battery, threats etc. Power *with* is derived from a mandate given by a constituency e.g. in a democracy, citizens elect their leaders after regular intervals. The

power exercised by the elected representatives is based on their election and consultation with the constituents. It can be withdrawn during elections And power *within* refers to innate ability or talent. For instance, musicians, sports people, artists etc are born with the talents that they display. It should be noted that although power *to be, with* and *within* are essentially positive, they can still be misused to sexually exploit and abuse others.

Unequal conditions: Situations in which two parties do not have the same power and the one with more power can determine what happens to the other party.

Coercive conditions: Situations in which a party is forced into a situation s/he would not have willingly entered into or which s/he is made to believe s/he had no choice than to comply. Coercion could take the form of verbal or physical pressure, threats, force, deception, enticement or manipulation.

Resources: Physical or intangible asset e.g. finance, food, land, cattle, equipment, shelter, education, information. In humanitarian assistance, typical resources include money, food, shelter materials, clothing, medical supplies, water, vehicles, employment opportunities, personnel, arms, information, communication facilities, offices etc.

Profit: A benefit derived over and above the value of goods or services rendered. In humanitarian work, an apt example is where a local leader is promised or given protection or extra rations and non food items for either linking a humanitarian worker to a beneficiary for sex or for keeping quiet about such exploitation and abuse being perpetrated by the benefactor.

Physical intrusion: A sexual act that involves physical touch with the target of the abuse or a verbal threat to inflict such an act e.g. kissing, caressing, fondling and being told that one could be raped.

Humanitarian agencies: All organisations - local, regional, national or international - that are providing assistance to populations in need.

Nationally recruited workers: All those engaged on voluntary, pensionable or contractual terms and originate from the country in which the humanitarian crisis is and in which they work.

Internationally recruited workers: All those engaged on voluntary, pensionable or contractual terms and originate from countries other than the one in which the humanitarian crisis is and in which they work.

Workers retained from beneficiary communities: All those engaged on voluntary, pensionable or contractual terms but who hail from the community benefiting from humanitarian assistance.

Part Three: Consequences of Sexual Exploitation and Abuse

Ask participants to get back to their groups and identify consequences of sexual exploitation on women, female children and male children and classify them.

Below are examples of sexual exploitation and abuse classified by consequences as generated from field testing of the manual. Note that the effects may apply to all categories of victims and overlap in terms of classification.

Classification	Effects on Women	Effects on Female Children	Effects on Male Children
Physical	<ul style="list-style-type: none"> • Injury. • Battery by male family members as punishment. • Disability. • Death. 	<ul style="list-style-type: none"> • Stunted physical growth. • Injury to body and reproductive system leading to fistula. • Disability. 	<ul style="list-style-type: none"> • Injury to genitalia and body.
Cultural	<ul style="list-style-type: none"> • Ostracisation. • Loss of respect in the community. • Reduced or loss of family honour. • Embarrassment. • Will be subdued. • Condemnation as an adulterer and punishment by male relatives. • Estrangement from husband leading to divorce. • Resulting children will be rejected. 	<ul style="list-style-type: none"> • Loss of virginity reduces marital value, may jeopardise marital prospects or result in early and free marriage (families do not demand commensurate bride price for girls who have lost virginity). • Reduced family honour. • Identity crisis for and/or rejection of children born. • Ostracisation and branding as an unclean person who cannot participate in important events such as burial rites. 	<ul style="list-style-type: none"> • Stigma and branding as dirty. • Alienation (treatment as a disgrace). • Rejection by the family. • Adoption of life-long sexually deviant behaviour. • Reduced family honour.
Social	<ul style="list-style-type: none"> • Isolation. • Repeat exploitation by other males. • Loss of dignity among peers and family. • Stigma. • Humiliation. • Discrimination. • Become a social misfit and a disgrace to the community. • Unwanted children abandoned by mothers become street children. 	<ul style="list-style-type: none"> • Isolation, shame and stigma. • Poor performance and dropout from school. • May influence other girls to become like her. • Exclusion by peers, at school and at home. • Repeat abuse by other workers seeing her as easy target. • Regression and introversion. • Slow rate of development due to withdrawal syndrome and lack of interaction with peers. • Loss of respect and dignity. • Early marriage to escape 	<ul style="list-style-type: none"> • Loss of respect within community. • May develop criminal tendencies. • Loss of esteem among peers. • Teasing by peers. • Destabilised relations with siblings, other family members and peers. • Stigma and discrimination for life. • Hostility towards and loss of trust in humanitarian workers. • May become an abuser of other children. • Dropout from school due

Classification	Effects on Women	Effects on Female Children	Effects on Male Children
		further violence and succumb to socio-cultural pressure.	to ready source of income. <ul style="list-style-type: none"> • May persist in abusive relationships to sustain lifestyle introduced by the abuser. • May become homosexual in future. • Breakdown in earlier heterosexual relationships.
Economic	<ul style="list-style-type: none"> • May become a commercial sex worker. • Burden of seeking and paying for treatment. • Reduced productivity at work may lead to loss of job. • Loss of initiative to undertake economic activities leading to personal and community under-development. • Dependence on sexual exploitation for livelihood is likely. • Fear of losing employment could lead to repeat exploitation. • Unwanted children create extra burdens. 	<ul style="list-style-type: none"> • Reduced economic opportunities after dropout from school. • Loss of employment due to pregnancy. • May become commercial sex worker. • Poor personal development will compromise economic potential. • Denial of opportunities if resistant. • Increased burdens due to medical costs, unwanted children, abortions etc. • Reduced productivity at work. • Diversion of resources for treatment and care. 	<ul style="list-style-type: none"> • Dependence on exploitation and abuse for quick gains. • May be hooked to abusive relationships for financial gain. • May not assume traditional economic activities due to emasculation (a feeling of loss of male identity.) • May not be employed due to stigma. • Loss of responsibility due to dependence on the sexual abuser for livelihood. • Need of money for treatment.
Psychological	<ul style="list-style-type: none"> • Negative attitude towards men and sex. • Fear, timidness and introversion. • Trauma. • Depression that could lead to suicide. • Loss of self esteem. • Sense of rejection in the society. • Post-traumatic stress disorder. • Loss of contact with reality • Shame and self-hate. 	<ul style="list-style-type: none"> • Depression. • Mental disorder • Loss of self esteem and confidence. • Negative attitude towards opposite sex hence unhealthy and unstable future relationships. • Over-sensitivity. • Mental instability. • Feelings of self hate and shame. • Stress manifested in different ways. • Keeping to self) 	<ul style="list-style-type: none"> • Trauma leading to impotence, mental disturbance etc • Feeling of emasculation (feeling of loss of male identity) • Loss of self esteem and confidence. • May not develop relationships with the opposite sex. • Mental instability. • Moral injury from exposure to pornography. • Depression. • Shock and negative self image. • Introversion.
Reproductive & Medical	<ul style="list-style-type: none"> • Unwanted pregnancy. • Induced, unsanitary 	<ul style="list-style-type: none"> • Damage to reproductive organs could lead to 	<ul style="list-style-type: none"> • May not marry. • Sexually transmitted

Classification	Effects on Women	Effects on Female Children	Effects on Male Children
	<p>and dangerous abortion.</p> <ul style="list-style-type: none"> • Sexually transmitted infections including HIV/AIDS. • Barrenness from diseases and injury. 	<p>lifelong complications if not properly treated such as fistula</p> <ul style="list-style-type: none"> • Loss of virginity. • Unwanted children. • Early pregnancy will compromise health. • Sexually transmitted infections might lead to infertility and even death. • Induced, unsanitary and dangerous abortion. • Destabilisation of menstrual cycle. 	<p>infections.</p> <ul style="list-style-type: none"> • Impotence due to infections and trauma. • Injury to reproductive organs leading to lifelong malfunctions.
Political	<ul style="list-style-type: none"> • Humiliation and branding as a woman of war. • May choose to relocate to another place. • Not eligible for elective community leadership positions. • Loss of confidence and personality. • Low participation in decision making positions in the country. 	<ul style="list-style-type: none"> • Disregard for her public contributions. • Not eligible for elective community leadership positions. • Condemnation and punishment in conservative societies. • Denial of opportunities to assume political office due to lifelong stigma. • Reduced public respect. • Family may be forced to relocate to another place of residence to escape stigma. 	<ul style="list-style-type: none"> • Cannot hold community, religious or political office. • May relocate to another place. • Loss of interest in public affairs.

SESSION THREE: FACTORS AND CONTEXTS OF SEXUAL EXPLOITATION AND ABUSE IN HUMANITARIAN WORK

Objective

- To identify and explain factors that lead to sexual exploitation and abuse in humanitarian work and possible counter-strategies.

Estimated Duration: Three hours.

Process and Content

Part One: General Factors Contributing to Sexual Exploitation and Abuse

- Make a short presentation on the variety of factors that contribute to sexual exploitation and abuse using the table below.

	Factor	Contribution to Sexual Exploitation and Abuse
1	Poverty	<ul style="list-style-type: none"> People are displaced and have lost their assets. This makes them desperate for any assistance even if it means exploitation. Lack of economic opportunities and employment may make women/girls resort to commercial sex as a way of generating income and make children susceptible to trafficking, sodomy and other forms of sexual abuse and exploitation.
2	Disruption of normal through natural disasters, armed conflict or other man-made factors.	<ul style="list-style-type: none"> Populations are displaced and dispersed leading to unaccompanied children who can be abducted, trafficked and used in abusive sexual forms. Death of parents increases number of orphans who are desperate for material assistance. Family and community protection mechanisms are reduced and women may not have traditional male protection. Contact made with people of different cultures can lead to corruption of sexual culture. Breakdown of law and social order due to lack of government security machinery and local security arrangements can cause sexual exploitation and abuse which goes unpunished.
3	Environment	<ul style="list-style-type: none"> The geographical environment may exacerbate the opportunities and risks for sexual exploitation and abuse. In a place like Darfur which is dry and families are dependent on firewood for fuel, women have to travel long distances to fetch firewood hence exposing themselves to sexual exploitation and abuse.
4	Gender division of labour and power relations	<ul style="list-style-type: none"> The type of work assigned to members of the family determine the environments they get themselves in. For instance, women and girls being assigned domestic chores (fetching water, cooking, fetching firewood, household hygiene, child care) find themselves in more interaction with service providers that can set them up for sexual exploitation and abuse. Low status assigned to females can lead to male humanitarian workers sexually exploiting them with impunity. The relative voiceless-ness of women may make it difficult for them to report cases of sexual exploitation and abuse.
5	Disability	<ul style="list-style-type: none"> Those with physical and mental impairment are less able to escape, resist, complain or negotiate against sexual exploitation and abuse.
6	Structural domination: religious, racial, ethnic, economic etc.	<ul style="list-style-type: none"> Where there is legalised or sanctioned domination of one section of society by another, members of the dominated group are likely to be exploited and abused including through sexual forms. For instance, humanitarian workers coming from a dominant group may sexually exploit the beneficiary community knowing that there would be no reaction. At the same time, the beneficiaries will feel intimidated by the members of the dominant group and easily be exploited and abused.

	Factor	Contribution to Sexual Exploitation and Abuse
7	Cultural and social norms	<ul style="list-style-type: none"> • These norms legitimise acts such as early and arranged marriages e.g. giving out girls who have been sexually abused out as free wives hence multiplying their sexual exploitation and abuse.
8	Legal and religious norms	<ul style="list-style-type: none"> • Tedious legal requirements of proof of sexual violation may encourage perpetrators and also discourage victims from reporting. For instance, if a victim of a sexual offence needs to produce four witnesses to corroborate her allegation, it is almost always obvious she would never lodge a complaint given that such violations are often perpetrated in secretive contexts. • If religious edicts classify married women who have been raped as adulterers, it limits their willingness to report.
9	Prioritisation	<ul style="list-style-type: none"> • The fact that most humanitarian agencies prioritise emergency assistance to save lives makes them often ignore such matters as gender. In which case, pre-occupation with providing conventional relief such as food, shelter and medication may leave atrocities such as sexual exploitation and abuse untouched hence create an atmosphere where they flourish.
10	Exposure to other cultures	<ul style="list-style-type: none"> • Getting in contact with people from other cultures can introduce sexual practices that are abusive and exploitative in the host culture e.g. homosexuality, oral sex, sexual orgies etc. It could also be that humanitarian workers practice laissez faire ways of life that they would not practise back in their own countries simply because they can get away with it in their host countries or they perpetuate exploitative and abusive practices they find in their host country e.g. child prostitution and early marriages.
11	Proliferation of arms	<ul style="list-style-type: none"> • Those in possession of arms (guns and other weapons) either through official assignment or criminal acquisition can use them to force their sexual will on others, intimidate them into silence or even kill them after sexual abuse and exploitation.
12	Dependency	<ul style="list-style-type: none"> • Due to prolonged situations of emergency and hence dependence on external aid, communities are likely to be blackmailed into sexual abuse and exploitation by those providing the assistance.
13	Drug and substance abuse	<ul style="list-style-type: none"> • The consumption of alcohol and other intoxicating substances can impair judgment and behaviour leading to sexual exploitation and abuse. The drugs and substances can also be used to make the targets of sexual exploitation and abuse easy to exploit (i.e. drugging and making them unconscious or helpless).
14	Impunity	<ul style="list-style-type: none"> • This refers to a culture where misdeeds go unpunished. For example, when influential and powerful people sexually exploit and abuse beneficiaries, they are more often likely to go free and continue doing so because of fear among the abused people. Examples of people in positions of power and authority are the police, military personnel, politicians, government officials, business people, senior officials in agencies, clergy etc. Impunity can also result from breakdown in the machinery for dealing with abuse hence setting in place an environment of lawlessness, disorder and lack of investigation and redress.
15	Age	<ul style="list-style-type: none"> • Children and the elderly are at particular disadvantage due to lack of physical power. • Children are particularly vulnerable because they are dependant, have limited ability to protect themselves, have limited power and decision making capacity, have limited experience in life, are physically and psychologically immature and can be easily deceived, lured, manipulated or coerced.
16	Education, awareness and exposure	<ul style="list-style-type: none"> • Ones level of education and exposure will determine ability to recognise what is or is not sexual exploitation and abuse as well as awareness about human rights. Those with lower levels of education and exposure to non-domestic circumstances are more vulnerable to exploitation and abuse.

1. In plenary, ask participants to identify goods and services that are provided to beneficiaries by humanitarian agencies e.g. food, health, water, education etc.
2. Divide participants into groups by sector of work or randomly if they have no sectoral specialisation but assign each a sector to discuss and identify how women, female children and male children are and/or can be exploited by humanitarian workers.
3. Ask each group to prepare a role play demonstrating the nature of exploitation and suggest preventive measures.
4. Reinforce the presentations with additional explanations and examples using the notes below generated from field workshops in Darfur. Also distribute the case studies presented in the annex on examples of how sexual exploitation and abuse may be executed in different sectors.
5. Following are examples given for Darfur during field testing.

Economic Support

- Girls and women can be asked for sexual favours in return for employment in the agencies and also paid extra salaries/wages as bait for sex.
- Children who are unaccompanied, displaced or heading households can be enticed with additional aid, employment offers etc.
- Women engaged in income generating activities may be assisted to get markets for their wares in exchange for sex. Perpetrators may also offer to buy the goods produced by the women or act as links to potential customers in return for sexual relations.

Education

- Teachers can exploit and abuse their female students by: awarding more marks to girls who are absent from school, offering to assist girls performing poorly in class work, giving targeted pupils more scholastic materials in exchange for sexual favours and even offering school fees to targets.
- Marking of books by teachers in the office where they summon individual pupils provides privacy that can be used to sexually exploit and abuse the children.
- Teachers can also summon children to their residential quarters where they can sexually exploit and abuse them.
- Teachers can use verbal and non-verbal forms of communication tantamount to sexual harassment.
- Sports activities can also be used to arrange meetings with targeted girls or to ogle at girls.
- During cross country races, humanitarian workers can arrange with targets of exploitation to wait for them at appointed places en route for sexual rendezvous.

Food

- Sexual compliance of targeted individuals may be enabled through: offers of extra rations, promises of priority attention during distribution (e.g. allowing them to jump the queue), threats of non-registration, pre-conditioning registration and issuance of ration cards on sexual favours, use of pilfered food items, falsifying the size of households (increase the number of members) for those who agree to grant sexual favours, deliberately not stamp/mark the cards for those targeted so that they can get double rations at one distribution, give targets of exploitation more than one token to enable them receive rations more than once, use extra food from the distribution

to reward sexual partners or entice potential ones, cluster many people into one distribution centre to create confusion and an atmosphere easy to manipulate for exploitation or give the targeted a smaller ration during distribution and ask her to go for extras later at which time she is exploited sexually.

- Aid workers can collude with local leaders to manipulate processes and provide links to those targeted for sexual exploitation.
- Women who cannot afford supplementary food items can be lured with cash in return for sex.
- Children heading households because of death of parents or separation from parents do not usually have ration cards and are easy targets for sexual exploitation and abuse in return for food.

Health and Psycho-social Support

- Medical personnel can use the privacy of the examination rooms to sexually exploit women and girls.
- Women who report rape, have lost their virginity or are pregnant can be provided with whatever services they require, including abortion, and promised by medical personnel that their experience would be kept secret if they grant sexual favours.
- Because there are so many people who require medicine, pharmacists can exploit women who do not have money to pay by dispensing drugs in return for sex.
- Inappropriate examination by medical personnel to view and touch the bodies of patients is possible. Children may be particularly vulnerable if examined in the absence of their parents.
- Medical workers on night shifts can take advantage of the cover of darkness to exploit beneficiaries.
- Guards at medical facilities can deny women access to the facilities unless they agree to grant sexual favours.
- Children's health clubs run by NGOs have many local community workers whose backgrounds and professional standing might not be guaranteed. This can lead to sexual exploitation and abuse.
- The opportunity for interaction during psycho-social support activities can be utilised to establish links for sexual exploitation and abuse.

Water and Sanitation

- Women who are unable to queue long at water points may get preferential treatment by attendants in return for sexual favours.
- In order to keep their jobs longer or get better pay, female casuals may grant sexual favours.
- Sanitation workers may give women additional items such as detergents or cash in exchange for sexual favours.
- Door to door campaigns can be utilised to establish contacts and lure beneficiaries into sex.
- Services can be withheld from beneficiaries unwilling to grant sexual favours.

Protection and Peace Building

- Security personnel may perpetrate commercial sex work by readily paying for it.
- Security personnel who stay in the camps and know female-headed households can target these households at night to exploit the women.

- Security personnel may apply curfew principles to extort sex from those deemed to have broken the curfew in returning to the camp or wanting to leave the camps late. For instance, returning from firewood collection late may be taken into private quarters for “verification” of their IDP and sexually abused and exploited.
- Confidence building patrols, which involve consultation with beneficiaries, can be taken advantage of.
- Armed personnel can use their weapons to force targets into sex e.g. during routine patrols.
- Because of desperation, IDPs are grateful for the protection offered and feel obliged to do anything asked for including sexual favours.
- Local leaders may keep silent about sexual exploitation and abuse because they are promised or given favours by aid workers in return for their silence.
- Night duty in camps and at police stations offers the cover of darkness and the seclusion ideal for sexual exploitation.
- Military observer missions can be used for sexual exploitation
- When villages are destroyed, the military compounds may be the only safe places to run to. Personnel can offer safe havens for women and children seeking shelter to make them captive for sexual exploitation and abuse.
- Firewood escorts offer opportunities for interaction between personnel and IDPs that can be turned into sexual exploitation and abuse.
- During investigations, the forces interact with the beneficiaries and can bond for sexual relations.
- Familiarity with the beneficiaries due to regularly working in one locality can lead to exploitation.
- The respect and awe IDPs have for forces due to their athletic fitness, resources, uniforms, vehicles, authority, weapons and mandate may lure them into submission.
- Human Rights Officers can promise to handle complainant’s issues favourably to get sexual favours.
- A legal officer can demand payment in kind in order to take up a case.
- Children can be enticed with toys, sweets etc by child protection officers.
- IDPs are desperate for jobs and can be promised employment in exchange for sex or be required to express gratitude in kind for being employed.

Shelter

- Women labourers at building sites can be exploited by supervisors.
- Aid workers can give additional shelter materials to women who agree to have sex with them.
- Where some organisations charge some fee for shelter materials, workers may give out items free to women they wish to exploit sexually and those who are reluctant may be sent away to go and purchase the materials at commercial rates.
- Local leaders given shelter materials to distribute may delay their targets or ask them to collect their materials later in order to create a conducive atmosphere to sexually exploit them.

SESSION FOUR: THE SIX PRINCIPLES

Objective

- To explain the six principles agreed on by the Inter-Agency Standing Committee and relate them to policies and codes of conduct of humanitarian agencies.

Estimated Duration: Two hours

Process and Content

Part One

1. Ask participants to stand up in an empty space within the training venue.
2. Inform them that you will read a few statements and that they must either agree or disagree with the statement. If they agree, they should move to the area marked **YES** and if they disagree, they should move to the area marked **NO**.
3. As soon as the Yes and No groups have formed, ask individuals randomly from the groups to defend their positions. Probe their explanations in the course of their defence.
4. Point out that the dilemmas presented in the scenarios are some of the issues dealt with in the Six Core Principles proposed by the IASC.

Statements for Debate

1. The sexual activities of an aid worker during his or her private time after work are not the business of the employer.
2. Sexual activities with anyone over 18 years of age cannot be regarded as sexual exploitation and abuse.
3. If a beneficiary has initiated a sexual relationship with a humanitarian worker, the worker can still be accused of sexually exploiting or abusing the beneficiary.
4. As a humanitarian worker, I am obliged to report suspicions of sexual exploitation and abuse by a fellow worker from my agency but not from another agency.
5. If I am a humanitarian worker and I marry a girl aged 16, there is nothing wrong as long as I have her consent, the consent of her parents and she has reached the age of consent in her country of citizenship.
6. Beneficiaries who have sexual affairs with humanitarian workers in exchange for preferential treatment are just as guilty of improper conduct as the humanitarian workers.
7. Humanitarian workers who give extra items or better services to certain beneficiaries are always doing so in order to get sexual favours.
8. International staff should not be held to the same standards of behaviour as local humanitarian workers.
9. A driver employed by a commercial firm contracted by a UN to deliver goods should not be subjected to the same codes of conduct as UN employees.
10. Sexual exploitation and abuse is only carried out by senior humanitarian workers.
11. Even female humanitarian workers can sexually exploit and abuse beneficiaries.
12. As a manager in an agency, I must monitor that staff under me do not sexually exploit and abuse beneficiaries.
13. Even if prostitution is legal in a country, humanitarian workers should not have sexual relations with commercial sexual workers.

Part Two

- Present the Six Core Principles below and assign participants in small groups to point out the intentions of each principle, factors that may complicate its application and counter-measures to overcome the complications.

1. Sexual exploitation and abuse by humanitarian workers constitute acts of **gross misconduct** and are therefore **grounds for termination of employment**.
2. Sexual activity with children (**persons under the age of 18**) is **prohibited regardless of the age of majority or age of consent locally**. **Mistaken belief in the age of a child** is not a defence.
3. **Exchange of money, employment, goods or services for sex**, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is **prohibited**. This includes exchange of assistance that is due to beneficiaries.
4. Sexual relationships between humanitarian workers and beneficiaries are **strongly discouraged** since they are based on **inherently unequal power dynamics**. Such relationships undermine the credibility and integrity of humanitarian aid work.
5. Where a humanitarian worker develops **concerns or suspicions** regarding sexual abuse or exploitation by a fellow worker, **whether in the same agency or not**, s/he **must** report such concerns via **established agency reporting mechanisms**.
6. Humanitarian workers are **obliged to create and maintain** an environment which prevents sexual exploitation and abuse and promotes the implementation of their **code of conduct**. **Managers at all levels** have particular responsibility to support and develop systems which maintain this environment.

Part Three

1. Clarify the principles during group presentations and keep referring to the statements for debate used at the beginning.
2. Note and explain the exemption provided by the UN Secretary-General on application of Principle Two on sexual activity with girls below 18 and explain its rationale without condoning early marriage. (See Secretary-General's Bulletin in the annex Section 4.4).
3. To test the participants' mastery of the principles, give them the scenarios below (which have been adopted from IASC materials and names changed to suit the local context) and ask them to identify and explain which principle has been contravened by the act described. The explanations given by IASC are available in the annex and should be given out as a handout after the exercise.

Scenario One

Hawa is a 16 year old girl living in an IDP camp. Hawa has four younger brothers and sisters. Her parents do not have much money and find it very difficult to pay her school fees, buy clothes for the family and provide food for all the children. There had even been some discussion about Hawa dropping out of school to assist her mother with house work while she goes to sell vegetables at the market to make some little money. However, all the problems have been solved as Hawa has started a sexual relationship with Johnson, a senior UN officer. He has promised to pay her school fees and help to pay for her brothers and sisters to continue with their education. Hawa's parents are very relieved that this opportunity has come and encourage Hawa to maintain the relationship. It has really helped the family.

Scenario Two

Okigbo, a military commander posted in one of the states with IDPs, has helped set up a boys' soccer club in the town where soldiers under his command are deployed. Okigbo enjoys the soccer games, but he particularly enjoys the access the club gives him to local adolescents. He gives them presents such as magazines, fort drinks, pens and T-shirts. He also invites them to his private residence where he shows them sexual movies, touches their bodies and has anal sex with some of the boys. He tells them to keep their sexual affairs secret if they want to get more help from him. He is sure he is doing nothing wrong since the boys like the presents he gives them.

Scenario Three

Adam Hassan is a locally-hired driver for a UN agency, who transports shelter materials from the warehouse to the IDP camp where the materials are distributed. On one of his trips, he recognized Fatma, a 15-year old IDP 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 shelter materials from the packages in his truck, which he is sure she and her family could use. The last time he drove her home, Fatma asked him to meet her family. The family was pleased that Fatma had made friends with a UN worker. Adam really likes Fatma and wants to start a sexual relationship with her. He knows her family will approve.

Scenario Four

Khadija is a 30-year-old IDP widow whose desperate circumstances have forced her into prostitution. On Saturday night she was picked up by Kamau, an international UN staff member in a UN car, as he was driving back to his house before the curfew hours elapsed. Kamau took her home where she cooked for him and later had sex with her. Early the next morning, he gave her \$100 to go do some shopping for her family. Khadija was very grateful and knows Kamau is a good customer. They have agreed that Kamau would be phoning her to arrange where to pick her in town whenever he needs her. Kamau is quite happy that now his stay away from home would be more bearable.

Scenario Five

Salima is an adolescent refugee girl in one of the camps. Botha, one of the food distribution staff, who works for UN, 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. Salima hopes that the relationship will be a passport to a new life in another country, and Botha does nothing to discourage these hopes.

Scenario Seven

Yakoub is a Military Observer who has developed a close relationship with his landlady, Aziza, who also does his cleaning. They eat meals together and talk in broken English. Aziza'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 Yakoub returns drunk.. He has not had sex for eight months. He presses Aziza to come to his bedroom, urging her to make love with him. Aziza looks extremely embarrassed, and tries to leave the room. She had never expected this of Yakoub. But he suspects that she secretly admires him and is only being shy. So he changes tactics, and tells her that he has actually found another house to stay in and will be moving out of her house shortly. Aziza is scared of losing her steady income from Yakoub. So she talks Yakoub out of the plan to move and agrees to entertain him sexually.

Part Four

1. Divide participants according to the organisations they work for and let them discuss whether their codes of conduct and staff policies have incorporated the six principles.
2. Conclude by pointing out various international human rights instruments against sexual exploitation and abuse which you may select from [Annex Five](#).

SESSION FIVE: REPORTING, INVESTIGATING AND REDRESS MECHANISMS

Objective

- To outline relevant guidelines for reporting, investigation and redress on cases of sexual exploitation and abuse of beneficiaries by humanitarian workers.

Estimated Duration: Two hours.

Process and Content

Part One

- Present the guidelines below about reporting, investigation and redress on sexual exploitation and abuse arising from the IASC report.

General Guidelines

1. Mechanisms for monitoring sexual exploitation and abuse by humanitarian workers should be in place and be: community based, gender-responsive and include, to the extent possible, organisations working on the rights of women and children.
2. Measures should be put in place to ensure that no factor hinders access to the complaints reporting mechanisms. Such factors may include: age, sex, sexual orientation, language, race, nationality, ethnicity, faith, disability, culture, job, political opinion, social status, economic class etc.
3. Although most cases of sexual exploitation and abuse may target girls and women, it should not be assumed that boys and men cannot be sexually exploited and abused. The reporting mechanisms should therefore be responsive to and accommodative of boys and men.
4. The protection and safety of those reporting (survivors, witnesses etc) should be ensured at all times.

Reporting Guidelines

1. Reporting mechanisms may be integrated into existing community structures (to reduce duplication of structures, promote confidentiality and eliminate stigma of those going to the structures) if this will not compromise reporting.
2. The process of reporting must be simple, clear and widely known to beneficiaries and humanitarian workers.
3. The individuals charged with receiving reports (focal points) should be easily accessible to beneficiaries and humanitarian workers.
4. There should be at least two persons to whom staff and/or beneficiaries can report cases. At least one of the people should be female.
5. Those charged with receiving reports should have had prior training on matters of sexual and gender based violence.
6. Ensure physical security and comfort of survivor/person reporting.
7. Ensure the interviewer is the same sex as the survivor reporting (unless the survivor consents otherwise).
8. Avoid judgment.
9. Guarantee the survivor/reporter/witness confidentiality in treatment of information shared.
10. Do not share information with others unless given consent by the survivor. However, the need-to-know principle may require that officers responsible for receiving, passing on or investigating complaints are given the information.
11. Reports should be documented by the person receiving the complaint in a prescribed form providing all relevant details to facilitate investigation. A model referral form produced by IASC is in the annex.
12. Keep all written reports securely locked.
13. Seek the agreement of the survivor on follow up of reports filed.
14. Always respect and uphold the dignity of the survivor.
15. Conduct interviews in private and confidential quarters.
16. Do not expose survivor/reporter to multiple interviews as this can be quite depressing.
17. Agency staff reporting suspicion or concern should be assured of protection from reprisals or retaliation. However, they should be clearly informed that deliberately filing false reports with malicious intentions against a colleague will be regarded as gross misconduct and will attract commensurate punishment.

Investigation Guidelines

1. Those charged with investigating reports of sexual exploitation and abuse should be familiar

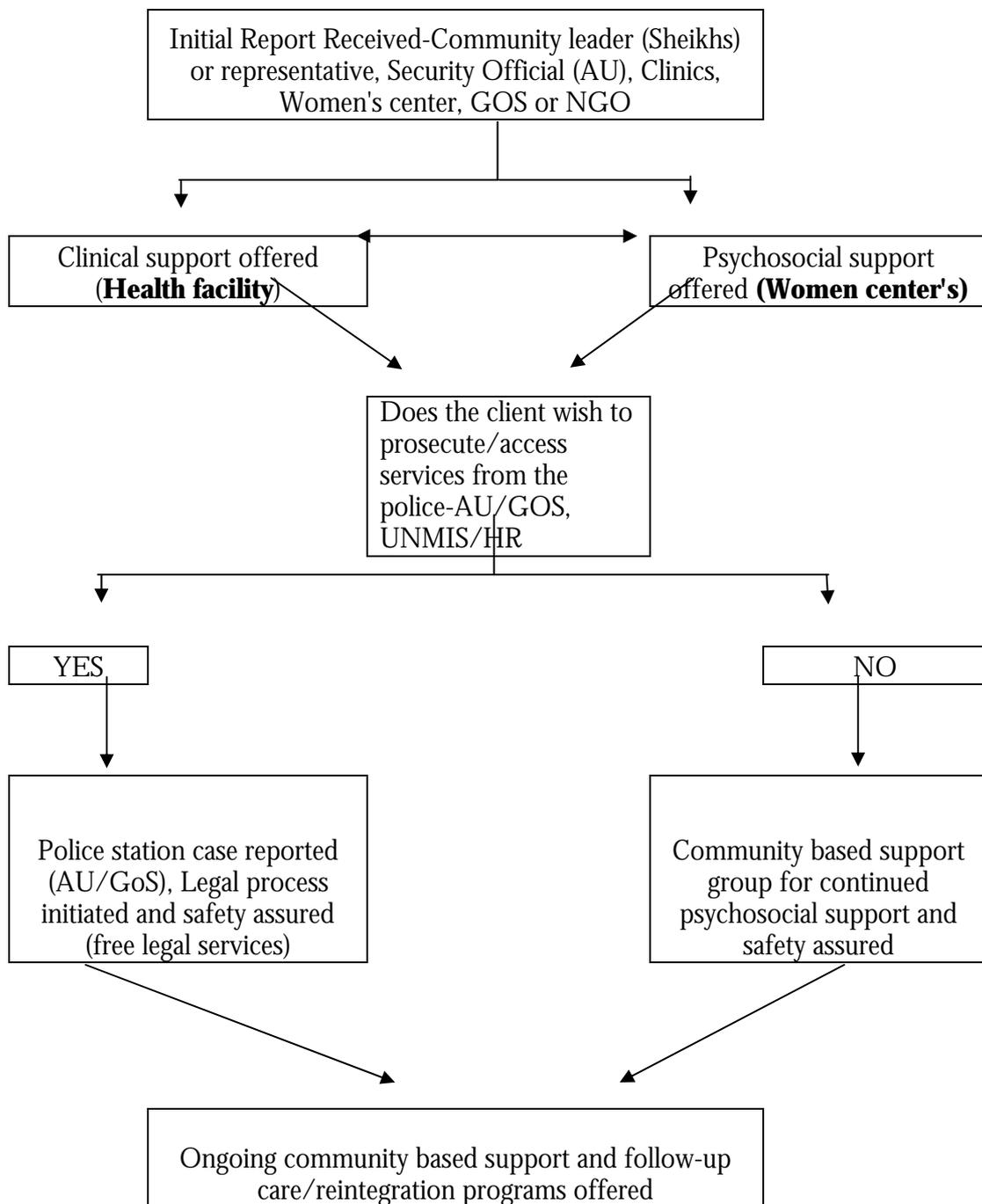
with effective interviewing methods, especially for children, in order to get adequate information.

2. The person against whom a complaint is made should be informed as soon as possible.
3. Investigation should start immediately after the report is received and the alleged perpetrator is informed.
4. An interview should be arranged with the alleged perpetrator during which s/he should present his/her side of the story.
5. The alleged perpetrator should be assured of confidentiality and fairness in the investigation of the matter.
6. Investigations must uphold the privacy and dignity of the survivors as well as the rights of the accused.
7. Witnesses cited should be interviewed using the same protocols as those used with the complainant and the accused.
8. Outcomes of the investigation must be made available to the survivor, accused and reporting party (if different from the survivor).

Redress Guidelines

1. On reporting of a complaint, the survivor should be guided to appropriate sources of help according to the referral pathway e.g. medical attention, psycho-social support, shelter and security, economic support, etc. See the draft referral pathway developed in Nyala, one of UNFPA sub-offices in Darfur below.
2. Should the investigations confirm the allegation(s) to be true, the accused must be subjected to appropriate punishment by the employing agency according to staff rules and regulations. Appropriate redress must also be provided to the survivor including the option of taking legal action. The persons receiving the report and the investigators must in this case be prepared to testify in court if survivor opts for legal action.
3. Should the investigations disprove the allegations, the accused must be provided with appropriate redress according to staff rules and regulations.
4. Should the investigations confirm that the allegations were filed out of malice, appropriate action should be taken against the person reporting according to staff rules and regulations and through other available means including legal action.
5. Determining appropriate redress for the individual survivor should be based on consultation with the community and local authorities
6. The process of determining redress should respect the rights of the accused and survivor.
7. Mechanisms should be in place for monitoring survivors to ensure that they do not face any repercussions as a result of having lodged a complaint.

SAMPLE REFERRAL PATHWAY FROM NYALA GBV REFERRAL PATHWAY¹



In this pathway, sector coordinators are: Health (UNFPA, WHO), Psycho-social (UNICEF), Legal (UNDP, UNMIS-HR) and Security (AMIS). The coordinators rely on NGOs, GoS departments, social groups, and individuals to implement actions. Survivors are referred and cross-referred to relevant sources of help. (What was initially there is the multisectoral framework-kindly decide which is which).

¹ Referral pathway developed by UNFPA GBV Coordinator in Nyala (May 2005) and adapted by other states in Darfur.

Part Two

1. Discuss how the referral pathway can be effectively applied and/or improved.
2. In plenary, discuss the national penal code in relation to sexual and gender based violence and international human rights instruments that have been ratified by the country.

SESSION SIX: FOLLOW-UP ACTION PLANS

Objective

- To develop follow up action plans for implementing the recommendations of the Inter-Agency Task Force on Sexual Exploitation and Abuse and apply the knowledge and skills gained.

Process and Content

1. Inform participants about the IASC Plan of Action.
2. Divide participants into agency-specific groups and distribute to copies of the IASC Plan of Action with two blank columns one for time frame and the other for responsible person.
3. Ask each group to identify actions relevant to their agency and, in the blank spaces provided, specify when the agency will have implemented the action and who will steer the implementation. Let them indicate which actions have so far been implemented, if any.
4. Ask each group to develop a separate action plan for conducting training on sexual exploitation and abuse for their colleagues.
5. Let each group present highlights of their plans of action.

Estimated Duration: Three hours.

Below is the table of actions outlined for humanitarian agencies in the IASC Plan of Action and proposed deadlines for implementation. It has an empty column for recording the status of implementation with regard to actions relevant to your agency.

INTER-AGENCY STANDING COMMITTEE²

TASK FORCE ON PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE IN HUMANITARIAN CRISES

PLAN OF ACTION

I. Prevention

Goal: to create an environment free of sexual exploitation and abuse in humanitarian crises, through integrating the prevention of and response to sexual exploitation and abuse into the protection and assistance functions of all humanitarian workers.

A. Core Principles of a Code of Conduct

Humanitarian agencies have a duty of care to beneficiaries and a responsibility to ensure that beneficiaries are treated with dignity and respect and that certain minimum standards of behaviour are observed. In order to prevent sexual exploitation and abuse, the following core principles must be incorporated into agency codes of conduct³:

- Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment;
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defence;
- Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to beneficiaries.
- Sexual relationships between humanitarian workers and beneficiaries are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work.
- Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, s/he must report such concerns via established agency reporting mechanisms.
- Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.

² The Inter-Agency Standing Committee (IASC) is comprised of both members (FAO, OCHA, UNDP, UNFPA, UNICEF, UNHCR, WFP, WHO) and standing invitees (ICRC, ICVA, IFRC, InterAction, IOM, SCHR, RSG/IDPs, UNHCHR, and the World Bank). ICRC, a standing invitee, maintains its independence from policy statements issued by the IASC and its subsidiary bodies.

³ Different considerations will arise regarding the enforcement of some of these principles for humanitarian workers hired from the beneficiary community. While sexual exploitation and abuse and the misuse of humanitarian assistance will always be prohibited, discretion may be used in the application of the principles regarding sexual relationships for this category of humanitarian worker.

Objective: To adopt and incorporate into codes of conduct, specific responsibilities of humanitarian aid workers to prevent and respond appropriately to sexual exploitation and abuse and to adopt appropriate disciplinary procedures for when violations occur.

Action	Agency Responsible	Time Frame	Responsible Person
1. Adopt codes of conduct that include, as a minimum, the core principles identified by the IASC Task Force, or incorporate them into existing codes of conduct.	All Agencies		
2. Incorporate adherence to a code of conduct into new and existing employment contracts, job descriptions, terms of reference and performance appraisal systems. ⁴	All Agencies		
3. Develop and implement a strategy for the dissemination of and training activities on the code of conduct for all current and future staff, including local and international staff, at all levels.	All agencies		
4. Incorporate the core principles into all agreements with implementing partners.	All agencies		
5. Encourage donor governments to include the core principles into their agreements with implementing partners.	IASC Task Force		
6. Develop and incorporate into staff rules and regulations, appropriate disciplinary procedures for when violations of the core principles occur.	All agencies, with support of IASC Task Force		
7. Investigate the feasibility of developing a database, to be shared among humanitarian agencies, of persons whose contracts have been terminated because of violations of the core principles. ⁵	IASC Task Force		

⁴ Awaiting legal advice on this point

⁵ Awaiting legal advice on this point

B. Situation Analysis/Assessment of Needs

Objective: To ensure that agency situation analyses and needs assessments identify vulnerabilities to sexual exploitation and abuse and provide a basis for improved programme planning that minimises risks and opportunities for sexual exploitation and abuse.			
Action	Agency Responsible	Time Frame	Responsible Person
1. Conduct an inter-agency review of assessment processes and guidelines, with a view to incorporating processes for assessing vulnerability to sexual exploitation and abuse. All agencies should agree to common standards of assessment of vulnerabilities and capacities.	IASC Working Group		
2. Through an inter-agency process, complete the revision of, and distribute, sexual and gender based guidelines that will provide guidance on specific issues dealing with sexual exploitation and abuse.	All agencies		
3. Report on the extent to which under funding of humanitarian programmes leads to increased vulnerability of beneficiaries to sexual exploitation and abuse.	All agencies		

C. Camp Governance and Delivery Processes

Objective: To ensure that camp governance is conducted in an equitable manner that empowers women and children, and reduces the risk of sexual exploitation and abuse, and to ensure that distribution processes, including the quantity of assistance and distribution methods, are designed and implemented in a manner that reduces opportunity for sexual exploitation and abuse.			
Action	Agency Responsible	Time Frame	Responsible Person
1. Define benchmarks to determine the adequacy of staff directly responsible for protection, in terms of number, profile and sex.	All agencies		
2. In 3 pilot countries, assess the extent to which the deployment of specialised staff (protection, gender and children advisers etc.) and the existence of specialised programmes for gender based violence contribute to ensuring/strengthening activities to prevent and respond to sexual exploitation and abuse.	IASC Task Force		
3. Promote the economic and social empowerment of women, thus reducing their vulnerability to abuse, through working toward equal representation of	All Agencies		

women and men among beneficiary staff, and institute measures to ensure that women participate in decision-making structures equally with men.			
4. Promote the empowerment of girls, through incentives to encourage greater attendance of girls at schools.	Site Coordinating Agency		
5. Issue ration cards in the name of a woman in each household.	Site Coordinating Agency		
6. Review the chain of distribution and prioritise direct distribution of food and non-food items to beneficiaries, especially to women, to minimise risks of exploitation.	Site Coordinating Agency		
7. Increase the proportion of female staff involved in the distribution of food and non-food items.	Site Coordinating Agency		
8. Coordinate timing of distribution among agencies to eliminate the need for proxies that can make women and children more vulnerable to sexual exploitation.	Site Coordinating Agency		
9. Improve mechanisms for ensuring stable continuity of supply, particularly in high risk areas, and discuss flexible arrangements with donors.	All agencies		
10. In 4 pilot countries, conduct reviews of distribution, post-distribution, end-use and commodity baskets to establish the relationship between the level and nature of humanitarian assistance and vulnerability to sexual exploitation and abuse. The reviews will assess: appropriateness of the package; timeliness of provision; volume; distribution procedures; gender balance and beneficiary involvement in distribution committees; and gender balance among staff.	IASC Task Force		

D. Mechanisms for Accountability to Beneficiaries

Objective: To develop mechanisms to ensure that agencies providing humanitarian relief are accountable to the communities they serve, with respect to both prevention efforts and response mechanisms.			
Action	Agency Responsible	Time Frame	Responsible Person
1. Take appropriate measures to ensure that beneficiaries are informed of the rationale for: assistance eligibility criteria, individual entitlements, and distribution venues and schedules. When any of the above change, beneficiaries should be notified as soon as possible.	All agencies		
2. Ensure adequate opportunities to educate populations at risk about sexual exploitation and abuse by providing information about rights, entitlements, responsibilities and procedures for complaints and survivor assistance, for example, through participatory workshops with the beneficiary community to raise awareness about gender based violence and sexual exploitation and abuse, as well as relevant human rights instruments.	Site Coordinating Agency		
3. Compile and disseminate a list of relevant guidelines and resource materials relating to protection issues (including gender based violence, gender and children's issues) as a basis for understanding areas of responsibility and accountability.	Designated UN agency e.g. UNFPA to compile list/produce CD Rom All agencies to disseminate		

II. Response

Goal: To provide basic health and psychosocial care to survivors of sexual exploitation and abuse and ensure they have access to appropriate avenues for recourse and redress.

A. Avenues for Recourse

Objective: To develop mechanisms that allow survivors of sexual exploitation and abuse to report incidents of sexual exploitation and abuse; access legal, judicial or community-based recourse systems; and seek redress, including disciplinary action against perpetrators.			
Action	Agency Responsible	Time Frame	Responsible Person
1. Distribute revised guidelines (see I.B.2) for gender and age sensitive investigative protocols and complaints mechanism.	IASC Task Force		
2. Establish confidential systems for both directly and indirectly receiving reports about possible sexual exploitation and abuse and ensuring their follow-up, with the agreement of the survivor.	Inter-agency country team ⁶ / Humanitarian Coordinator		
3. Develop a process for determining appropriate redress for individual survivors, based on consultations with the community and local authorities, and support survivors in seeking such redress, in a manner that respects the due process rights of the accused as well as the rights of the survivor.	Inter-agency country team/Humanitarian Coordinator		
4. Develop a mechanism for monitoring survivors to ensure that they do not face any repercussions as a result of having lodged a complaint.	Inter-agency country team/ Humanitarian Coordinator		

⁶ The team would include UN agencies, relevant national and international NGOs and should be linked to existing aid co-ordination structures. The team will be responsible for setting a culturally-sensitive policy for the country on the issue of protection against sexual abuse and exploitation. It will also allocate responsibility between its members for the necessary activities, based on the particular coverage, mandates, skills and resources available in that country (e.g. some functions will require universal coverage based on specific skills available at agency level, such as for interviewing children).

B. Provision of Basic Services to Meet Immediate Survivor Needs

An appropriate integrated response for survivors of sexual exploitation and abuse includes: psycho-social support for survivors; comprehensive health care including reproductive health care; access to timely legal redress; and community-driven safety and security measures.

Objective: To provide survivors of sexual exploitation with appropriate support.			
Action	Agency Responsible	Time Frame	Responsible Person
1. Ensure that in every camp/settlement at least one health care practitioner is trained on the physical and mental health ramifications of gender based violence, including reproductive health care and appropriate protocols for treatment and data collection.	Coordinating agency for health		
2. Ensure that survivors of sexual exploitation and abuse have access to appropriate reproductive health services.	Site coordinating agency		
3. Review the availability of counselling and case management services and, based on this review, establish targets to increase available counselling and case management services, especially in areas identified as high risk for sexual exploitation and abuse.	Coordinating agency for health		
4. Integrate concepts of protection from sexual exploitation and abuse into community service delivery programs.	Coordinating agency for community services		

III. Management and Implementation Issues

A. Management and Coordination Responsibilities

Objective: to develop mechanisms to ensure accountability of humanitarian agencies to governments and donors in the implementation of actions to prevent sexual exploitation and abuse.			
Action	Agency Responsible	Time Frame	Responsible Person
1. Revise job descriptions, employment contracts and performance appraisal systems etc. for managers to ensure adequate attention to the responsibility to prevent and respond to sexual exploitation and abuse.	All agencies		
2. Increase the accountability and capacity of senior management to ensure protection against sexual exploitation and abuse, through training and monitoring. Priority should be given to heads of office and staff directly involved in protection activities.	All agencies		
3. Integrate protection against gender based violence into the work and terms of reference of existing coordination and management mechanisms, such as the CAP process, Humanitarian	IASC Task Force		

Coordinator system, IASC mechanisms etc.			
4. Engage more substantially with host governments and appropriate ministries in order to improve protection in camp management and strengthen mechanisms for legal redress.	All agencies		
5. Engage more substantially with DPKO to ensure coherence and complementarity of approach to addressing sexual exploitation and abuse in humanitarian crises.	IASC Task Force		
6. Coordinate the regular and confidential sharing by all agencies mandated with protection or the provision of relief items and services, of a summary and analysis of their monitoring findings regarding sexual exploitation and abuse.	Inter-agency country team		
7. Develop a plan for implementing the recommendations and action points agreed to through the IASC process for preventing sexual exploitation and abuse.	Each Head of Agency		

B. Monitoring and Supervision

Goal: To ensure regular monitoring and supervision of the provision of protection and assistance in humanitarian operations, with awareness of risks and opportunities for sexual exploitation and abuse

Objective: To ensure monitoring and supervision of programming for protection from sexual exploitation and abuse and to support staff at a field level to implement the Plan of Action.

Action	Agency Responsible	Time Frame	Responsible Person
1. Compile and share all available checklists and tools in relation to prevention and response to sexual exploitation and abuse.	Designated UN agency		
2. Ensure supervisory staff visit sites of affected populations and report on progress made to reduce sexual exploitation and abuse.	All agencies: Head of Country Offices		
3. Within the existing humanitarian coordination structure, nominate a team at country level, to monitor and supervise activities to prevent and respond to sexual exploitation and abuse.	Humanitarian/Resident Coordinator		
4. Engage in 2-4 field visits to targeted countries to provide technical assistance and support for implementation of the Plan of Action.	IASC Task Force		

SESSION SEVEN: EVALUATION OF TRAINING

Objective

- To get feedback on the training.

Process

1. Administer the post-workshop test below. Then analyse and compare with the pre-test results to see what changes have occurred as a result of the training.
2. You also do a general evaluation in writing or verbally. A sample form is provided after the post-test.

POST-WORKSHOP TEST**Name of Participant:**

1. Define the following terms:
 - a. Sexual exploitation
 - b. Sexual abuse
 - c. Humanitarian worker
2. State three general factors that increase the vulnerability to sexual exploitation and abuse.
 - a.
 - b.
 - c.
3. List three ways in which beneficiaries can be sexually exploited and abused by aid workers in your sector.
 - a.
 - b.
 - c.
4. What is the Inter-Agency Standing Committee on Sexual Exploitation and Abuse?
5. Briefly state the six principles on a code of conduct for humanitarian workers.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
6. Would you say that your agency's code of conduct incorporates the six principles? Briefly explain.
7. In your view, does your agency have adequate mechanisms for reporting, investigating and acting on cases of sexual exploitation and abuse by agency workers? Briefly explain.
8. What three methods would you use to conduct training on sexual exploitation and abuse?

SAMPLE TRAINING EVALUATION FORM

1. Rate the following aspects of training using the scale below. Use 1-4. one being bad and 5 excellent.

Aspect	1	2	3	4
Content				
Facilitation				
Time management				
Resource materials				
Participation				
Food				
Training hall				
Overall				

2. State the three most important things you learnt from this training.

a) _____

b) _____

c) _____

3. Which topics covered would you like to have further training on?

4. Do you feel adequately prepared to carry out basic training on sexual exploitation and abuse?
Briefly explain your answer.

5. List any difficulties you experienced in the course of the training.

6. What do you suggest to overcome such difficulties in the future?

7. Make any other comment on the training.

CLOSING FORMALITIES

Have a responsible officer or officers from the organisation(s) sponsoring the workshop to welcome participants and brief them about:

- The title of and background to the workshop and the organisers.
- Accommodation arrangements (if training is residential).
- Logistical arrangements such as transportation.
- Other administrative arrangements such as allowances, certification etc.

GLOSSARY OF KEY TERMINOLOGY

Child or Minor: Person under the age of 18, according to the United Nations Convention on the Rights of the Child. Minors are considered unable to evaluate and understand the consequences of their choices and give informed consent, especially for sexual acts (*IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings*, September 2005 draft).

Community: Population affected by the emergency. In individual settings, the “community” may be referred to as refugees, internally displaced persons, disaster-affected or another term (*IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings*, September 2005 draft).

Focal Point: Staff designated to represent an organisation or sector in GBV working groups.

Domestic violence: Actual or threatened harmful acts perpetrated within a family/domestic environment. Typical examples are wife battery, child molestation, marital rape, incest, confinement, torture, verbal insult, bullying etc.

Gender: Refers to the social differences between men and women. This includes roles, status, expectations, power, privileges, rights and opportunities as defined by culture, tradition, society or religion and learned from infancy.

Gender Based Violence: Any threatened or actual harmful act targeted at women and girls or men and boys as an expression of differential power whether it is from males to females, females to males or between members of the same sex. The acts may be verbal, physical, sexual, economic, emotional and psychological or a combination and may also take any other form whether in private or public and during any stage of life. Because gender based violence affects women and girls more than boys and men, the term is often used interchangeably with “violence against women”. But this is not to deny the fact that boys and men do also face and suffer from gender based violence.

Harassment: Any comment or behaviour that is unwelcome, offensive, demeaning, humiliating, derogatory, inappropriate or fails to respect the dignity of an individual. It can be committed by or against any beneficiary, partner, employee, official or any other person involved in any way in the humanitarian response.

Harmful traditional practices: Cultural or customary acts that are carried out by communities but which inflict harm on their targets. Typical examples are female genital mutilation, wife inheritance, early marriage, child marriages, child labour, honour killing, scarification, discriminatory dietary practices, ritual killings etc.

Humanitarian: Kind, caring, compassionate, civilised or charitable. Humanitarian aid is that assistance provided to populations in need due to disruption of their normal lives by natural factors (floods, droughts, epidemics) or man made factors (war, genocide). The aid is meant to restore their dignity as human beings and demonstrate a sense of caring for them as part of the universal human family.

Humanitarian workers: include all workers engaged by humanitarian agencies, whether internationally or nationally recruited, or formally or informally retained from the beneficiary community, to conduct the activities of that agency.

Perpetrator: A person, group or institution that directly inflicts or otherwise supports violence or other abuse on another against her/his will (*IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings*, September 2005 draft).

Power: “Authority or the decisive ability to materially affect various forms of rights, entitlements or relationships. Power arises most crucially from, among other things - position, rank, influence, status or control of resources. Unequal power relationships provide the most critical settings for sexual exploitation and abuse. (*Code of Conduct for agencies in the Kenya Refugee Programme, 2003*). Power can be looked at in four dimensions namely power *to be*, power *over*, power *with* and power *within*. Power *to be* is the capacity such as that acquired through education and professional training. Power *over* is the ability to make things non-negotiable i.e. to make others do as you wish by use of force, arms, battery, threats etc. Power *with* is derived from a mandate given by a constituency e.g. in a democracy, citizens elect their leaders after regular intervals. The power exercised by the elected representatives is based on their election and consultation with the constituents. It can be withdrawn during elections. And power *within* refers to innate ability or talent. For instance, musicians, sports people, artists etc are born with the talents that they display. It should be noted that although power *to be*, *with* and *within* are essentially positive, they can still be misused to sexually exploit and abuse others.

Profit: A benefit derived over and above the value of goods or services rendered. In humanitarian work, an apt example is where a local leader is promised or given protection or extra rations and non food items for either linking a humanitarian worker to a beneficiary for sex or for keeping quiet about such exploitation and abuse being perpetrated by the benefactor.

Rape/attempted rape: An act of non-consensual sexual intercourse. This can include the invasion of any part of the body with a sexual organ and/or the invasion of the genital or anal opening with any object or body part. Rape and attempted rape involve the use of force, threat of force and/or coercion. Any penetration is considered rape. Efforts to rape someone which do not result in penetration are considered attempted rape.

Rape of women and men is often used as a weapon of war, as a form of attack on the enemy, typifying the conquest and degradation of its women or captured male fighters. It may also be used to punish women for transgressing social or moral codes, for instance, those prohibiting adultery or drunkenness in public. Women and men may also be raped when in police custody or in prison. Rape/attempted rape may include: rape of an adult female, rape of a minor (male or female) including incest, gang rape (if there is more than one assailant), marital rape (between husband and wife), and male rape (sometimes known as sodomy). (*IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings*, September 2005 draft).

Resources: Physical or intangible assets e.g. finance, food, land, cattle, equipment, shelter, education and information. In the context of humanitarian assistance, typical resources include money, food, shelter materials, clothing, medical supplies, water, vehicles, employment opportunities, personnel, arms, information, communication facilities, offices etc.

Sexual exploitation: any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another.

Sexual abuse: actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions.

Sexual harassment: Any act of a sexual nature that is unwelcome, uninvited and unrequited and which makes its target uncomfortable, offended, demeaned, humiliated, coerced and undignified.

Sexual violence: Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances or acts to traffic a person or people for sexual purposes by any person regardless of their relationship in private or in public (Paraphrased from World Health Organisation, 2002).

Sexual and Gender-Based Violence: The United Nations General Assembly Declaration on the Elimination of Violence against Women Articles 1 and 2 of 1993 define this as “any act that

results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring **in public or in private life**...understood to encompass, but not be limited to the following:

- a. Physical, sexual and psychological violence occurring **in the family**, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation.
- b. Physical, sexual and psychological violence occurring **within the general community**, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution.
- c. Physical, sexual and psychological violence **perpetrated or condoned by the State**, wherever it occurs.

Survivor/victim: Person who has experienced gender based violence. “Victim” is often used in the medical and legal sectors while “survivor” is preferred in the psychological and social support sectors because it implies resilience and avoids stigmatising the person.

Violence: Use of actual or threatened force or power against an individual or groups, that either results in or has a high likelihood of resulting in physical injury, death, psychological (emotional) harm, social maladjustment, deprivation or other suffering that may occur in the family, community and society at large.

Vulnerability: A factor that makes one open to attack, susceptible or reduces ones capacities to deal with an adverse situation.

ANNEX ONE: ICE BREAKING EXERCISE (FIND SOMEONE WHO)

	Has lived in another culture for at least six months.		Has recently learnt to operate a machine e.g. computer, camera, car etc	
Knows how to play a musical instrument		Can fluently speak a foreign language.		Has done humanitarian work for more than three years.
	Is currently playing a leadership role in his or her community.		Has visited at least three foreign countries.	
Has been trained before on sexual and gender based violence.		Lives with or cares for disadvantaged children.		Has personally been involved in assisting a victim of sexual and gender based violence.
	Represented their school in a games tournament.		Has changed careers or jobs at least twice	

ANNEX TWO: UN SECRETARY-GENERAL'S BULLETIN, OCTOBER 9, 2003

Special measures for protection from sexual exploitation and sexual abuse

The Secretary-General, for the purpose of preventing and addressing cases of sexual exploitation and sexual abuse, and taking into consideration General Assembly resolution 57/306 of 15 April 2003, "Investigation into sexual exploitation of refugees by aid workers in West Africa", promulgates the following in consultation with Executive Heads of separately administered organs and programmes of the United Nations:

Section 1: Definitions

For the purposes of the present bulletin, the term "sexual exploitation" means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Similarly, the term "sexual abuse" means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Section 2: Scope of application

2.1 The present bulletin shall apply to all staff of the United Nations, including staff of separately administered organs and programmes of the United Nations.

2.2 United Nations forces conducting operations under United Nations command and control are prohibited from committing acts of sexual exploitation and sexual abuse, and have a particular duty of care towards women and children, pursuant to section 7 of Secretary-General's bulletin ST/SGB/1999/13, entitled "Observance by United Nations forces of international humanitarian law".

2.3 Secretary-General's bulletin ST/SGB/253, entitled "Promotion of equal treatment of men and women in the Secretariat and prevention of sexual harassment", and the related administrative instruction⁷ set forth policies and procedures for handling cases of sexual harassment in the Secretariat of the United Nations. Separately administered organs and programmes of the United Nations have promulgated similar policies and procedures.

Section 3: Prohibition of sexual exploitation and sexual abuse

3.1 Sexual exploitation and sexual abuse violate universally recognized international legal norms and standards and have always been unacceptable behaviour and prohibited conduct for United Nations staff. Such conduct is prohibited by the United Nations Staff Regulations and Rules.

3.2 In order to further protect the most vulnerable populations, especially women and children, the following specific standards which reiterate existing general obligations under the United Nations Staff Regulations and Rules, are promulgated:

(a) Sexual exploitation and sexual abuse constitute acts of serious misconduct and are therefore grounds for disciplinary measures, including summary dismissal;

(b) Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defence;

⁷ Currently ST/AI/379, entitled "Procedures for dealing with sexual harassment".

(c) Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour, is prohibited. This includes any exchange of assistance that is due to beneficiaries of assistance;

(d) Sexual relationships between United Nations staff and beneficiaries of assistance, since they are based on inherently unequal power dynamics, undermine the credibility and integrity of the work of the United Nations and are strongly discouraged;

(e) Where a United Nations staff member develops concerns or suspicions regarding sexual exploitation or sexual abuse by a fellow worker, whether in the same agency or not and whether or not within the United Nations system, he or she must report such concerns via established reporting mechanisms;

(f) United Nations staff are obliged to create and maintain an environment that prevents sexual exploitation and sexual abuse. Managers at all levels have a particular responsibility to support and develop systems that maintain this environment.

3.3 The standards set out above are not intended to be an exhaustive list. Other types of sexually exploitive or sexually abusive behaviour may be grounds for administrative action or disciplinary measures, including summary dismissal, pursuant to the United Nations Staff Regulations and Rules.

Section 4: Duties of Heads of Departments, Offices and Missions

4.1 The Head of Department, Office or Mission, as appropriate, shall be responsible for creating and maintaining an environment that prevents sexual exploitation and sexual abuse, and shall take appropriate measures for this purpose. In particular, the Head of Department, Office or Mission shall inform his or her staff of the contents of the present bulletin and ascertain that each staff member receives a copy thereof.

4.2 The Head of Department, Office or Mission shall be responsible for taking appropriate action in cases where there is reason to believe that any of the standards listed in section 3.2 above have been violated or any behaviour referred to in section 3.3 above has occurred. This action shall be taken in accordance with established rules and procedures for dealing with cases of staff misconduct.

4.3 The Head of Department, Office or Mission shall appoint an official, at a sufficiently high level, to serve as a focal point for receiving reports on cases of sexual exploitation and sexual abuse. With respect to Missions, the staff of the Mission and the local population shall be properly informed of the existence and role of the focal point and of how to contact him or her. All reports of sexual exploitation and sexual abuse shall be handled in a confidential manner in order to protect the rights of all involved. However, such reports may be used, where necessary, for action taken pursuant to section 4.2 above.

4.4 The Head of Department, Office or Mission shall not apply the standard prescribed in section 3.2 (b), where a staff member is legally married to someone under the age of 18 but over the age of majority or consent in their country of citizenship.

4.5 The Head of Department, Office or Mission may use his or her discretion in applying the standard prescribed in section 3.2 (d), where beneficiaries of assistance are over the age of 18 and the circumstances of the case justify an exception.

4.6 The Head of Department, Office or Mission shall promptly inform the Department of Management of its investigations into cases of sexual exploitation and sexual abuse, and the actions it has taken as a result of such investigations.

Section 5: Referral to national authorities

If, after proper investigation, there is evidence to support allegations of sexual exploitation or sexual abuse, these cases may, upon consultation with the Office of Legal Affairs, be referred to national authorities for criminal prosecution.

Section 6: Cooperative arrangements with non-United Nations entities or individuals

6.1 When entering into cooperative arrangements with non-United Nations entities or individuals, relevant United Nations officials shall inform those entities or individuals of the standards of conduct listed in section 3, and shall receive a written undertaking from those entities or individuals that they accept these standards.

6.2 The failure of those entities or individuals to take preventive measures against sexual exploitation or sexual abuse, to investigate allegations thereof, or to take corrective action when sexual exploitation or sexual abuse has occurred, shall constitute grounds for termination of any cooperative arrangement with the United Nations.

Section 7: Entry into force

The present bulletin shall enter into force on 15 October 2003.

ANNEX THREE: 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.

Names and details have been changed to suit the Darfur context.

EXAMPLE OF PROHIBITED ACT	WHY IT CONSTITUTES MISCONDUCT
<p>Scenario One: Hawa is a 16 year old girl living in an IDP camp. Hawa has four younger brothers and sisters. Her parents do not have much money and find it very difficult to pay her school fees, buy clothes for the family and provide food for all the children. There had even been some discussion about Hawa dropping out of school to assist her mother with house work while she goes to sell vegetables at the market to make some little money. However, all the problems have been solved as Hawa has started a sexual relationship with Johnson, a senior UNHCR officer. He has promised to pay her school fees and help to pay for her brothers and sisters to continue with their education. Hawa’s parents are very relieved that this opportunity has come and encourage Hawa to maintain the relationship. It has really helped the family.</p>	<p>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.</p>
<p>Scenario Two: Okigbo, a military commander posted in one of the states with IDPs, has helped set up a boys’ soccer club in the town where soldiers under his command are deployed. Okigbo enjoys the soccer games, but he particularly enjoys the access the club gives him to local adolescents. He gives them presents such as magazines, fort drinks, pens and T-shirts. He also invites them to his private residence where he shows them sexual movies, touches their bodies and has anal sex with some of the boys. He tells them to keep their sexual affairs secret if they want to get more help from him. He is sure he is doing nothing wrong since the boys like the presents he gives them.</p>	<p>Okigbo’s 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, Okigbo is in breach of the same policy for performing sexual acts with children (anyone under 18, regardless of the local age of consent).</p>
<p>Scenario Three: Adam Hassan is a locally-hired driver for a UN agency, who transports shelter materials from the warehouse to the IDP camp where the materials are distributed. On one of his trips, he recognized Fatma, a 15-year old IDP girl walking on the side of the road and</p>	<p>Under section 3.2 (b) of the Secretary-General’s Bulletin ST/SGB/2003/13, Adam is prohibited from sexual activity with anyone under 18, regardless of the local age of consent. Moreover, the rules also strongly</p>

EXAMPLE OF PROHIBITED ACT	WHY IT CONSTITUTES MISCONDUCT
<p>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 shelter materials from the packages in his truck, which he is sure she and her family could use. The last time he drove her home, Fatma asked him to meet her family. The family was pleased that Fatma had made friends with a UN worker. Adam really likes Fatma and wants to start a sexual relationship with her. He knows her family will approve.</p>	<p>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).</p>
<p>Scenario Four: Khadija is a 30-year-old IDP widow whose desperate circumstances have forced her into prostitution. On Saturday night she was picked up by Kamau, an international UNICEF staff member in a UN car, as he was driving back to his house before the curfew hours elapsed. Kamau took her home where she cooked for him and later had sex with her. Early the next morning, he gave her \$100 to go do some shopping for her family. Khadija was very grateful and knows Kamau is a good customer. They have agreed that Kamau would be phoning her to arrange where to pick her in town whenever he needs her. Kamau is quite happy that now his stay away from home would be more bearable.</p>	<p>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.</p>
<p>Scenario Five: Halima is an adolescent refugee girl in one of the camps. Botha, 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. Salima hopes that the relationship will be a passport to a new life in another country, and Botha does nothing to discourage these hopes.</p>	<p>Botha's relationship with Salima 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 Salima is under 18, Pieter is in violation of section 3.2 (b) of ST/SGB/2003/13.</p>
<p>Scenario Seven: Yakoub is a Military Observer who has developed a close relationship with his landlady, Aziza, who also does his cleaning. They eat meals together and talk in broken English. Aziza'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 Yakoub returns drunk from a reception for the Force Commander who has been visiting the state where he is deployed. He has not had sex for eight months. He presses Aziza to come to his bedroom, urging her to make love with him. Aziza looks extremely embarrassed, and tries to leave the room. She had never expected this of Yakoub. But he suspects that she secretly admires him and is only being shy. So he changes tactics, and tells her that he has actually found another house to stay in and will be moving out of her house shortly. Aziza is scared of losing her steady income from Yakoub. So she talks Yakoub out of the plan to move and agrees to entertain him sexually.</p>	<p>Yakoub has breached the Ten Rules: Code of Personal Conduct for Peacekeepers, by using his differential position of power to coerce Aziza into having sex with him.</p>

EXAMPLE OF PROHIBITED ACT	WHY IT CONSTITUTES MISCONDUCT

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.

ANNEX FOUR: SHORT CASE STUDIES

Water and Sanitation

A Sanitation Officer is approached by a field worker with a request for soap and other sanitary equipment by an IDP. The officer decides that the request is above the allocation per IDP and tells the field staff to go back and verify with the IDP, who confirms that the request is genuine. But the field staff colludes with the officer to tell the IDP that actually they have extra supplies and could give her the amount she is requesting as long as she is able to grant them sexual favours and also link them up with other women IDPs for sex. The IDP brings in one more woman but the humanitarian workers ask her to bring three to go round other colleagues as well. The IDP conforms and rounds up two more women from the camps.

Health

Case One: An IDP woman with severe stomach pains is taken to a doctor who orders a laboratory test which shows that she has blood in her urine. He prescribes an injection with a drug that he knows is addictive. As a result, the woman keeps returning to him for injection to relieve the pain. On subsequent visits, he tells her that the medication is very expensive and she has to look for money to pay for it. She of course does not have money. He dismisses her and calls on his assistant to bring in the next patient. The desperate woman keeps begging him to just be humane and treat her. He eventually “relents” and invites her for an after work meeting to reciprocate his assistance.

Case Two: A woman goes for medical treatment. The doctor asks her what her problem is. He then tells her he needs to examine her in more detail. He leads her into a private examination room where he proceeds to touch her breasts repeatedly in the name of examining her. He tells her that the medication she needs is available at a pharmacy in town. So he offers to take her there to get the medication. In order to facilitate this, he gives her his mobile phone number and takes hers so they can communicate on when to meet for the trip to El Fasher for the “medication”.

Food

Case One: Several female IDPs go to receive their rations from the distribution point. While the rest are served and go their way, one is not served immediately but told to go home and return later. When she returns, she is given a very hefty ration and in return asked for sex.

Case Two: A woman goes to register for food distribution. On her way home, she meets with one humanitarian worker from the agency distributing food who inquires from her the size of her household. She tells him she has a very large household. He informs her that he can assist her get extra rations because of her family size. He colludes with his registration counterpart to exaggerate the size of household for the woman and give her more rations. They arrange that she should meet them later to show gratitude for their “generosity”.

Case Three: An IDP widow approaches a sheikh to help her get registered for food distribution. The sheikh promises to take her case up with the food aid worker. She falsifies the size of her household and says she is taking care of 20 dependants. The

sheikh arranges an appointment for her with the aid worker. When she meets him, he straight away remarks that she is very young and attractive he wonders why her husband could die and leave her so young! After listening to her case, he assures her that he is willing to assist but she must make sure that she gets a ration card next time. All through this, he makes it subtly clear that this assistance is not for nothing emphasising that she should know that getting a ration card is a long and complicated process. In order to effect the assistance, he takes her personally to the distribution point where he supervises the delivery of the rations. When she is given a ration for a 20-member household, she asks for an extra five. The scooper hesitates but is told by her senior to give her whatever she wants quickly.

Education

Case One: A teacher is marking the books for his pupils. He notices that one of the female pupils has not done very well in the assignment. So he asks her to stay behind while the rest go away. He offers to help her do the assignment better in return for “something”.

Case Two: A teacher is in his office marking books. He discovers that one of the female pupils has not performed well. He sends her to go and bring her father for a discussion. When the father comes, he explains that he is poor and so his daughter cannot attend school regularly because of lack of school fees. After he has left, the teacher summons the girl and tells her that she should not worry about the school fees because he can pay it for her. He commends her beauty and asks her to give something in return for his offer to pay the school fees.

Case Three: A male teacher in a girls only school is openly discriminating against some students and favouring others. In one case, he has given out assignments to the pupils. One of them has actually not done it and does not even have an exercise book. The teacher summons her into his office and offers her not only the book but assistance in doing her work as well. In fact, he even offers to go and provide extra tuition for her at home. When she says that her parents cannot afford the tuition fee, he tells her that she should not worry as he will do the tuition free. But he would like her to **be with him**. When she asks what he means to **be with him**, he gives her a knowing glance and she readily replies that she knows.

Shelter

Case One: One of the local leaders is recruited by a humanitarian agency to assist with distributing shelter materials. He dishes out the materials to several female heads of household but asks one to return later. When she does, he blackmails her into going with him before she can receive her share of the materials.

Case Two: A man and a woman appear at the distribution centre for shelter materials. The man is received very coldly but the woman gets a very enthusiastic and warm welcome from the humanitarian worker. Once they state why they are there, the man is told to go away and return the next day. After he has left, the distributor engages the woman in very hearty conversation gives her the shelter material and makes a date with her.

Security, Protection and Legal Services

Case One: A human rights lawyer receives an IDP woman when he makes a visit to one of the IDP camps. His first remark is that he did not know there were such beautiful women in the IDP camps! The woman has come to report that her goats have been stolen and she would like legal assistance. The man tells her that her problem is personal and so she should see him in his private capacity. But he warns her that it is a very complicated case which will cost her a lot of money although he assures her that he can give her concessions because of her beauty. He tells her that if she finds other clients waiting at his office, she should just stick by until they are all gone so that he can give her all the time available. The elated woman has gained more confidence and she tells the lawyer that she has another problem. Can he assist her to migrate to another country? That is very simple, he tells her, adding that he is a very famous lawyer and it is upon her to choose which country she wishes to go to: America, Australia, anywhere! All this he can do if she is willing to “cooperate” with him.

Case Two: A number of girls are entering the camp late in the day when they are stopped by a whistle-blowing security guard who proceeds to scold them for flouting curfew rules. He commands them to go to a place where he will verify whether they are genuine IDPs. While there, he grabs one for a sexual encounter.

Case Three: A military officer is on duty to supervise food distribution in a camp. An IDP woman without a ration card comes to get food and he chases her away to come back later. When she returns, he tells her that he can get her food if she agrees to grant him sexual favours. A deal is struck and the two meet later for the affair.

Case Four: A woman who has gone to collect firewood is raped by the janjaweed. She returns home to her husband who is completely devastated by the news. But that very evening, the janjaweed attack the village again and send everyone scampering away. The woman reports to the African Union protection force and asks for shelter and protection from them. The officer she reports to tells her there is no shelter but offers her his own private place where he goes ahead to sexually exploit her.

Case Five: A military troop on patrol meet a hungry IDP girl. They give her food to eat and some to take home to her family. When she tells her mother how she got the food, the mother is very impressed and encourages her to maintain the relationship. The girl eventually invites the officers to her home to meet her mother. The two leaders of the troop make a date to return later during their free time to visit the family. When they return, one takes on the mother and the other the daughter.

Case Six: The military are on guard duty at an IDP camp. Suddenly, a janjaweed attack occurs and the camp is burned down. One woman runs to the soldiers for shelter and gets it. But the soldier on guard sneaks to where she is sleeping and tries to engage her in sex. She declines and the soldier returns to report to his colleagues. A second one goes to try his luck, this time to entice her with dollars.

Case Seven: Desperate IDP women are looking for work with the AU. Two ladies appear for the post of a secretary and are both given application forms to fill in and return. The second is promised the job if she can grant sexual favours to the recruitment officer. She agrees and gets the job. The officer then keeps asking her for sex when she comes to work but she declines. Suddenly, he starts complaining that she is incompetent. One morning she reports to work only to be sacked because of allegedly not cleaning the floor.

Case Eight: The AU civil police (not armed) are providing escort to women going to collect firewood. They are being offered armed cover by the AU protection force. A soldier hatches the idea to his senior that they put together some cash to give to the two women collecting firewood in exchange for sex. The two women have collected the firewood and decided to take a rest under a shade before trekking back to the camp because they are very tired. The two officers organise that they separate the women and each one of them takes one to a different direction. The women cannot resist because the soldiers are armed.

ANNEX FIVE: INTERNATIONAL HUMAN RIGHTS INSTRUMENTS AGAINST SEXUAL EXPLOITATION AND ABUSE

Universal Declaration of Human Rights (1948)

This forms the basis for all international human rights standards. Article 3 confers upon everyone the right to life, liberty and security. Article 5 prohibits torture or cruel, inhuman or degrading treatment or punishment

International Covenant on Civil and Political Rights (1966)

Article 3 prohibits discrimination on the basis of sex. Article 6 (1) protects the right to life. Article 7 prohibits torture and inhuman or degrading treatment or punishment while Article 9 guarantees the right to liberty and security of person.

International Covenant on Economic, Social and Cultural Rights (1966)

Article 3 of this Covenant prohibits discrimination on the basis of sex and recognises that violence adversely affects health and other fundamental human rights. In Article 12, the Convention guarantees the right to the enjoyment of the highest attainable standard of physical and mental health. Article 7 provides the right to the enjoyment of just and favourable conditions of work, including safe and healthy working conditions.

The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984)

Article 2 obliges States to take measures to prevent acts of torture against every person within its territory while Article 3 prohibits states from returning, expelling or extraditing people to another state where they are likely to be subjected to torture. The Convention, in Article 4, also requires States Parties to ensure that all acts of torture are made offences under the criminal law.

Convention on the Elimination of all Forms of Discrimination against Women (1979)

The Convention was adopted by the United Nations General Assembly on 18 December 1979 and came into force on 3 September 1981. Articles 2 and 3 oblige States Parties to eliminate discrimination in all fields in all its forms. Article 6 requires States Parties to take all appropriate measures including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women. The General recommendation no. 19 of the Committee on the Elimination of Discrimination against Women, which monitors the implementation of the Convention, state that gender based violence is a form of discrimination. The Optional Protocol to the Convention was adopted by the General Assembly without a vote on October 6, 1999 and opened up for signature, ratification and accession on December 10, 1999.

Convention on the Rights of the Child (1989)

The Convention on the Rights of the Child (CRC), the world's most widely recognized human rights instrument, was unanimously adopted by the General Assembly of the United Nations in 1989. It came into force on 2 September 1990 being the first convention that portrayed children as possessors of clearly defined and exclusive rights. Article One of the CRC defines a child as "a person under 18, unless national laws recognize the age of majority earlier". The Convention requires states to take appropriate legislative, administrative, social and educational measures to protect children from physical or mental violence, abuse, maltreatment or exploitation (Article 19). In Article 34, the Convention prohibits the exploitative use of children in prostitution or other unlawful sexual activities and the exploitative use of children in pornographic performances and materials.

Optional Protocol to the Convention on the Rights of the Child (2000)

This protocol calls on States Parties to prosecute fully, under criminal or penal law, all acts and activities involving offering, delivering or accepting, by any means, a child for the purpose of sexual exploitation regardless of where the offence takes place and whether it is committed by individuals or organised groups. The production, distribution, dissemination, importation, exportation, offer, sale or possession of child pornography for sexual purposes is also criminalised.

The Declaration on the Elimination of Violence against Women (1993)

This declaration affirms that violence against women is a violation of fundamental rights and freedoms of women and impairs their enjoyment of these rights and freedoms. It notes that refugee women are particularly vulnerable to violence.

Resolution 1261 of the UN Security Council of August 25, 1999

This resolution requests the UN Secretary General to ensure appropriate training for all personnel involved in UN Peacekeeping, peace making and peace building activities on protection, rights and welfare of children.

Resolution 1265 of the UN Security Council of September 17, 1999

The resolution emphasises the importance of training of humanitarian workers of all categories on humanitarian law, human rights etc.

Resolution 1325 of the UN Security Council of October 31, 2000

This resolution calls for parties in armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict.

Resolution 1379 of the UN Security Council of November 20, 2001

This resolution requests the UN Secretary General to promote the protection of children by having child protection staff in missions and strengthening capacity on human rights.

UN Transnational Crime Protocol

The Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, seeks to address the crime of trafficking in persons, especially women and children, on a transnational level.

The Rome Statute of International Criminal Court (1998)

This statute lists the following as crimes against humanity: rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization or any other form of sexual violence of comparative gravity

The Protocol Relating to the Protection of Victims of Victims of Non-International Armed Conflicts (1997)

The protocol guarantees “all persons who do not take a direct part in or who have ceased to take part in hostilities at any time and in any place whatsoever protection against violence to life, health and physical or mental well being, in particular, murder as well as cruel treatment such as torture, mutilation or any form of corporal punishment”. It prohibits outrages upon personal

dignity, particularly humiliating and degrading treatment, rape, enforced prostitution and any form of indecent assault.

World Conference on Human Rights (Vienna, 1993).

The Vienna Declaration states that gender based violence and all forms of sexual harassment and exploitation, including those resulting from cultural prejudice and international trafficking, are incompatible with the dignity and worth of the human person and must be eliminated.

International Conference on Population and Development (Cairo, 1994)

The conference adopted a programme of action emphasising gender equality, the empowerment of women and elimination of all forms of violence against women. It calls upon States to help prevent violence against women, provide rehabilitation for victims and eliminate all forms of exploitation, abuse, harassment and violence against women, adolescents and children.

The Fourth World Conference on Women (Beijing, 1995)

The Beijing Platform for Action recognises that the elimination of violence against women is essential to equality, development and peace. It calls upon States to recognise women's special vulnerability to violence when they are refugees, displaced persons, migrants and persons with disabilities.

The World Congress against Commercial Sexual Exploitation of Children (Stockholm, 1996)

This congress called upon States to give high priority to actions against the commercial sexual exploitation of children and to allocate resources for this purpose. It also calls for provision of social, medical and psychological counselling and other support to child victims of commercial sexual exploitation and their families.

Protocol of the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2003).

The protocol, adopted by the Conference of Heads of State and Government in Maputo, Mozambique on July 2003, has the following articles on gender based violence and sexual exploitation and abuse of women and children.

- Article 3 (3): States Parties shall adopt and implement appropriate measures to prohibit any exploitation or degradation of women.
- Article 3 (4): States Parties shall adopt and implement appropriate measures to ensure the protection of every woman's right to respect for her dignity, and protection of women from all forms of violence, particularly sexual and verbal violence.
- Article 4 (1).Every woman shall be entitled to respect for her life and the integrity and security of her person. All forms of exploitation, cruel, inhuman or degrading punishment and treatment shall be prohibited.
- Article 4 (2).States Parties shall take appropriate and effective measures to:
 - a. enact and enforce laws to prohibit all forms of violence against women including unwanted or forced sex whether the violence takes place in private or public;

- b. adopt such other legislative, administrative, social and economic measures as may be necessary to ensure the prevention, punishment and eradication of all forms of violence against women;
 - c. identify the causes and consequences of violence against women and take appropriate measures to prevent and eliminate such violence;
 - d. actively promote peace education through curricula and social communication in order to eradicate elements in traditional and cultural beliefs, practices and stereotypes which legitimize and exacerbate the persistence and tolerance of violence against women; punish the perpetrators of violence against women and implement programmes for the rehabilitation of women victims;
 - e. establish mechanisms and accessible services for effective information, rehabilitation and reparation for victims of violence against women;
 - f. prevent and condemn trafficking in women, prosecute the perpetrators of such trafficking and protect those women most at risk;
 - g. prohibit all medical or scientific experiments on women without their informed consent;
 - h. provide adequate budgetary and other resources for the implementation and monitoring of actions aimed at preventing and eradicating violence against women;
- Article 5: States Parties shall prohibit and condemn all forms of harmful practices which negatively affect the human rights of women and which are contrary to recognised international standards.
 - Article 11 (2): States Parties shall, in accordance with the obligations incumbent upon them under the international humanitarian law, protect civilians including women, irrespective of the population to which they belong, in the event of armed conflict.
 - Article 11 (3): States Parties undertake to protect asylum seeking women, refugees, returnees and internally displaced persons, against all forms of violence, rape and other forms of sexual exploitation, and to ensure that such acts are considered war crimes, genocide and/or crimes against humanity and that their perpetrators are brought to justice before a competent criminal jurisdiction.*
 - Article 12 (1c) States Parties shall take all appropriate measures to protect women, especially the girl-child from all forms of abuse, including sexual harassment in schools and other educational institutions and provide for sanctions against the perpetrators of such practices; (1d) provide access to counseling and rehabilitation services to women who suffer abuses and sexual harassment;
 - Article 13: States Parties shall adopt and enforce legislative and other measures to guarantee women equal opportunities in work and career advancement and other economic opportunities. In this respect, they shall: (13g) introduce a minimum age for work and prohibit the employment of children below that age, and prohibit, combat and punish all forms of exploitation of children, especially the girl-child.

* Libya entered a reservation

ANNEX SIX: MODEL COMPLAINTS REFERRAL FORM (SEXUAL EXPLOITATION AND ABUSE)

Name of Complainant: _____ Ethnic origin/Nationality: _____
Address/Contact details: _____ Identity
no: _____ Age: _____ Sex: _____

Name of Victim (if different from Complainant): _____ Ethnic origin/Nationality: _____
Address/Contact details: _____ Identity no:
_____ Age: _____ Sex: _____
Name(s) and Address of Parents, if under 18: _____
Has the Victim given consent to the completion of this form? YES NO

Date of Incident(s): _____ Time of Incident(s): _____ Location of Incident(s): _____

Physical & Emotional State of Victim (Describe any cuts, bruises, lacerations, behaviour, and mood):

Witnesses' Names and Contact Information: _____

Brief Description of Incident(s) (Attach extra pages if necessary):

Name of Accused person (s): Job Title of Accused person(s): _____

Organization Accused Person(s) Works For: _____

Address of Accused Person(s) (if known): _____

Age: _____ Sex: _____

Physical Description of Accused person(s):

Have the police been contacted by the victim? YES NO If yes, what happened? _____

If no, does the victim want police assistance, and if not,
why? _____

Has the victim been informed about available medical treatment? YES NO

If Yes, has the victim sought Medical Treatment for the incident? YES NO

If Yes, who provided treatment? What is the diagnosis and prognosis? _____

What immediate security measures have been undertaken for victim? _____

Who is responsible for ensuring safety plan (Name, Title, Organisation)?: _____

Any other pertinent information provided in interview (including contact made with other organisations, if any):

Details of referrals and advice on health, psychosocial, legal needs of victim made by person completing report: _____

Report completed by: _____ Name Position/Organisation
Date/Time/Location _____

Has the Complainant been informed about the Organisation's procedures for dealing with complaints? YES NO

Signature/thumb print of Complainant signalling consent for form to be shared with relevant management structure* and SRSG/RC/HC:

Complainant's consent for data to be shared with other entities (check any that apply): _____
Police Camp leader (name) _____ Community Services Agency _____
Health Centre (name) _____ Other (Specify) _____

Date Report forwarded relevant management structure*:

Received by relevant management structure*:

Name _____

Position _____ Signature _____

(*Relevant management structure is the official(s) responsible for sexual exploitation and abuse issues in the Headquarters of the organisation where the accused person works)

ALL INFORMATION MUST BE HELD SECURELY AND HANDLED STRICTLY IN LINE WITH APPLICABLE REPORTING AND INVESTIGATION PROCEDURES

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