

Understanding Humanitarian Aid Worker Responsibilities:

Sexual Exploitation and Abuse Prevention



Facilitator's Guide

**COORDINATION COMMITTEE FOR
THE PREVENTION OF SEXUAL
EXPLOITATION AND ABUSE**

Training Working Group

The Coordination Committee for the prevention of Sexual Exploitation and Abuse

The Coordination Committee for the prevention of Sexual Exploitation and Abuse (CCSEA) is an inter-agency committee that was established in March 2002 in Freetown, Sierra Leone. Chaired by the United Nations Office for the Coordination of Humanitarian Affairs, membership includes National and International Non-Governmental Organizations, UN Agencies, UNAMSIL and Sierra Leone Government bodies.

Through four working groups, the CCSEA is tasked with forwarding a coordinated effort in the prevention of and response to Sexual Exploitation and Abuse of beneficiaries by Humanitarian Aid Workers. This manual is a product of those efforts.

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Acknowledgements

This manual was created using both existing information and training material from a variety of sources, as well as exercises developed through a series of workshops with Sierra Leonean facilitators from various International Agencies operating in Sierra Leone.

Primary sources include the *Oxfam Gender Training Manual*, the draft UNHCR *Building a Common Conceptual Understanding among Humanitarian and Development Workers on Gender, Women's Rights and Gender-Based Violence (including Sexual Abuse and Exploitation)* (2002), as well as the Draft for Field Testing UNHCR *Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines for Prevention and Response* (2002).

Documents also used in the training exercises are: the *Universal Declaration of Human Rights*; the *Convention on the Rights of the Child*; and the *Declaration on the Elimination of Violence against Women*. The *Standards of Accountability to the Community and Beneficiaries for all Humanitarian and Development Workers in Sierra Leone* (2002) and a simplified version of the *CODE OF CONDUCT For Humanitarian Agencies in Sierra Leone Revised 21st November 1998* are also used. The standards outlined in the *Secretary-General's Bulletin on the Special Measures for Protection from Sexual Exploitation and Sexual Abuse* (October 2003).

Through several workshops with Sierra Leonean facilitators, training exercises were developed, ensuring the training objectives could be applicable to and understood within the Sierra Leonean context. The facilitators were instrumental in the six-month field-testing exercise that took place prior to the finalization of the manual. In particular, the Training Working Group of the CCSEA would like to thank the following individuals and organizations for their time and effort in both the preparation and facilitation of this training manual. Without their ongoing assistance and dedication this manual would not have been created.

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Note to Facilitators

This training manual has been created to provide Humanitarian Aid Workers in Sierra Leone with a basic understanding of Sexual Exploitation and Abuse. This manual is intended for use in training all Humanitarian Aid Workers who have little or no experience or understanding of Sexual Exploitation and Abuse issues.

Building on the foundation of Key Concepts including Gender, Violence, Gender-Based Violence, Power, Informed Consent and Human Rights, participants then look at expected Aid Worker behaviour as it relates to Sexual Exploitation and Abuse through the Standards of Accountability.

It is critical to remember that regardless of the belief systems with which the participants may come to the training, they must leave with an understanding that the behaviour and requirements outlined in the Standards of Accountability are non-negotiable. A “zero-tolerance” policy both for involvement in or condoning of an act of sexual exploitation and abuse is expected.

This manual is broken into six main sections:

1. **Training Opening:** Welcomes the participants and introduces the topics; also creates the atmosphere for the remainder of the training day.
2. **Key Concepts:** Breaks down main components of Gender-Based Violence of which Sexual Exploitation and Abuse is one type.
3. **Human Rights:** Highlights that any act of Gender-Based Violence and Sexual Exploitation are clear violations of International Human Rights Conventions.
4. **Sexual Exploitation and Abuse:** Closely examines the topic, while acknowledging the confusion surrounding it. This section also closely examines the consequences of sexually exploitative or abusive acts.
5. **Humanitarian Aid Worker Guidelines:** Examines and clarifies each segment of the Standards of Accountability, allowing

participants to relate them to case scenarios for clearer comprehension.

6. **Wrap Up:** Allows participants to reflect learned information back to expectations and objectives to see if both were met and accomplished.

Each section highlights the time and materials needed, including necessary handouts and flipcharts, to complete the session. Additionally **Facilitator's Notes** throughout the manual highlight sensitive areas of training that need attention. **Annex one** provides the handouts that are used during the training. **Annex two** shows the suggested flipcharts used. These are the primary visual guides, but more can be added as necessary according to the needs of the participants the facilitator.

It is imperative that facilitators have a strong understanding of the training materials included in this manual as well as other reports highlighting the issues of Sexual Exploitation and Abuse in West Africa. It is important for facilitators to have an understanding of the original report *Sexual Violence & Exploitation: The Experience of Refugee Children in Guinea, Liberia, and Sierra Leone*, Save the Children UK and UNHCR, February 2002. This document was central to raising the issue of sexual exploitation and making it a key concern. **Annex three** contains a list of helpful resources for a further understanding of Sexual Exploitation and Abuse as well as other protection topics.

The training has been outlined as a one-day training. However, time permitting, extending the training over a two-day period is preferable to allow for deeper discussion and to alleviate participant and facilitator fatigue. A natural break occurs between the session on Human Rights and Sexual Exploitation and Abuse. The material presented in this training takes high concentration and energy on the part of both the facilitator and the participants. The facilitator must recognize when participants are overwhelmed or tired. Introducing warm-ups and icebreakers in between sessions, while not detailed in this manual, is appropriate and should be done as necessary.

Although this manual is in English, the training has been facilitated both in English and Krio during the six-month field-testing. Krio is often more applicable for use in training in the provinces and for use with participants that use English as a second language.

Prior to training facilitators will ensure:

- All flipcharts are written and all handouts and documents are prepared and photocopied.
- The facilitators have re-read all of the necessary documents including this document, the SCUK/UNHCR Report, and all handouts to be used during the training.
- The training room is prepared with enough tables and chairs for the participants
- The following training supplies have been secured:
 - ✓ Tape
 - ✓ Flipchart papers
 - ✓ Flipchart stand
 - ✓ Flipchart markers
 - ✓ Copy Books for participants
 - ✓ Pens for participants
 - ✓ Drinks and food for lunch and breaks as required.

Facilitator's Note: Remember open discussion and honesty is critical to this training and not everyone will agree on this contentious issue. However – regardless of participants' views on the treatment of women and children in Sierra Leone and their consideration of Sexual Exploitation and Abuse, the Standards of Accountability is a non-negotiable document and a 'zero tolerance' policy on Sexual Exploitation and Abuse is in effect.

One Day Detailed Training Agenda

8:30 – 9:15	Training Opening Welcome Introductions Training Rules Participant Expectations Training Objectives Pre-test Completion of Boy/Girl Choice for Gender Activity 2
9:15 – 10:00	Key Concepts of Sexual Exploitation and Abuse 'Reflection' Exercise Gender / Sex
10:00 – 10:15	BREAK
10:15 – 12:00	Key Concepts of SEA Continued Violence Gender-Based Violence (GBV) Power Consent / Informed Consent
12:00 – 1:00	Human Rights Key Concepts of Human Rights Introduction to CEDAW, CRC, and UDHR Relating GBV to Human Rights Violations
1:00 – 1:45	LUNCH
1:30 – 3:00	Sexual Exploitation and Abuse (SEA) Myths and realities of SEA Consequences of SEA
3:00 – 3:15	Warm up Exercise Many faces of SEA
3:15 – 5:00	Humanitarian Aid Worker Guidelines Code of Conduct Standards of Accountability Sexual Exploitation and Abuse Scenarios
5:00 – 5:30	Wrap Up Revisit Participant Expectations and Training Objectives Post-test

Objectives and Expectations

Training Objectives:

- To introduce an understanding of Sexual Exploitation and Abuse within the broader framework of Gender Based Violence using Human Rights and Gender as building blocks.
- To introduce current written humanitarian aid worker guidelines relating to Sexual Exploitation and Abuse in the form of the Standards of Accountability and the Code of Conduct.

Training Expectations

At the end of the training, participants will be able to:

- Define the term gender and describe the difference between “sex” and “gender”.
- Define Violence and understand how Violence and Gender combine to create Gender-Based Violence.
- Define Sexual Exploitation and Abuse and understand how it fits into the larger Gender-Based Violence and Human Rights framework.
- Understand the consequences of acts of Sexual Exploitation and Abuse
- Use the Standards of Accountability to determine if personal actions taken violate either one of these guiding documents.

TRAINING OPENING

Objective: To welcome the participants and create a collaborative atmosphere for the remaining of the training sessions.

Time Needed **30 Minutes**

Materials Needed

- Completed Flipchart # 1, 2, 3, 4, 5, 6
- Handout #1 Pre- and Post-Test
- Handout #2 Choosing the Sex of My Child cards
- Tape
- Flipchart Markers

Welcome Participants

Flipchart #1

Introductions

Flipchart #2

Participants will introduce themselves to each other by answering the following questions that are printed on the flipchart:

1. What is your name?
2. Where do you work?
3. What is one thing that you have heard about Sexual Exploitation and Abuse?

The facilitators should also answer these questions as a form of introduction.

Training Objectives

Flipchart #3

Facilitator will introduce the objectives of the training with the participants and invite any questions. Confirm any questions that will be discussed throughout the

training. If the participants ask questions that will not be addressed in the training, be clear that they will not be addressed as this training is covering specific topics only.

The Objectives flipchart should be posted on the wall so the participants are aware of the objectives throughout the training.

Training Agenda

Flipchart #4

Facilitator will go over the agenda for the day. If the training starts late due to participants arriving late indicate that the agenda may vary some through the day to accommodate the late start.

The agenda should be posted on the wall. The schedule is quite heavy and if the facilitator is not time conscious, the one-day training can run fairly late. To ensure time keeping, a participant can be chosen as the timekeeper. If two facilitators are doing the training, one should mind the time while the other is training.

Training Rules

Flipchart #5

Facilitator will explain to the participants that rules are necessary to guide the process and behaviour of the participants. From the participants, elicit rules that they would like to follow and write them up on a flipchart and post on the wall. Rules may include: respect one another's views; all mobiles off; and speak on at a time.

Alternative: Explain to the group that they are a village and have them give themselves a village name. Ask them to then give the rules that will make the village run smoothly for the day. Rules may include the examples given above.

Training Expectations

Flipchart #6

Ask participants to indicate what they expect to gain from the day. The facilitator will write the responses on the flipchart and post it on the wall. Any expectations that will not be met in the training should be clearly pointed out to the participants and explained that this training covers specific topics only.

Often participants ask for specific training on 'counselling' or responding to the needs of the survivor. This particular topic is well outside the scope of a one-day training and should be indicated from the outset.

Pre-Test

Handout #1 Pre- and Post-Test

Facilitator will explain to participants that they will take a small quiz. Explain that the quiz is to help the facilitators gauge understanding of the participants prior to the training compared to knowledge gained at the completion of the training, as well as providing useful information to guide future trainings. Indicate that they do not have to put their names on the paper. Do not tell the participants the answers. They are to take the same quiz at the end of the training for comparative use.

There may be some participants who are illiterate. The facilitators should address this issue and assist the participants in completing the test. In this instance, the questions should be read out loud by the facilitator.

The following highlights the correct answers for the pre- and post-test:

1. The concept of gender is created by the social values and beliefs in a community.

***TRUE** - The roles and responsibilities given to men and women because they are male or female are determined by the society and culture in which men and women live.*

2. The ability to have babies is a 'gender' trait of women.

***FALSE** – The ability to have babies is a 'sex' trait of women.*

3. Acts of Sexual Exploitation and Abuse violate International Human Rights Instruments.

***TRUE** – All acts of Sexual Exploitation and Abuse are violations of an individual's basic human rights.*

4. Sexual Exploitation and Abuse involves the abuse of Power.

***TRUE** – People in positions of power, abuse their position to gain sexual access.*

5. Rape CANNOT occur in marriage.

***FALSE** – Rape by definition is sex without consent. The boundaries of a marriage do not excuse an individual for forcing another to have sex. This is still rape.*

6. Forcing your daughter to marry someone that she does not want to is a form of Gender Based Violence.

TRUE – Women must be free to choose whom and at what point they would like to marry.

7. Giving a beneficiary that you work with extra food or goods if she will have sex with you is not wrong as long as she agrees to do it.

FALSE – Due to inherent unequal power relationships, this type of transactional sex is an abuse of power and is stealing from both the organization and from other beneficiaries who are entitled to the extra goods that are being used for sexual access.

8. According to the Standards of Accountability it is none of my business if one of my work colleagues is breaking the rules. I am only responsible for myself and have no need to report my suspicions of my colleagues.

FALSE – All UN and NGO employees are responsible for reporting any breach, or suspicion of breach, of the Standards of Accountability, including those of colleagues. These must be reported to the appropriate manager. Protecting colleagues may result in an employee's immediate dismissal.

Completion of Boy/Girl Questionnaire for Gender Activity 2

(Please see Activity 2 under the gender section for a description of the Activity)

Handout #2 Choosing the Sex of My Child cards

Participants will complete a small questionnaire that will be used in Activity 2 of the Gender section. Each participant is told to imagine that s/he is about to have a child. The participant is then complete handout #2 indicating the following:

You and your spouse desperately want to have a first child. By a miracle you find out this is going to happen.

What Sex do you hope this child will be?

WHY?

These forms are then collected and used for Gender Activity 2

KEY CONCEPTS

Objective: To ensure participants are able to understand and explain the interrelation between key concepts on Gender-Based Violence and Sexual Exploitation and Abuse.

Time Needed **2.5 hours**

Materials Needed

- Flipchart stand
- Flipchart Markers
- Completed Flipchart # 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
- Completed “Choosing the Sex of My Child” cards from Training Opening
- Handout #3 Reflection
- Handout #4 Statements about Men and Women
- Handout #5 Types of Gender Based Violence
- Tape

Facilitator’s Note: In the ‘Key Concepts’ section, participants may ask why much of the Key Concepts are particularly focused on women and child survivors. It is important that the facilitator point out that while acts of Gender-Based Violence and Sexual Exploitation and Abuse do occur to men, globally the primary victims of such abuses are Women and Children. This needs to be carefully handled in facilitation to ensure that the training is not derailed.

It is important that the participants understand the key concepts that are the help to construct the definition and significance of Sexual Exploitation and Abuse. Each concept needs to be discussed in detail for clear understanding. All of the key concepts are listed on Flipchart #7 and should be quickly delineated following the ‘reflection’ exercise.

Key Concepts activity – REFLECTION

Handout #3 Reflection

Four participants will each read one paragraph from the 'Reflection' handout. After which, three or four participants will be asked to indicate one sentence from the reflection that really moved them and why. This will help gear the rest of the discussions for the day on the theme of Sexual Exploitation and Abuse Prevention.

Key Concept 1: Gender / Sex

Flipchart # 8, 9, 10, 11

Handout # 4 **Statements about men and women**

Gender refers to those characteristics of men and women that are socially determined, in contrast to those that are biologically determined. Gender informs the different roles, status and power assigned to women and men in society. Gender roles are learned, and can therefore be changed.

Participants are solicited for their understanding of the difference between Gender and Sex. Following this, the facilitator should clearly delineate the differences and then again ask the participants to give further examples. The responses should be highlighted on Flipchart #8. The difference between sex and gender should be emphasized. Which should include the following.

GENDER	SEX
<ul style="list-style-type: none">• Culturally created norms regarding roles and responsibilities of men and women• Gender is changeable; dynamic• Gender roles vary and change across societies, cultures and historical periods	<ul style="list-style-type: none">• Biological differences between men and women• Sex is not changeable; static• Sex does not vary across societies, cultures and historical periods.

Elicit examples from the participants on different examples of Sex and current Gender beliefs. They can include examples like the following:

Gender:

- Women do the cooking, men do the house building
- Women are caretakers, men are the leaders

- Men are educated
- Women should be silent
- Women can show sadness but men can't. Emphasize the emotion that men are allowed to show – ANGER – and how that can affect society when from a young age boys learn that to be a man they can't cry but are allowed to show anger.
- Any other difference elicited from participants.

Sex

- Biological differences – primarily referring to genital differences, puberty changes, birthing abilities, facial hair, etc.

After discussions, the definition of Gender written on flipchart #9 should be read out to the participants.

Gender/Sex Concept Activities

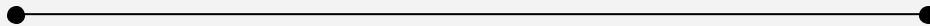
Facilitator can chose any one or both of the following exercises to emphasize the discussion on gender.

Gender Activity 1

Resources needed:

- *Handout #4 Statements about Men and Women*

The facilitator reads out several statements and participants decide whether the statement focuses on Gender aspects or Sex Aspects.



Gender Activity 2

Resources Needed:

- *Flipchart #10*
- Completed Boy/Girl selection forms (completed after pre-test)

Each participant has already completed a form where they have been asked to imagine that s/he is about to have a child, completing the following:

- Write down the sex that s/he hopes the child will be
- The reasons for choosing this particular sex

The facilitator will place the previously collected cards on a flip chart under BOY and GIRL. A discussion should follow regarding the choices and the reasons given. This activity should emphasize the preference for a sex is based on the preconceived abilities or traits a child should have based on sex. Also emphasized is the idea that Gender Roles are learned because parents have an idea of what a child should be like based on his or her sex even before the child is born.

The following points should be written on flipchart # 11 and highlighted for the participants:

- Gender is learned by individuals in different societies, it is not inborn.
- Gender expectations and values are intrinsically linked to inequalities in power between men and women. i.e. access to education, wealth, property, positions of leadership, etc.
- Gender expectations can be harmful to both men and women. I.e. boys can't show emotion and girls can't be educated.
- Men and women are both responsible for creating, maintaining and changing gender beliefs.

BREAK

Key Concept 2: Violence

Flipchart #12

Violence... encompasses, but is not limited to, the following...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.

Facilitator solicits definitions for the difference between physical, sexual and psychological violence. The definitions should include:

Physical – Where there is a physical injury like in the case of wife beating

Sexual – Where the violence is directly related to the sexual organs of the survivor – breasts and genitals – beating, cutting, rape, etc

Psychological – Where no “physical” harm may come to the individual, but the act has a negative effect on the mental status of the survivor – girls being seen as less important and being kept from school, economic abuse, forced marriage.

Violence can either be perpetrated by an individual or by society, through societal norms and rules. For example, Wife-beating is a physical violence perpetrated by an individual, where FGM is a sexual violence perpetrated by a societal group's

norms and traditions. Should a woman not go through the initiation, she may be ostracized by the community, a type of socially perpetrated psychological violence. Other societal perpetrations include forcing a rape survivor to marry the perpetrator, not allowing women to speak at social gatherings, etc.

It should also be noted, that many violations can fit in more than one category of violence, if not all three, like in the example of rape.

The definition of Violence, flipchart # 13 should be read out in plenary.

Violence Concept Activity

Participants are separated into three groups. Each group is asked to act out a short skit that depicts one of the above types of violence: physical, sexual, or psychological. After each skit, all the participants are asked what type of violence it was depicting and why and if it fits into any other category of violence and why.

Facilitator's Note:

Depending on the country and the participants involved in this training, depicting the different forms of violence in a skit may be inappropriate and insensitive. Participants should *never* be forced to participate in this activity and this should be clearly stated at the beginning when the participants are separated into the three groups.

At no time should this activity be undertaken in a way that puts undue strain on the participants.

Gender – Based Violence

Handout #5 Types of Gender Based Violence

Gender – based violence is violence that is directed against a person on the basis of gender or sex. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty... While women, men, boys and girls can be victims of Gender – based violence, women and girls are the primary victims.

Facilitator will distribute handout #5 indicating the many different types of Gender-Based Violence. A very brief discussion on the many different types of Gender-Based Violence can follow but should be limited to no more than 5 minutes.

At this time, the facilitator should indicate that Sexual Exploitation and Abuse is one aspect of Gender-Based Violence and will be focused on more specifically in another session later in the day. It should be emphasized the Gender-Based Violence is the term that covers all abuses based on Gender and Sex, while Sexual Exploitation and Abuse is one aspect of GBV that occurs where power differentials are used for sexual access. The definition for Gender-Based Violence (Flipchart # 14) should be read out in plenary for the participants to ensure full understanding

Key Concept 4: Power

Flipchart #15, 16

Power is the ability to influence or control. Gender-Based Violence involves the abuse of power. In sexual gender based violence unequal power relationships are exploited or abused through the use of physical force or other means of coercion such as threat, inducement or promise of a benefit to obtain sexual favours from a weaker or more vulnerable person.

Facilitator solicits answers from the participants in plenary on the following questions:

1. What is Power?
2. What makes people get Power?
3. Who has Power?

Participants should then be asked how power can be both good and bad. Part way through this exercise, participants should be asked how Power can be both good and bad in situations of Sexual Exploitation and Abuse.

Some examples include:

- Power is BAD when someone uses their strength or position to coerce or threaten another person – rape or other forced sexual assaults.
- Power is BAD when individuals turn their back and refuse to support survivors because of cultural norms or beliefs.
- Power is GOOD when groups or individuals use their strength or power to lobby and advocate for survivors with the government, community groups, etc.
- Power is GOOD when survivors have the strength to report.
- Power is GOOD when individuals refuse to ostracize a survivor when she has come forward, unlike what usually happens.

The definition of Power found on flipchart # 16 should be introduced to the participants.

Key Concept 5: Consent / Informed Consent

Flipchart #17

Consent is a mutual agreement. Informed consent means making an informed (having all the information) choice freely and voluntarily by persons in an equal power relationship. Acts of gender – based violence occur without consent. Children (under the age of 18), and individuals who are mentally challenged, are deemed unable to give informed consent for acts such as FGM, marriage, sexual relationships, etc.

Facilitator asks participants to ask them what it means to give “consent”. What are the necessary ingredients for “informed consent”? This must include the following:

- Having all the information
- Being both old enough and mentally sound enough to understand the agreement and the consequences.
- Being of equal power relationships.

Facilitator should highlight why they are important and what occurs when not all are present.

The definition of Informed Consent found on flipchart # 17 is introduced to the participants.

At the conclusion of the Key Concepts section, Handout # 6 **Key Concepts**, should be distributed to the participants.

HUMAN RIGHTS

Objective: To ensure that participants are able to understand basic Human Rights and Key Conventions as they relate to Sexual Exploitation and Abuse.

Time Needed **1 Hour**

Materials Needed

- Flipchart Markers
- Flipchart Stand
- Blank Flip chart paper
- Completed Flipchart # 18
- Handout #5 Types of Gender Based Violence
- Handout #7 Simplified Version of “The Universal Declaration of Human Rights (1948)”
- Handout #8 Simplified Version of “Convention of the Rights of the Child”
- Handout #9 Short Version of the “Convention on the Elimination of All Forms of Discrimination against Women.”

Facilitator’s Note: It is important to note that ‘Culture’ often comes up during both the Human Rights section and the following Sexual Exploitation and Abuse section. Participants may indicate that International Human Rights documents are infringing on cherished traditional and cultural beliefs. This needs to be dealt with both sensitively and carefully. However, it should be emphasized that culture should never be used to suppress or harm another individual.

Facilitator should introduce this section by giving a brief definition and background of basic Human Rights Conventions and Instruments. The following should be highlighted:

- Following World War II, on 10 December 1948, the Universal Declaration of Human Rights was adopted.
- The Universal Declaration recognizes freedoms and rights to which all individuals, men, women, and children, are entitled.
- Other Human Rights Instruments have been developed including the Convention of the Rights of the Child and The Convention on the Elimination of all Forms of Discrimination against Women. As well, two African Charters have been developed: The African Charter on Human And Peoples' Rights (1981) and The African Charter on the Rights and Welfare of the Child (1990).

Key Concepts of Human Rights

Flipchart #18

The following Key Concepts of Human Rights are critical to the understanding of Human Rights and should be posted on Flipchart #18.

Human Rights means “All human beings deserve respect because they all have human dignity”. The Universal Declaration of Human Rights is the:

Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family, is the foundation of freedom, justice and peace in the world

Rights: Are the rules that say the needs of men and women should be met, honoured and protected.

Human Rights: The basic needs that all Governments have agreed that men and women are entitled to. They are founded on respect for the dignity and worth of each person.

Universal: Applied equally to all people without discrimination

Inalienable: Something that cannot be taken or given away. You are born with it. Every human has inalienable rights because they are human.

Primacy: Governments have agreed that when Human Rights conflict with Laws and customs, the Human Rights are the ones to be respected.

Three Key Human Rights Instruments

Handout #5 **Types of Gender Based Violence**

Handout #7 **Simplified Version of “The Universal Declaration of Human Rights (1948)”**

Handout #8 **Simplified Version of “Convention of the Rights of the Child”**

Handout #9 Short Version of the “Convention on the Elimination of All Forms of Discrimination against Women.”

Three documents that are strongly related to Sexual Exploitation and Abuse and all Gender-Based Violations are the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and the Convention on the Elimination of all Forms of Discrimination against Women.

Universal Declaration of Human Rights (UDHR)

The UDHR establishes basic rights and to which all people, both men and women, are entitled to, without discrimination of any kind. This includes the right to life, liberty and security of person; the right to express oneself, the right to education and to choose one’s own religion, the right to be free from torture and treatment that is degrading. These apply equally to every man, woman and child in the whole world.

Convention on the Rights of the Child (CRC)

The CRC was established to ensure that people aged 17 and under receive special protection. The four main principles of the CRC are:

- Non-discrimination
- Best interests of the child when government decision are made,
- The right to life, survival and development
- The right for children to express their opinion and have their opinion taken seriously.

Among other things, the CRC states that children must have access to free primary education, protection from sexual abuse, child prostitution and child pornography, as well as harm and neglect.

Convention on the Elimination of all Forms of Discrimination Against Women and the Declaration on the Elimination of Violence against Women

Although the UDHR is meant to apply to both men and women equally, it is noticed that discrimination against women still occurs widely. As such, a Convention specifically for women (CEDAW) was developed to address this specific concern – the recognition that the UDHR was not being applied equally to women. Specific themes that are addressed in which women are particularly discriminated against include participation in public and family life, the participation and choice in marriage, and sexual abuses.

CEDAW also works to ensure that Governments remove cultural and traditional barriers to women that keep them in a subjective position, as well as ensuring that Governments actively promote the advancement of women.

The Declaration on the Elimination of Violence against Women was written to further support CEDAW on specifically highlighting Violence against Women as a violation of Human Rights.

Human Rights Activity 1

Relating Acts of Gender Based Violence to International Human Rights Conventions.

Resources needed:

- Handout #5 **Types of Gender-Based Violence**
- Handout #7 **Simplified Version of “The Universal Declaration of Human Rights (1948)”**
- Handout #8 **Simplified Version of “Convention of the Rights of the Child”**
- Handout #9 **Short Version of the “Convention on the Elimination of All Forms of Discrimination against Women.”**
- Blank Flipchart Paper
- Flipchart Markers

Participants are given the Human Rights Instruments (Handouts # 6,7, and 8). The participants are separated into three groups. They are each given three acts of Gender-Based Violence and the definition of each (found on the Gender-Based Violence handout # 5). The three are: Rape, Forced Marriage, and Sexual Exploitation and Abuse. Others can be picked as necessary to meet the needs of the participants, but SEA must always be one of the types of GBV given for the group work.

Each group then uses one of the outlined Human Rights instruments to determine the Human Rights violations that have occurred with each type of GBV given. For example, Group Two can be told to compare the three types of GBV to the UDHR and state which articles contained within the document were violated, while Group Three uses the CRC. Whichever group uses the CRC should be instructed to assume that the acts are being perpetrated against a child survivor.

Each groups’ answers should be documented on blank Flipchart paper which can then be posted at the conclusion of the exercise. In plenary, each group should then describe which articles of their group’s Human Rights instruments were violated.

Facilitator will ensure that the following Human Rights Violations are mentioned when discussing GBV and SEA:

- The right to life, liberty and security of the person,

- The right to the highest attainable standard of physical and mental health,
- The right to freedom from torture or cruel, inhuman, or degrading treatment or punishment
- The right to freedom of opinion and expression, to education, to social security and to personal development.
- From CRC – The right to protection against all forms of neglect, cruelty and exploitation.
- From CEDAW – Women should be protected from physical, sexual and psychological violence occurring in the family, in the general community or offenses perpetrated or condoned by the State.
- From CEDAW – States should condemn violence against women and should not invoke any custom, tradition or religious consideration to avoid their obligations with respect to its elimination.

LUNCH

SEXUAL EXPLOITATION

Objective: To ensure that participants will be able to define Sexual Exploitation and Abuse know the consequences of acts of Sexual Exploitation and Abuse.

Time Needed **1.5 Hours**

Materials Needed

- Completed Flipchart # 19, 20
- Flipchart stand
- Flipchart Markers
- Blank Flipchart Paper
- Handout # 10 Myths and Realities about Sexual Exploitation

Facilitator's Note: Participants often want to talk about Sexual Exploitation and Abuse cases that they are aware of. Please ensure that confidentiality is maintained and that organizations, survivors and alleged perpetrators are NEVER mentioned by name.

Sexual Exploitation is 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. Sexual abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

The facilitator will give a background of the UNHCR/SCUK report indicating that although SEA was occurring prior to the report, the report was really the catalyst to this issue being at the forefront of Humanitarian Aid accountability. The facilitator should indicate the main findings of the report particularly as they relate to Sexual Exploitation and Abuse by Humanitarian Aid Workers, listing specific examples from the report. The definition of Sexual Exploitation and Abuse found on Flipchart # 19 will be read to participants and posted on the wall for availability for the remainder of the training.

Sexual Exploitation and Abuse Activities

SEA Activity 1

Resources needed:

- Handout #10 **Myths and Realities of Sexual Exploitation**

Facilitator will distribute Handout # 10 **Myths and Realities about Sexual Exploitation**. The facilitator will choose three participants to read out the characters on the handout. The facilitator will then initiate a discussion on which main themes are represented in the handout. They should include:

- The different examples of Sexual Exploitation and Abuse that are represented i.e. teacher/student exploitative relationships, exploitation in distributions, etc.
- The confusion around sexual exploitation and the differing opinions.
- The confusion around responsibility.

Facilitator should emphasize that at no time is the survivor, regardless of age, manner of dressing, or behaviour, responsible for an exploitative relationship. The responsibility of maintaining proper relationships lies with those who have the power. Parents should not encourage exploitative relationships, but should protect and respect their children's rights.

SEA Activity 2

Resources needed:

- Flipchart #20
- Blank Flipchart paper
- Flipchart Markers

The group will break into smaller groups and discuss the consequences of Sexual Exploitation and Abuse on:

1. The alleged Humanitarian Worker Perpetrator
2. The Beneficiary
3. The Humanitarian Organization
4. The Donor Community

The facilitator should ensure that the following consequences are indicated:

Humanitarian Worker:

- Termination
- Damaging future work possibilities
- Will not be trusted.

Beneficiaries:

- Outline the health, psychological, and social consequences to the survivor

Organization:

- Will not be trusted / lose credibility
- Potential program breakdown
- Potential diminishment of funding

Donor Community:

- May withdraw funding from that particular organization.

Warm up exercise

Time Needed **15 minutes**

Materials Needed

- Handout # 11 Warm Up

Participants will read through Handout #11 **Warm Up** and then break into three groups. Each group will pick one of the highlighted forms of Sexual Exploitation and Abuse and then act it out in a four-minute skit. Facilitators must ensure that this is a time-bound activity.

Facilitator's Note: As in the other skits, depending on the country and the participants involved, depicting types of Sexual Exploitation and abuse may be inappropriate and insensitive. Participants should never be forced to participate in this activity and this should be clearly stated at the beginning of the exercise.

HUMANITARIAN AID WORKER GUIDELINES

Objectives: To ensure that participants will have a clear understanding of the Code of Conduct and the Standards of Accountability and know what is expected of them as humanitarian workers.

Time Needed **1 ¾ hours**

Materials Needed

- Flipchart stand
- Flipchart Markers
- Completed Flipchart #21
- Blank Flipchart Paper
- Handout #12 Standards of Accountability to the Community and Beneficiaries for all Humanitarian and Development Workers in Sierra Leone
- Handout #13 Key aspects of the Code of Conduct
- Handout #14 Standards from the *Secretary-General's Bulletin on the Special Measures for Protection from Sexual Exploitation and Sexual Abuse* (October 2003).
- Handout #15 Sexual Exploitation and Abuse Scenarios

Facilitator's Note: Facilitators should be aware that when discussing issues of Sexual Exploitation and Abuse, issues regarding 'morality' versus 'law' will come up. Some issues presented in the scenarios are not illegal according to current legislation, but are prohibited by Humanitarian Organizations. Facilitator's should be prepared to clarify that although something is not 'illegal' it does not mean that it is not wrong. The outcome of the training must be that the participants understand that regardless of legality, these activities will not be accepted by Humanitarian Organizations according to the Standards of Accountability

Facilitator will solicit from the participants why it is necessary to have guidelines as humanitarian aid workers in Sierra Leone – tying it in to the above sessions and the SCU/UNHCR report. It is important to emphasize that these documents are NON- NEGOTIABLE and will not change.

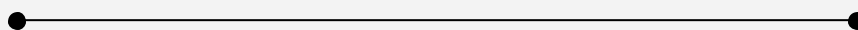
Humanitarian Aid Worker Guidelines Activities

Guidelines Activity 1

- Handout #12 **Standards of Accountability**
- Handout #13 **Code of Conduct**
- Handout #14 **Standards from the *Secretary-General's Bulletin on the Special Measures for Protection from Sexual Exploitation and Sexual Abuse (October 2003)***.

Facilitator will distribute Handout #12 **Standards of Accountability**, Handout #13 **Code of Conduct** and Handout #14 **Standards from the *Secretary-General's Bulletin on the Special Measures for Protection from Sexual Exploitation and Sexual Abuse (October 2003)***. The Facilitator will emphasize the Code of Conduct was established prior to the SCU/UNHCR scandal, but it was not until after the scandal that most people took notice. The Secretary-General's Bulletin will be discussed briefly indicating that these outlined standards are *requirements* for all United Nations employees and employees of UN implementing partners.

The Facilitator will then indicate that the Standards of Accountability were created after the scandal to further clarify the issue of Sexual Exploitation and Abuse. Participants will read through the Standards of Accountability, one point at a time, and discuss what it means. Discussion should continue until it is clear that the participants understand each part of these two documents.



Guidelines Activity 2

- Completed Flipchart #21
- Handout #12 **Standards of Accountability**
- Handout #15 **Sexual Exploitation and Abuse Scenarios**

Participants will separate into smaller groups. Facilitator will distribute Handout #15 **Sexual Exploitation and Abuse Scenarios**. Participants will read through the scenarios and determine, using Handout #12 **Standards of Accountability**, which, if any, Standards of Accountability were breached and why.

In plenary, the participants will then discuss each scenario, briefly describing it, and then outlining which Standards they had chosen as breached. It is possible to have more than one possible answer for many of the scenarios. The answers should be highlighted on Flipchart #21.

Facilitator's Note:

If all the participants in the training are United Nations' employees, it is suggested that for the two Guidelines Activities, Handout #14 **Standards from the Secretary-General's Bulletin on the Special Measures for Protection from Sexual Exploitation and Sexual Abuse (October 2003)** is emphasized. The facilitator can slightly modify Guidelines Activity 2 so that this document is used together with the Standards of Accountability to analyze the scenarios.

Possible Responses for Expectations Activity 2

Answers often differ on Expectations Activity 2, but for most scenarios one or two Standards of Accountability must be indicated as breached. Additionally, it should be noted that if there is any violation, Numbers 1 and 8 are generally included.

The primary answers to the scenarios are as follows:

SCENARIO ONE – Education

*Number three. Betty is being 'sold' to provide education for her siblings.
Number five. The teacher is giving preferential treatment for sexual access.*

Other breaches that also come up are Number one and Number two in regards to Betty's age. Although the age of 16 in Sierra Leone allows for sexual relationships, according to the Convention on the Rights of the Child, as she is under the age of 18 she should be afforded additional protection in regards to sexual relationships because she cannot give 'informed consent'.

SCENARIO TWO – Camp Management

Number Seven – Musa did not forward the information so that investigative action could occur. This often goes simultaneously with Number Six in that the information was not channeled correctly.

Numbers one, two and three – These all deal with the actions of Sembu in relation to the girl. Although the Scenario is more about Musa, if the participants would like to assume that Sembu had sex with the 10-year old girl, these would apply.

SCENARIO THREE – Water and Sanitation John

Number Five – John gave preferential treatment to Mary’s family for sexual access.

Number three periodically comes up as a breach in that while giving Mary preferential treatment, another family may suffer physically for not getting access to water sooner. Additionally, by providing preferential treatment, Mary’s family may suffer anger and contention from the other members of the village.

SCENARIO FOUR – Driver Lansana

Number Five – The driver is abusing his position and using the organizational asset to gain sexual favours.

Other breaches that come up in regards to the girl’s age are Numbers one and two. Again, although the age of 16 in Sierra Leone allows for sexual relationships, according to the Convention on the Rights of the Child, as she is under the age of 18 she should be afforded additional protection in regards to sexual relationships because she cannot give ‘informed consent’. For UN and UN implementing partners, sex with anyone under 18 constitutes serious misconduct, irrespective of the local age of consent.

SCENARIO FIVE – Refugee Woman

*Number two. There is a lack of respect and courtesy afforded to the woman.
Number three. Words in this scenario are being used to perpetrate psychological violence.*

SCENARIO SIX – Lucky Boy

This scenario touches on a particularly ‘gray’ area in humanitarian assistance provision. Some organizations interpret the standards to allow for relationships to occur between people from the same community as long as the employee has been transparent about his desire for a relationship. Other organizations will say that it does not matter who the employee is or where s/he is from, a relationship cannot occur between an employee and a member of the beneficiary community. Whilst there continues to be substantial disagreement on this issue, the facilitator cannot suppose which rule each participant’s organization follows. It is therefore up to the participant to go back to his/her organization and enquire as to which standard the organization follows. However, for all UN employees and UN Implementing Partners, sexual activity with beneficiaries of assistance is strongly discouraged as they are based on inherently unequal power dynamics and undermine the credibility and integrity of the work of the UN.

SCENARIO SEVEN – Fatmata and Tommy

Although not a scenario that is related to a beneficiary and Humanitarian Aid per se, this is directly related to abuse of power and position within an organization. Number five is applicable with the abuse of Position and the promise of preferential treatment (promotion) in return for sexual favours. Numbers two, three and eight are all applicable in regards to Tommy's treatment of Fatmat a.

SCENARIO Eight – Commercial Sex Worker Katamu

Number one. Human Rights are violated as Katamu was raped.

Number two. Katamu was not treated with respect or according to any law when she was raped.

Number three. Rape can result in physical, sexual and psychological harm.

SCENARIO Nine – Satu

Number five. Satu is given preferential treatment for sexual favours.

Again, it should be emphasized that participants will often arrive at other answers for the scenarios. Each answer should be given full consideration. What is important in this exercise is that each participant understands that a breach has occurred and that the behaviour portrayed is not acceptable.

WRAP UP

Objectives: To allow participants to reflect back on learned information and see if both expectations and objectives of training were met.

Time Needed **30 Minutes**

Materials Needed

- Flipchart stand
- Flipchart Markers
- Completed Flipchart #3, 6
- Handout #1 Pre- and Post-Test
- Handout # 16 Training Evaluation Form

Revisit the Objectives and Expectations to see if they were met.

Flipchart #3

Flipchart #6

Post-Test

Handout #1 **Pre- and Post-Test**

Facilitator will distribute the post-test with the same instructions as for pre-test. Comparison of the pre- and post-test will give indication on increased understanding of the participants and can also highlight areas where participants did not clearly grasp the intended message.

Training Evaluation

Handout #16 **Training Evaluation Form**

Participants will be requested to complete a short evaluation for future training planning.

Annex 1: Handouts

1. Pre- and Post-Test
2. Choosing the Sex of My Child cards
3. Reflection
4. Statements about men and women
5. Types of Gender-Based Violence
6. Key Concepts
7. Simplified version of *Universal Declaration of Human Rights*
8. Simplified version of the *Convention on the Rights of the Child*
9. Short version of the *Convention on the Elimination of all Forms of Discrimination against Women*.
10. Myths and Realities of Sexual Exploitation and Abuse
11. WARM UP
12. Standards of Accountability
13. Simplified version of the Code of Conduct
14. Standards from the *Secretary-General's Bulletin on the Special Measures for Protection from Sexual Exploitation and Sexual Abuse* (October 2003).
15. Sexual Exploitation and Abuse Scenarios
16. Training Evaluation Form

Handout #1 Pre - and Post-Test

True or False – Following each of these statements, please circle true or false to indicate whether or not you agree with these statements.

1. The concept of gender is created by the social values and beliefs in a community.

TRUE

FALSE

2. The ability to have babies is a ‘gender’ trait of women.

TRUE

FALSE

3. Acts of Sexual Exploitation and Abuse violate International Human Rights Instruments.

TRUE

FALSE

4. Sexual Exploitation and Abuse involves the abuse of Power.

TRUE

FALSE

5. Rape CANNOT occur in marriage.

TRUE

FALSE

6. Forcing your daughter to marry someone that she does not want to is a form of Gender Based Violence.

TRUE

FALSE

7. Giving a beneficiary that you work with extra food or goods if she will have sex with you is not wrong as long as she agrees to do it.

TRUE

FALSE

8. According to the Standards of Accountability it is none of my business if one of my work colleagues is breaking the rules. I am only responsible for myself and have no need to report my suspicions of my colleagues.

TRUE

FALSE

Handout #2 Choosing the Sex of My Child cards

The following cards are to be cut and distributed to the participants after the pre test. The completed cards will be collected immediately after and used for Gender Activity 2.

<p>You and your spouse desperately want to have a first child. By a miracle you find out this is going to happen.</p> <p>What Sex do you hope this child will be?</p> <p>WHY?</p>	<p>You and your spouse desperately want to have a first child. By a miracle you find out this is going to happen.</p> <p>What Sex do you hope this child will be?</p> <p>WHY?</p>
<p>You and your spouse desperately want to have a first child. By a miracle you find out this is going to happen.</p> <p>What Sex do you hope this child will be?</p> <p>WHY?</p>	<p>You and your spouse desperately want to have a first child. By a miracle you find out this is going to happen.</p> <p>What Sex do you hope this child will be?</p> <p>WHY?</p>

Handout #3 Reflection

REFLECTION

I COULD NOT HAVE DONE OTHERWISE

People call me names, and those who loved me now shy away from me.
Do they really understand why this has happened to me?
Do people really care?
Oh! My future is Bleak.

My father died four years ago leaving me, two brothers and three sisters, in the hands of an illiterate woman who has no reliable source of income.
All six of us were in school.

The situation became worse when mother automatically became blind.
I was bent on completing my secondary education.
I was then a virgin, loved and admired by many.
Then.....that man.....that man came around and offered gifts only to ask for a visit.
I hesitated, but I finally did.
I needed money to buy food and other materials.
I could not have done otherwise.

I sacrificed my virginity to save the family.
I was tortured and felt the pain, but I did not cry aloud.
Now that I am pregnant, he does not want to see me, and does not even want people to identify me with Him.
He was not doing good to me.
But I could not have done otherwise.
Oh! That man.....

IRC Kenema GBV TEAM

Handout # 4 Statements about Men and Women

1. Women give birth to babies, men do not.
2. Men make decisions for the family; women are caretakers for the family.
3. In Ancient Egypt men stayed at home and did weaving. Women handled family business. Women inherited property and men did not.
4. Women can breastfeed babies, men can bottle-feed babies.
5. In one study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building.
6. To date, there has been no elected female Head of State in Africa.
7. The education of boys is more valuable to society.
8. Men's voices break at puberty, women's do not.
9. At the domestic level, the role of a husband carries a higher status than the wife's.
10. Boys' and girls' bodies develop differently.
11. Men can whistle, women cannot.
12. Boys can climb trees, girls can plait hair.

Handout #5 Types of Gender Based Violence

Type of act	Description
Sexual Assault	Any unwanted or non-consensual act(s) that is imposed on another person. This includes a range of unwanted or forced sexual behaviours including, but not limited to, kissing, fondling, touching, vaginal, oral or anal intercourse and/or penetration, insertion of objects into vagina/ anus, coerced sexual activity, rape. Sexual assault can include other physical and emotional violence.
Rape	Sexual intercourse with another person without her/his consent. Rape is penetration of the vagina or anus with the penis, other body part or foreign object without consent. It also includes forced oral sex. Rape can occur in marriage.
Attempted Rape	Attempted sexual intercourse with another person without her/ his consent.
Child Sexual Abuse	<p>It is the involvement of a child in any sexual activity that occurs prior to the legally recognized age of consent. It includes:</p> <ul style="list-style-type: none"> - actual or attempted penetrative sexual intercourse with a child; - non-penetrative sexual activity; - inappropriate touching of a child’s sexual parts; - oral sex with a child; - displaying or exposing genitals to a child; - the exploitative use of a child in prostitution; - the use of a child in, or exposure of a child to, pornography - Sexual relations with a child (any person under 18 years of age). <p>Authority and power enable the perpetrator, implicitly or directly, to impose sexual acts on a child or coerce a child into sexualized compliance.</p>
Incest	Sexual relations between family members. This may be perpetrated by a parent, sibling, grandparent, stepparent, uncle or any other family member having sexual intercourse with a blood relative. Authority, power and emotional manipulation are involved in coercing the child/ young person into sexualized compliance.
Sexual Exploitation	Sexual Exploitation is 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. Sexual abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.
Forced Prostitution	Forced/coerced sex-trade in exchange for money or commodities.
Sexual Harassment	Any unwelcome sexual advance, request for sexual favours or other verbal or physical conduct of a sexual nature. Any behavior, comment, gesture or contact of a sexual nature, which treats the recipient as a sexual object and makes the person feel uncomfortable and/or unsafe. It takes many forms. It may be wolf whistles, leering, sexual innuendo, comments or other unwanted sexual attention.

Female Genital Mutilation	Cutting of genital organs for non-medical reasons, usually done at a young age; ranges from moderate to extreme cutting, removal of genitals, stitching.
Early Marriage	Arranged marriage for girls under the age of legal consent (sexual intercourse in such relationships usually constitutes statutory rape, as the girls are not legally competent to agree to such unions).
Forced Marriage	Arranged marriage for girls under the age of legal consent or women against their wishes; often a dowry is paid to the family; if she refuses, there are violent and/or abusive consequences (Legally, such unions would not be considered marriage because of age and/or force.)
Physical Assault/ Abuse	Beating, punching, kicking, biting, etc., with or without weapons; often used in combination with other forms of Gender-Based Violence.
Emotional/ Psychological Abuse	Verbal and non-verbal abuse that is insulting, degrading, demeaning, controlling, cruel etc.
Economic Abuse	Denying basic expenses for family survival, not allowing women control over money or resources.
Confinement	Isolating a person from friends/family, restricting movements
Trafficking, slavery	Selling and/or trading in human beings for forced sexual or other activities.
Discrimination and/or denial of opportunities, services	Exclusion/ denial of access to women and girls to education, health care, employment, denial of property rights
Denial of education for girls	Removing girls from school so they can perform expected gender roles in families
Honor killing and abuse	Maiming or murdering a woman or girl as punishment for acts considered inappropriate for her gender that are believed to bring shame on the family or community (e.g., pouring acid on a young woman's face as punishment for bringing shame to the family for attempting to marry someone not chosen by the family)
Infanticide and/or neglect	Killing, withholding food, and/or neglecting female children because they are considered to be of lesser value in a society
Structural Discrimination	Structural inequality caused by discriminatory laws and procedures that prevent women from exercising and enjoying civil and political rights.

Handout #6 Key Concepts

Definition of Gender

Gender refers to those characteristics of men and women which are socially determined, in contrast to those that are biologically determined. Gender informs the different roles, status and power assigned to women and men in society. Gender roles are learned, and can therefore be changed.

Definition of Violence

“...Violence...encompasses but is not limited to, the following....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”¹

Definition of Gender-Based Violence

Gender-Based Violence is violence that is directed against a person on the basis of gender or sex. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty...². While women, men, boys and girls can be victims of Gender-Based Violence, women and girls are the primary victims.

Definition of Sexual Exploitation and Abuse

Sexual Exploitation is 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. Sexual abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions³.

Definition of Power

Gender-Based Violence involves the abuse of power. In sexual gender based violence unequal power relationships are exploited or abused through the use of physical force or other means of coercion such as threat, inducement or promise of a benefit to obtain sexual favours from a weaker or more vulnerable person.

Definition of Informed Consent

Basic consent is mutual agreement. Informed consent means making an informed choice freely and voluntarily by persons in an equal power relationship. Acts of sexual exploitation and abuse occur without informed consent. Children (under age 18) are deemed unable to give informed consent for acts such as FGC, marriage, sexual relations, etc.

¹ Article 2 of the Declaration on the Elimination of Violence against Women (General Assembly resolution 48/104)

² Eleventh Session of the CEDAW Committee: Recommendation 19, paragraph 6

³ Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse. (October 2003)

Handout #7 Simplified Version
The Universal Declaration of Human Rights (1948)

1. All human **beings are born free and equal**. We are all the same in dignity and rights and have the same rights as anyone else. This is because we are all born with the ability to think and to know right from wrong, and so we should act toward others in a spirit of friendliness.
2. Everyone should have the **same rights and freedoms**, no matter what race, sex, or colour he or she may be. It shouldn't matter where we were born, what language we speak or what religion or political opinions we have, or whether we are rich or poor.
3. Everyone has the **right to live**, to be free and to feel safe.
4. The buying and selling of people is wrong **and slavery should be prevented** at all times.
5. No one should be put through **torture or any other treatment or punishment that is cruel** or makes the person feel less than human.
6. Everyone has the **right to be accepted everywhere as a person** according to law.
7. You are entitled to be **treated equally by the law**, and to have equal protection of the laws.
8. If your rights under the law are violated, you should have the right to fair judges who will see that **justice is done**.
9. You should not be **arrested, held in jail or thrown out of your own country** for no good reason.
10. In case you have to go to court, you have the same rights as anyone else to a **fair and public hearing** by courts that are open-minded and free to make their own decisions.
11. If you are blamed for a crime, you should be thought of as **innocent until you are proven guilty**. You shouldn't be punished for something you did which was not illegal when it happened.
12. No one should butt into your **privacy**, family, home or mail, or attack your honesty or self-respect for no good reason.
13. Within any country you have the **right to go and live where you want**. You have the right to leave any country, including your own, and return to when you want.
14. You have the right to **seek shelter from harassment** in another country.
15. No one should take away your **right to the country where you're from**.
16. Grown men and women have a **right to marry and start a family**, without anyone trying to stop them because of their race, country or religion. Both man and woman have to agree to marriage and both have equal rights in getting married, during the marriage, and if and when they decide to end it.
17. Everyone has the **right to have possessions** that they can keep alone or share with other people, and no one should take your things away for no good reason.
18. You may believe what you want to believe, have ideas about right and wrong, and **believe in any religion** you want, and you may change your religion if you want without interference.
19. You have the right to tell people how you feel about things without being told to keep quiet. You may **read the newspapers or listen to the radio**, and you have the right to print your opinions and send them anywhere without having someone try to stop you.
20. You have the right to **gather peacefully with people**, and to be with anyone you want, but no one can force you to join or belong to any group.

These rights apply equally to both men and women everywhere.

**Handout #8 Simplified Version
Convention on the Rights of the Child**

10 Principles: All Children Have...

1. The right to affection, love, and understanding,
2. The right to adequate nutrition, housing and medical care.
3. The right to protection against all forms of neglect, cruelty and exploitation.
4. The right to free education and to full opportunity for play and recreation.
5. The right to a name and nationality.
6. The right to special care, if handicapped.
7. The right to be among the first to receive relief in times of disaster.
8. The right to learn to be a useful member of society and to develop individual abilities.
9. The right to a peaceful world.
10. The right to enjoy these rights, regardless of race, colour, sex religion, national or social origin.

These rights apply equally to both boy and girl children everywhere.

Handout #9 Short Version of Convention on the Elimination of All Forms of Discrimination against Women, G.A. res. 34/180, 34 U.N. GAOR Supp. (No. 46) at 193, U.N. Doc. A/34/46, entered into force Sept. 3, 1981.

1. The term "discrimination against women" means any distinction, exclusion or restriction made on the basis of sex that **impairs or nullifies the recognition, enjoyment or exercise of human rights by women** in the political, economic, social, cultural, civil or any field.
2. Governments **condemn discrimination against women** in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating legislative and constitutional discrimination against women, giving them equal protection to men under the law.
3. Governments will take all measures, including legislation, to ensure that all fields, particularly political, social, economic and cultural fields, **ensure the full advancement of women**, giving them the right to enjoy human rights and freedoms equally with men.
5. Government shall take appropriate measures to **modify social and cultural patterns of men and women**, to achieve the elimination of prejudices, customary and other practice based on the inferiority or superiority of either sex or on stereotyped roles for men and women
6. Governments shall take all appropriate measures, including legislation, to **suppress trafficking exploitation of prostitution** of women.
7. Governments will take measures to **eliminate discrimination against women in the political and public life** and will give women, equally with men, the right to vote in all elections and public referenda be eligible for election to all publicly elected bodies; To participate in the formulation and implementation of government policy and to hold public office, performing all public functions at all levels of government; To participate in non-governmental organizations and associations concerned with public and political life of the country.
8. Governments will ensure women have, equally to men, **opportunity to represent their Government at the international level and to participate in the work of international organizations.**
10. Governments will take all measures to eliminate discrimination against women to **ensure equal rights with men in the education.**
12. Governments will work to **eliminate discrimination against women in health care** to ensure equal access to health care services, including family planning. Women will have services in connection with the pre and post pregnancy period, granting free services where necessary, as well as adequate food during pregnancy and breastfeeding.
13. Governments shall take appropriate measures to eliminate discrimination against women in areas of economic and social life to ensure, on a basis of equality of men and women, the same rights, in particular: **The right to family benefits; The right to bank loans, mortgages and other forms of financial credit;** The right to participate in recreational activities, sports and all aspects of cultural life.
14. Governments will consider problems faced by rural women and the roles they play in the economic survival of their families, whether paid or not, and **shall ensure the application of this document to rural women.**
15. Governments will give **women in legal and civil matters capacity equal to men**, including equal rights to sign contracts and administer property, and equal treatment in court and tribunal procedures. Contracts restricting legal capacity of women will be deemed null and void.
16. Governments will work to **eliminate discrimination against women in all matters relating to marriage and family** including:
 - (a) Equal right to **enter into marriage ; freely chose a spouse and enter into marriage with free and full consent.**
 - (b) Equal rights and **responsibilities during marriage and at its dissolution ;**
 - (c) Equal **rights and responsibilities as parents**, irrespective of their marital status, in matters relating to their children;
 - (d) Equal right to **decide freely and responsibly on numbers and spacing of children** with access to health education to help decide.
 - (e) The same **rights and responsibilities to guardianship, wardship, trusteeship and adoption of children,**
 - (f) The same personal rights as husband and wife, including the **right to choose a family name, a profession and an occupation;**
 - (g) Equal rights for both spouses to **ownership, acquisition, management, administration, enjoyment and disposition of property,**

The **betrothal and marriage of a child shall have no legal effect**, and all necessary action, including legislation, will specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

Handout #10 Myths and Realities of Sexual Exploitation and Abuse

Talking about Sexual Exploitation and Abuse provokes emotional reactions in people. It is a topic that not everyone agrees on. Some people think that it does not exist, while others think it is a concept that is being raised from Western ideas and beliefs. Some thing that women know exactly what they are doing when they enter into a sexual relationship with someone who may have power over her.



What you call sexual exploitation is nothing new in the refugee community. It is a way of life. You cannot expect women and men to behave differently when people are poor.

Yes, I do think poverty is a point to consider, but then the poor too have a right to a dignified life without abuse.



Even if there is widespread poverty in our community, does that mean that those in positions of power and authority have the right to coerce and manipulate our women and girls to enter into sexually exploitative relationships with them?

Do you think that these women and girls are helpless victims? They know exactly what they are doing when they dress improperly, flirt with and go chasing after these men with some money and influence.



Eh!! Just last week, my 12 year old daughter reported to me how her teacher threatened to give her a fail mark in her exams unless she had sex with him.

I have a sister in a camp with 2 children. For the past 4 months before each distribution she receives a private visit from one of the staff of the NGOs. She says her ration will be reduced if she refuses.



I had the same problem when I was building my shelter. Every time I asked for my plastic sheeting, I was told to wait. Then one of these bosses supervising the distribution told me that the only way I can get my plastic sheeting is to become his friend.

You people are just allowing these foreign NGOs to dictate to you. They are trying to interfere in relations between women and men in our culture. Look, there is poverty in our community and if the UN says they cannot eradicate this, what do they expect? Me, I cannot afford to keep all of my 6 children in school, so I am looking forward to marrying off my 14 year old daughter to one of the convoy drivers who has been befriending her. At least he has a job, he brings the family nice presents. I approve this romance.



SEXUAL EXPLOITATION IS.....

Sexual Exploitation is 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. Sexual abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Some examples:

- Humanitarian worker requiring sex in exchange for material assistance, favours, or privileges,
- Teacher requiring sex in exchange for passing grade or admission to class.
- Refugee leader requiring sex in exchange for favours or privileges.
- Security worker requiring sex in exchange for safe passage
- Driver requiring sex to give a girl a ride to the next village.
- One person in power getting sex in exchange for something the more vulnerable person needs.

STANDARDS OF ACCOUNTABILITY TO THE COMMUNITY & BENEFICIARIES

FOR ALL HUMANITARIAN & DEVELOPMENT WORKERS IN SIERRA
LEONE

When working with beneficiaries of humanitarian & development assistance in Sierra Leone we must conduct ourselves in a manner befitting such a responsibility.

THIS REQUIRES THAT HUMANITARIAN & DEVELOPMENT WORKERS MUST:

- 1. PROMOTE FUNDAMENTAL HUMAN RIGHTS OF ALL HUMAN BEINGS WITHOUT DISCRIMINATION OF ANY KIND SUCH AS SEX, RACE, AGE, ETHNICITY, RELIGION OR POLITICAL AFFILIATION.**
- 2. ALWAYS TREAT ALL PERSONS WITH RESPECT, COURTESY, AND ACCORDING TO SIERRA LEONEAN LAW, INTERNATIONAL LAW AND TAKING ACCOUNT OF LOCAL CUSTOMS.**
- 3. NEVER COMMIT ANY ACT THAT COULD RESULT IN PHYSICAL, SEXUAL OR PSYCHOLOGICAL HARM OR SUFFERING TO INDIVIDUALS, ESPECIALLY WOMEN AND CHILDREN.**
- 4. NEVER CONDONE OR PARTICIPATE IN CORRUPT ACTIVITIES OR PARTICIPATE IN THE TRAFFICKING OF CHILDREN, DRUGS, DIAMOND DEALING AND THE TRADING OF ARMS.**
- 5. NEVER ABUSE THEIR POSITION TO WITHHOLD HUMANITARIAN AND DEVELOPMENT ASSISTANCE, NOR GIVE PREFERENTIAL TREATMENT, IN ORDER TO SOLICIT SEXUAL FAVOURS, GIFTS, PAYMENTS OF ANY KIND, OR ADVANTAGE.**
- 6. ENSURE THAT ALL CONFIDENTIAL INFORMATION, INCLUDING REPORTS OF BREACHES OF THESE STANDARDS BY COLLEAGUES, OBTAINED FROM BENEFICIARIES OR COLLEAGUES IS CHanneled CORRECTLY & HANDLED WITH UTMOST DISCRETION.**
- 7. ENSURE THAT REPORTS OF BREACHES OF THESE STANDARDS ARE IMMEDIATELY REPORTED TO THE HEAD OF AGENCY OR HR MANAGER WHO ARE EXPECTED TO TAKE PROMPT INVESTIGATIVE ACTION.**
- 8. UPHOLD THE HIGHEST STANDARDS OF EFFICIENCY, COMPETENCE, INTEGRITY AND TRANSPARANCY**

Handout #13 Simplified Code of Conduct

Code of Conduct For Humanitarian Agencies In Sierra Leone Revised 21st November, 1998

Key Principles in Relation To Sexual Exploitation and Abuse

INTRODUCTION

- We pledge to work toward the alleviation of human suffering, the promotion of self-reliance and the enhancement of human dignity.
- Humanitarian agencies will actively work towards minimizing the potentially harmful impact of humanitarian interventions.
- The Code of Conduct recognizes the specific mandate of organizations towards international law, notably international human rights law, refugee law and the international humanitarian law.

PRINCIPLES

- Human suffering should be addressed wherever it is found. The dignity and rights of all victims must be respected and protected.
- Humanitarian assistance should be provided without discrimination as to ethnic origin, gender, nationality, political opinion, race or religion. Efforts should be made to relieve the suffering of individuals and activities should be guided solely by need.
- Protection of human rights is a fundamental aspect of humanitarian action. The right of all persons to live in safety and dignity must be affirmed and protected.
- Humanitarian agencies should operate in an open manner so as to promote a broader understanding of their humanitarian work.
- Humanitarian agencies hold themselves accountable to those they seek to assist by monitoring humanitarian interventions to ensure their appropriate impact. Humanitarian agencies also hold themselves accountable to those from whom they accept resources.

**Handout #14 Standards outlined in the
Secretary-General's Bulletin on the Special Measures for Protection from Sexual
Exploitation and Sexual Abuse (October 2003)**

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;
 - (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.

Handout #15 Sexual Exploitation and Abuse Scenarios

Education:

- Betty is a 16 year old girl living in a small community in Kambia District. Betty has 4 younger brothers and sisters. Her parents do not have very much money and find it very difficult to provide the costs for education, clothing and food for all of the children. There had even been some discussion about Betty dropping out of school to assist her mother doing petty trading to bring in extra money. However, all of the problems have been solved as Betty has started a relationship with one of the NGO supported teachers in her school. He has promised to pay for her school fees and help to pay for her brothers and sisters to continue with their education. Betty's parents are very relieved that this opportunity has come and encourage Betty to maintain the relationship. It has really helped the family and now all of the children can continue in school.

Camp Management:

- Musa is part of the camp management team in one of the refugee camps. It has come to his attention, through one of the camp refugees, that another member of the camp management team, Sembu, had been spending extra time with Lola, a single mother in the camp. Sembu spends hours alone in her booth where he states he is offering Lola and her 10 year old daughter counseling because of the trauma they faced when fleeing from the war. Recently the 10 year old daughter was taken to the camp clinic complaining of stomach pain. It was found that she had an STI and was treated by the medical staff. Musa heard about this through his refugee friend and was concerned that maybe Sembu had been involved with the child. However, he had no proof of this and not wanting to cause trouble didn't say anything.

Water and Sanitation John:

- John works for an NGO that provides family wells in communities. It is up to him to decide which family gets a well according to the greatest need. John's organization is currently working in his own village. John is really interested in starting a relationship with 22 year old Mary, a girl he knew as a young boy. He knows that her family needs a well, not necessarily as badly as another family, but knows that her family would eventually be provided with one. As he is interested in having her notice him, he puts her family first on the list. They get a well before anyone else does. Eventually John and Mary start a relationship. She was very grateful for John's help.

Driver Lansana

- Lansana is a driver for a large NGO. On one of his trips he picked up a 17-year old girl on the side of the road and drove her to home from school. Since then, he frequently sees her walking and when he does he offers to drive her wherever she is going. The last time he drove her home she asked him inside her house to meet her family. The family was pleased that she had made friends with an

NGO worker. Lansana really likes the girl and wants to start a relationship with her. He knows her family will approve.

Refugee Woman

- A refugee woman has come to UNHCR protection officers with a complaint. One of the NGO employees in the camp keeps making comments to her 18 year old daughter saying “You are so fine”, “I want to sex you” and other comments of a sexual nature. The mother has asked him to stop, but he says he is only kidding. It is not against the law and when confronted the man says he never said anything like that and was only teasing the girl.

Lucky Boy

- Lucky Boy is a Liberian refugee that has been hired by one of the NGOs in his camp to work as a camp mobilizer. His salary is good and he is happy to get the work. Other refugees in the camp are envious of his position and he is quite proud to be so responsible. Because of his job he gets to meet most of the refugees in the camp. One 20 year old girl in particular catches his eye. He makes an effort to meet her and asks her to be his special friend. He now can afford to buy her gifts, like any good man should.

Fatmata and Tommy

- Tommy is an office manager for an international NGO. Fatmata is the cleaner in his office. Tommy promised to let Fatmata be promoted to being his secretary if only she would visit him every week in the privacy of his home. Fatmata refused and was not promoted.

Commercial Sex Worker Katamu

- Katamu is a 30 year old commercial sex worker downtown Freetown. On Saturday night she was picked up by Vandy, an NGO worker in an NGO car. As prostitution is not illegal he figured he was doing nothing wrong. When Vandy brought Katamu home, she decided that she did not want to have sex with him and asked to leave. Vandy laughed and forced her saying that was her job and she should stop playing with him. When she left he gave her an extra Le 5,000 because she looked sad.

Satu

- Satu is a refugee woman in one of the camps. One of the distribution staff have 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 relationship and neither one of them think that anything is wrong.

Handout #16 Training Evaluation

How did you find this training?

Excellent

Good

Fair

Poor

What was the best thing about this training?

What can be improved in the training to make it better for future trainings?

What one word would you use to describe the training?

Please use below for any additional comments.

Thank You

Annex 2: Flipcharts

<p>WELCOME TO</p> <p>SEXUAL</p> <p>EXPLOITATION AND</p> <p>ABUSE BASIC</p> <p>ORIENTATION</p>	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • WHAT IS YOUR NAME? • WHERE DO YOU WORK? • WHAT IS ONE THING THAT YOU HAVE HEARD ABOUT SEXUAL EXPLOITATION AND ABUSE? 																				
<p>Flipchart 1</p>	<p>Flipchart 2</p>																				
<p>OBJECTIVES</p> <ul style="list-style-type: none"> • To introduce an understanding of Sexual Exploitation and Abuse within the broader framework of Gender, Human Rights and Gender Based Violence • To introduce current written guidelines for humanitarian aid workers relating to Sexual Exploitation and Abuse 	<p>Training Agenda</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">8:45 – 9:15</td> <td>Welcome</td> </tr> <tr> <td>9:15 – 10:00</td> <td>Key Concepts</td> </tr> <tr> <td>10:00 – 10:15</td> <td>BREAK</td> </tr> <tr> <td>11:15 – 12:00</td> <td>Key Concepts Continued</td> </tr> <tr> <td>12:00 – 1:00</td> <td>Human Rights</td> </tr> <tr> <td>1:00 – 1:45</td> <td>LUNCH</td> </tr> <tr> <td>1:45 – 3:00</td> <td>Sexual Exploitation</td> </tr> <tr> <td>3:00 – 3:15</td> <td>Warm Up</td> </tr> <tr> <td>3:15 – 5:00</td> <td>Expectations of Workers</td> </tr> <tr> <td>5:00 – 5:30</td> <td>Wrap Up</td> </tr> </table>	8:45 – 9:15	Welcome	9:15 – 10:00	Key Concepts	10:00 – 10:15	BREAK	11:15 – 12:00	Key Concepts Continued	12:00 – 1:00	Human Rights	1:00 – 1:45	LUNCH	1:45 – 3:00	Sexual Exploitation	3:00 – 3:15	Warm Up	3:15 – 5:00	Expectations of Workers	5:00 – 5:30	Wrap Up
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3:15 – 5:00	Expectations of Workers																				
5:00 – 5:30	Wrap Up																				
<p>Flipchart 3</p>	<p>Flipchart 4</p>																				

TRAINING RULES

Flipchart 5

PARTICIPANT EXPECTATIONS
FOR TRAINING

Flipchart 6

KEY CONCEPTS

- GENDER / SEX
- VIOLENCE
- GENDER – BASED VIOLENCE
- POWER
- CONSENT / INFORMED
CONSENT

Flipchart 7

GENDER / SEX

Gender

Sex

Flipchart 8

<p style="text-align: center;">Definition of Gender</p> <p>Gender refers to those characteristics of men and women that are socially determined, in contrast to those that are biologically determined. Gender informs the different roles, status and power assigned to women and men in society. Gender roles are learned, and can therefore be changed.</p> <p>Flipchart 9</p>	<p style="text-align: center;">Gender / Sex</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">BOY</td> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">GIRL</td> </tr> <tr> <td style="height: 300px;"></td> <td style="height: 300px;"></td> </tr> </table> <p>Flipchart 10</p>	BOY	GIRL		
BOY	GIRL				
<p>Remember.....</p> <ul style="list-style-type: none"> • Gender is learned by individuals in different societies, it is not inborn. • Gender expectations and values are intrinsically linked to inequalities in power between men and women. I.e. access to education, wealth, property, positions of leadership, etc. • Gender expectations can be harmful to both men and women. I.e. boys can't show emotion and girls can't be educated. • Men and women are both responsible for creating, maintaining and changing gender beliefs. <p>Flipchart 11</p>	<p style="text-align: center;">VIOLENCE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Physical</td> <td style="width: 33%; text-align: center;">Sexual</td> <td style="width: 33%; text-align: center;">Psychological</td> </tr> </table> <p>Flipchart 12</p>	Physical	Sexual	Psychological	
Physical	Sexual	Psychological			

Definition of Violence

Violence... encompasses, but is not limited to, the following...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.

Flipchart 13

Definition of Gender-Based Violence

Gender – based violence is violence that is directed against a person on the basis of gender or sex. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty...While women, men, boys and girls can be victims of Gender – based violence, women and girls are the primary victims.

Flipchart 14

POWER

1. What is power?
2. What makes people get power?
3. Who has power?

Used For Good Used For Bad



Flipchart 15

Definition of Power

Power is the ability to influence or control. Gender-Based Violence involves the abuse of power. In sexual gender based violence unequal power relationships are exploited or abused through the use of physical force or other means of coercion such as threat, inducement or promise of a benefit to obtain sexual favours from a weaker or more vulnerable person.

Flipchart 16

<p style="text-align: center;">Consent / Informed Consent</p> <p>Consent is a mutual agreement. Informed consent means making an informed (having all the information) choice freely and voluntarily by persons in an equal power relationship. Acts of gender – based violence occur without consent. Children (under the age of 18), and individuals who are mentally challenged, are deemed unable to give informed consent for acts such as FGM, marriage, sexual relationships, etc.</p> <p>Flipchart 17</p>	<p>Human Rights</p> <p>Rights: Are the rules that say the needs of men and women should be met, honoured and protected.</p> <p>Human Rights: The Basic needs that all Governments have agreed that men and women are entitled to. They are founded on respect for the dignity and worth of each person.</p> <p>Universal: Applied equally to all people without discrimination</p> <p>Inalienable: Something that cannot be taken or given away. You are born with it. Every human has inalienable rights because they are human.</p> <p>Primacy: Governments have agreed that when Human Rights conflict with Laws and customs, the Human Rights are the ones to be respected.</p> <p>Flipchart 18</p>
<p>Sexual Exploitation and Abuse</p> <p>Sexual Exploitation is 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. Sexual abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.</p> <p>Flipchart 19</p>	<p>Effects of Sexual Exploitation and Abuse</p> <p>Humanitarian worker</p> <p>Beneficiary</p> <p>Organization</p> <p>Donor Community</p> <p>Flipchart 20</p>

Sexual Exploitation Scenarios

Scenarios Breached Standards

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Flipchart 21

Annex 3: Resources

The following is a list of resources on Sexual Exploitation and Abuse Prevention and Response. It is by no means an exhaustive list.

Action for the Rights of Children (ARC), Exploitation and Abuse resource pack, UNHCR, 2000

A Little Gender Handbook for Emergencies Or Just Plain Common Sense, OXFAM

Building a Common Conceptual understanding among Humanitarian and Development Workers on Gender, Women's Rights and Gender-Based Violence (including Sexual Abuse and Exploitation), Draft, UNHCR, June 2002

Clinical Management of Survivors of Rape: A Guide to the development of protocols for use in refugee and internally displaced persons situations, Draft for field-testing, WHO and UNHCR, June 2002

Country Report Sierra Leone: World Congress on Commercial Sex Exploitation of Children, Ministry of Gender and Children's Affairs Sierra Leone, August 1996

Guidelines on the Protection of Refugee Women, UNHCR, 1991

How To Guide: Monitoring and Evaluation of Sexual Gender Violence Programs, UNHCR, April 2000

IASC Policy Statement on Protection from Sexual Abuse and Exploitation in Humanitarian Crises, Inter-agency Standing Committee, April 2002

Precious Resources: Adolescents in the Reconstruction of Sierra Leone, Women's Commission for Refugee Women and Children, Participatory Research Study with Adolescents and Youth in Sierra Leone, September 2002

Prevention and Response to Sexual and Gender-Based Violence in Refugee Situations, Inter-Agency Lessons Learned Conference Proceedings, 27 – 29 March 2001, Geneva

Reproductive Health in Refugee Situations, UNHCR, 1999

Report of the IASC Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises, Inter-Agency Standing Committee, June 2002

Resolution adopted by the General Assembly (on the report of the Third Committee (A/48/629))/ 48/104 Declaration on the Elimination of Violence against Women A/RES/48/104, 23 February 1994

Secretary-General's Bulletin on the Special Measures for Protection from Sexual Exploitation and Sexual Abuse (October 2003).

Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines for Prevention and Response, Draft for field testing, UNHCR, July 2002

Sexual Violence & Exploitation: The Experience of Refugee Children in Guinea, Liberia, and Sierra Leone, Save the Children – UK and UNHCR, February 2002

“We’ll Kill You if You Cry”: Sexual Violence in the Sierra Leone Conflict, Vol. 15, No. 1 (A), Human Rights Watch, January 2003

War-Related Sexual Violence in Sierra Leone: A population based assessment, Physicians for Human Rights, 2002

World Report on Violence and Health, WHO, Geneva, 2002

UNHCR Policy on Refugee Women, UNHCR 1991