



PREVENTION OF SEXUAL EXPLOITATION AND ABUSE IN HUMANITARIAN CRISIS IN SOUTHERN AFRICA

WFP - SCUK - UNICEF



Training Guide



Save the Children

Prevention of Sexual Exploitation and Abuse in Humanitarian Crisis in Southern Africa

Training Guide

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Introductory Statement on Training for the Prevention of Sexual Exploitation and Abuse in the Context of
the Southern Africa Humanitarian Crisis

by

UNICEF, WFP and Save the Children UK

Sexual exploitation and abuse of beneficiaries - mostly children and women - in the context of humanitarian and peace-keeping operations is a serious and long standing problem. However, despite the seriousness of this form of abuse of human rights, it has been largely ignored by the very agencies and organizations responsible for the actions of their staff. This situation changed dramatically in February 2002 when a report on Sexual Violence and Exploitation in West Africa identified staff from international and local NGOs as well as UN Agencies, as frequently using their positions as humanitarian workers and peacekeepers, and using humanitarian goods and services, to sexually exploit women and children. The aid workers used humanitarian assistance to leverage young girls to offer sex in return for food and other provisions. The report further states that "exploiters appear to be able to pay for sex when and with whom they want, and to do so with impunity, since the very people they exploit are not able to complain about their situation for fear of their source of basic survival being removed".

In response the international humanitarian community, through the IASC, formed a Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crisis. All UN Agencies, including UNICEF and WFP, and all major NGOs, including Save the Children UK and other members of the Save the Children Alliance, are represented in the IASC and have signed off on the IASC Task Force recommendations.

The IASC members have adopted an action plan to create an environment free of sexual exploitation and abuse in humanitarian crises. This is to be achieved through integrating the prevention of, and response to, sexual exploitation and abuse into the protection and assistance functions of all humanitarian workers. The plan of action is based on the following core principles.

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

With the current humanitarian operation in Southern Africa going to scale, there is an urgent need to address the issue of sexual exploitation and abuse. The issue is of even greater importance and urgency when set against the underlying crisis of HIV/AIDS in Southern Africa. In the six affected countries, HIV prevalence ranges from 13 per cent (Mozambique) up to 33.4% (Swaziland).

The people with the highest HIV infection rates in the region are the people who are most vulnerable to sexual exploitation and abuse. In Lesotho HIV prevalence in antenatal care clinics is at 42% nationally and in Zimbabwe it is up to 70% in border towns. Infection rates in women between 13 and 30 years are usually 4-5 times higher than men the same age, e.g. Lesotho over 50% in some areas. The people who most require food and other

humanitarian assistance are generally the most HIV-affected and extremely vulnerable to HIV infection.

This training programme has been developed jointly by WFP, Save the Children and UNICEF to ensure that all staff as well as all partners (including government, commercial and community partners involved in humanitarian operations) receive training on the prevention of sexual abuse and exploitation. The training programme is based on the recommendations of the IASC generally and in particular on the six core principles.

Why you are here

First we need to ensure that you, the trainers, have the skills to be able to facilitate the country workshops. Once you feel comfortable enough to use these skills, workshop participants in your country will then be able to benefit from your skills in the workshops.

There are three different workshops that you will run in your country. There is a two day workshop for Program and Operational Managers and a one day workshop for Commercial Company Managers, Community Representatives and Truckers.

This guide is divided into the two day and one day workshop. In each of the session descriptions you will, have different instructions for the different group

WORKSHOP TOPICS

TWO DAY WORKSHOP: PROGRAM AND OPERATIONAL MANAGERS

SESSION 2.1	INTRODUCTION & WELCOME
SESSION 2.1A	ICE BREAKER (ROUNDAABOUT OR FIRE)
SESSION 2.2	WHAT IS SEXUAL EXPLOTATION AND ABUSE
SESSION 2.3	WHERE DOES SEXUAL EXPLOITATION OCCUR WITHIN THE SUPPLY CHAIN
SESSION 2.4	ACCOUNTABILITY (FORCED CHOICES)
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SESSION 2.12	FACTS AND STATS
SESSION 2.13	LIVING WITH HIV/AIDS
SESSION 2.14	CLOSE OF DAY TWO WORKSHOP AND FACILITATOR EVALUATION

ONE DAY WORKSHOP: COMPANY FLEET OWNERS, COMMUNITY REPRESENTATIVES AND TRUCKERS

SESSION 3.1	INTRODUCTION ROUND ABOUT
SESSION 3.2	WHAT IS SEXUAL EXPLOTATION AND ABUSE
SESSION 3.3	WHERE DOES SEXUAL EXPLOITATION OCCUR?
SESSION 3.4	FORCED CHOICES
SESSION 3.5	CASE STUDY
SESSION 3.6	CORE PRINCIPLES
SESSION 3.7	CLOSE DAY ONE

More about this training workshop

The first step in the process was putting together the course content, this training workshop is part of the course.

In the first sessions of this workshop, we will go through the various skills that you may need to set up and run the country workshops.

In the next sessions, you will participate and continue your skills development in a workshop for Program Managers, facilitated by us. These sessions will give you a feel for a real participant workshop. This is part of your training. Hands-on experience in a workshop is one of the best ways to learn how to facilitate your country workshops.

It is important that you learn as much as possible during these workshop sessions.

Chapter

1

Training Workshop

For trainers to implement in country training

HINTS FOR LEARNING

- ✓ After each day's workshop, read through the work you covered. This manual records most of what you will cover in the workshop sessions.
- ✓ Participate fully in the workshop. Don't be shy. You learn best by experiencing the workshop firsthand.
- ✓ Talk to each other during and after each workshop. This helps to consolidate the new information. You also discover more about each other's needs and fears.
- ✓ If something is worrying you, speak to your trainer. S/he will help to answer your questions. Discuss your fears with the trainer and the rest of your group. These workshops aim to help you sort out any initial problems.
- ✓ Try to get a good night's rest at the end of each day. This refreshes your mind and helps you to learn faster and better.

Ground rules

You may have some difficulty in managing workshops with a lot of participants. People may get too noisy. Different personalities may dominate and disrupt your workshop. Participants may drift in late and upset your workshop plan. For these reasons, it is important that

participants are aware that the workshop functions as a group of people, and any disruptive action in some of the group has a negative effect on the whole group.

It is also important that you remain the facilitator. You planned the event and, therefore, should have a guiding hand in how things are run. This ensures that the workshop functions smoothly. In other words, you need to maintain control of the group in a sensitive rather than an authoritarian way. There should be mutual respect between you and participants. They should trust you in your position as the trainer, and you should respect their rights and responsibilities as participants.

One way of ensuring that things run smoothly is to establish a set of ground rules for the workshop. You and the participants need to be very clear on what's acceptable in the workshop and what is unacceptable. Let's try this now. At the same time, we can find out about peoples' expectations and fears of this workshop,

Ground rules, expectations and fears

Outcomes

This activity helps facilitators and participants to:

☺ Set workshop rules/norms ☺ Explore their fears ☺ Explore their expectations



Materials

☺ Flipchart ☺ Markers



Time

1 hour

Method

1. Alert participants to the fact that they need to introduce various people later. Therefore, they need to listen carefully and to remember information.
2. Ask participants to move about the room. They should choose three people to question whose names they should then remember.
3. Participants should walk up to one person and ask her/him about her/his fears if the course.

4. Walk to a second person and ask her/him about her/his fears of the course.
5. Finally, approach a third person and ask her/him what ground rules s/he would like to implement in the group.

Points 1-5 of the activity should take about 15 minutes.

6. Once every participant has interviewed three people in this way, ask all participants to turn to the front of the room.
7. Stick three sheets of paper on the wall. Write one of the following headings on each sheet: expectations, fears, ground rules.
8. Now ask volunteers for points to write on the flipchart. As they talk, note down the main points on the relevant list on the wall. If different people have similar comments, there is no need to repeat the comments on the flipcharts.
9. Lead participants through the list of ground rules. Ask participants if anyone disagrees with any of the ground rules. They should give reasons for their disapproval. If the group agrees that some of the ground rules are unfair or unrealistic, place a line through them.

Points 6-9 of the activity should take about 15 minutes.

10. Once all participants have agreed on all the ground rules, get everyone to stand. Read the ground rules out aloud, together. Ask participants to think of what the rules mean for the group as a whole. Ask them what an appropriate action would be if someone broke a rule. Keep this feedback light-hearted, but ensure that participants take it seriously.
11. Ensure that these lists of ground rules, expectations and fears are visible in every workshop.

Points 10 and 11 of the activity should take about 10 minutes.

12. If participants repeatedly break the rules, you may need to revise them with the whole group. Perhaps some rules should be deleted from the list, and some new rules added.

NB: Involve the participants in developing a method of ensuring that the Group Norms are adhered to.

Communication skills

Communication is one of the most important tools in the workshops. It allows you and participants to understand each other clearly and can help to resolve conflict.

Each person communicates differently and uses different communication skills. Like all skills, communication skills can be learned and developed. Practice communicating and you will learn to communicate better.

Play broken telephone to illustrate the importance of communication.

What is communication?



Effective communication is a sharing of **understanding** of what is **said or written**, what is **meant** and the **feelings** that are present.

" That human effort to create a **common understanding** for the purpose of achieving an intended objective using established and accepted **symbols, codes, meanings, signs** and other modes of life."

Some Problems of Communication

As simple as communication may seem, it is extremely difficult if not impossible to express certain ideas.

Words have different meanings.

Words mean different things to different people.

The word is not the thing- it is merely a symbol to represent the thing

It is never easy to communicate to another person exactly what we think or feel.

To communicate effectively to a person/people:

- ✓ Know and understand them.
- ✓ Know something about their background and experience.
- ✓ Know something about their interest, needs and attitude.

ESSENTIALS OF EFFECTIVE COMMUNICATION

The first step in becoming a more efficient and effective communicator is to be more aware of what you are trying to achieve and of the abilities, outlook and interest of other people with whom you communicate.

The following guidelines and approaches are intended to help you to be a more effective communicator.

AS A SENDER

- ✓ Clarify your idea or purpose before you communicate.
- ✓ Structure your ideas logically
- ✓ Slant your communication to the individual.
- ✓ Select the most appropriate medium.
- ✓ Consider the needs, interest, education, experience, and the cultural background of the receiver.
- ✓ Guard against misinterpretation.
- ✓ Follow up and test your sending.
- ✓ Check that you are receiving the desired feedback.

AS A RECEIVER

- ✓ Learn to listen and pay attention.
- ✓ Check that the Sender's chosen communication medium is meeting your needs
- ✓ Look for the 'what' and the 'why' of the communication
- ✓ Look for feelings and attitudes as well as meanings

- ✓ Ensure that you comprehend the message fully.
- ✓ Look for principles of agreement.
- ✓ Take care to interpret the message correctly.
- ✓ Provide the sender with sufficient feedback.

Barriers to Effective Communication.

- Differences in perception.
- Lack of interest.
- Lack of or inadequate fundamental knowledge.
- Emotions.
- Appearance.
- Prejudice/bias/stereo-typing.
- Poor organization.
- Number of links in communication chain.
- Body language.
- Status/ego
- Culture.
- Language.

BODY LANGUAGE

What is body language?

There are different forms of communication. Body language is one of them. Think about sitting at a taxi rank and watching people talk, even though you cannot hear them, can you work out what is going on? Often you can. This is an example of body language.

When you talk to people, your body language carries most of the message, often more than your words. Bear in mind that body language is one of the ways in which your body talks. It is therefore important to send positive body language to participants in the workshops.

To communicate effectively with participants, it is also important to be able to interpret their body language. This part of the manual explains different kinds of body language. Work through each body statement and imagine how it would look on your body. Think about the message the body statement projects.

In general, women are better than men at interpreting body language. For example, mothers are very good at communicating with their babies before the babies have learned to talk. This is one of the reasons for the term 'women's intuition'.

Body language is a form of language. We have to understand it in context. In the same way that a word can be misunderstood if heard out of context, so too can a body statement be misunderstood if seen out of context. For example, a person who crosses her/his arms may be cold and not necessarily closed or defensive. Remember to look for a pattern of signals that explains someone's behaviour, not isolated incidents.

There are body language signals that are common to all cultures. What do you think are the origins of the signals for 'yes' and 'no'?

Body language is taught and develops as a person grows.

Different cultures have different body languages.

Eyes

A sure way to achieve positive communication is to **focus on individual people**. Your eyes are an important positive body signal, especially when coupled with a friendly and open expression. Think positively about each person that you speak to. This builds intimacy and honesty.

Hands

If a participant is feeling sensitive about something, s/he tends to close up. **Holding out both palms** shows you are being open and honest and encourages her/him to be open and honest in return.

Participants who clench their hands may be showing frustration. Heads resting heavily on hands say 'I'm bored'. Fingers tapping and kicking the chair leg may be showing impatience. Get these people talking or they may switch off completely. Hand them something. This makes them change their posture. You could hand them a sheet of paper and a pen, or you could hand them a question to think about and discuss with you.

Some participants need space to breathe and to think. They may indicate this by slowly rubbing their nose or scratching their cheek. **Give** them some **time**. Ask if you could clarify a point for them, or if they have a question they would like to ask.

I can see you have a question. How can I help?

What do you think?

Sometimes you may feel that you are getting negative responses from participants. When this happens, you need to find out what they are thinking. Ask probing questions and encourage them with your positive body language. Try to get participants to lean forward towards you. Encourage them to be open. Get them to unlock their ankles.

How to be an active facilitator.

You think a lot faster than you speak. So, while you are listening to the speaker, you are probably thinking about the room, what the speaker is wearing, what you will have for dinner tonight, problems at work, or hoping you won't miss the last taxi home. In other words, your attention often wanders while you listen to someone. So, you probably hear only about half of the other person's message. You can tell you are not listening if you catch yourself tapping your feet, doodling with a pencil on paper, interrupting someone or looking out of the window.

Not listening to someone is very damaging to her/his self-esteem. Think how you feel when you talk and someone doesn't listen. You need to be especially aware of this with your participants.

Think of the kind of interaction you like. It is probably with someone who gives you her/his full attention. The person makes you feel important. That is why counselors are effective, active listeners.

Here are some hints on how to show a person that s/he has your full attention, and that her/his concerns and needs are the most important thing to you at the time:

WHAT TO DO...
BECAUSE...

- ✓ Summarise what you have heard. For example, you could say, 'So what you are saying is...'
- ✓ Make a conscious decision to listen intelligently. Be sensitive to inner thoughts and feelings.
- ✓ See things from the participant's point of view.
- ✓ Sit at a right angle to the speaker.
- ✓ Open your arms.
- ✓ Lean forward slightly.
- ✓ Look into the speaker's eyes.
- ✓ Relax.
- ✓ Respond by nodding or using a positive hand gesture.
- ✓ Reflect on the conversation. Say things like, 'I see', 'I understand' or 'Is that so?'
- ✓ Ask for clarification by saying, 'I am confused. Could you go over that point again?'
- ✓ Ask, 'What is the best solution to this problem?'
- ✓ Listen carefully, even if the speaker is not making much sense.
- ✓ Show that you grasp the speaker's point of view, even if you really disagree.
- ✓ Accept the speaker's thanks for listening.
- ✓ If you disagree, soften it by using an I statement.
- ✓ The participant will be more committed to the solution that s/he arrives at. Your role is to guide the speaker to reach her/his own decision.

BECAUSE...

- ✓ This shows you know the main points and have been listening actively.
- ✓ People often try to hide their feelings with words.
- ✓ This says you're on her/his side.
- ✓ This makes the speaker more comfortable.
- ✓ You are saying, 'I am receptive to your words and ideas'.
- ✓ You are saying, 'I'm interested'.

- ✓ This ensures maximum contact between the two of you.
- ✓ The speaker will also relax. This says, 'Carry on. I'm following'.
- ✓ This says, 'Carry on. I'm following.' Reflecting is especially important in telephone conversations.
- ✓ You are saying, 'I want to listen to whatever you are saying'.
- ✓ You are saying that the speaker has a right to her/his views.
- ✓ You are saying that it makes you feel good to be helping.

WHAT NOT TO DO...

- ✓ Don't talk.
- ✓ Don't pass judgement, argue, interrupt or criticise.
- ✓ Don't sit facing the speaker head on.
- ✓ Don't say, 'I understand', before the speaker has finished talking.
- ✓ Don't offer a solution before the speaker has finished.
- ✓ Don't cross your arms over your chest.
- ✓ Don't ask for clarification by saying, 'you are confusing me. Start again'.
- ✓ Don't finish the speaker's sentences.
- ✓ Don't let your body language say you're bored.
- ✓ Don't tell the speaker about your experience.
- ✓ Don't speak to someone else in the room.
- ✓ Don't refuse the speaker's thanks for listening.

BECAUSE...

- ✓ You can't talk and listen at the same time.
- ✓ This shows disrespect for the speaker.
- ✓ This may make you seem aggressive.
- ✓ You are saying, 'I've already made up my mind'.
- ✓ You are accusing the speaker of something, and s/he may get defensive and block further communication.
- ✓ The comment is out of place and says to the speaker, 'I am not really listening to you.'
- ✓ You are saying, 'I want this conversation to end.'
- ✓ You're saying, 'stop talking'.
- ✓ It says to the speaker, 'I'm bored'.
- ✓ You are making her/his experience seem unimportant.
- ✓ It's rude.
- ✓ You are saying that you haven't really been listening.

What is a workshop?

The Term 'workshop' describes a process where people do something to learn something. Notice that, in order to **learn**, you have to **do**. That is why workshops are active events. People talk, discuss, act out, draw and plan. If your body is active, your mind is active. Workshops are meant to be enjoyable events because people learn a lot better when they are enjoying themselves.

In the workshops you will run with your participants, there are various participative activities to do with your group. There are three or four main activities associated with each workshop.

MAIN WORKSHOP TOPICS

- ✓ Group discussions
- ✓ Practical activities linked to discussion
- ✓ Guidance by you, the trainer, through the different stages of doing and learning

Things to do before the workshop

STEP 1

Know what the workshop plans to achieve

Outcomes

There are different reasons for doing workshops. The reason for this workshop is for you to sensitise participants to the complexities of the issue and allow them to brainstorm solutions.

Before you and workshop participants come together, you need to be clear about the reasons for having the workshop. Workshops are more than just training courses in subject knowledge and teaching methods. They also aim to develop a positive attitude, a capacity for thinking about the learning experience and using this in everyday life.

What do you and participants want to achieve? Your achievements are called outcomes. For example, this series of workshops will assist you, the trainer, to achieve the following broad outcomes:

TRAINER WORKSHOPS OUTCOMES

- ✓ Develop training skills and confidence
- ✓ Enrich your subject knowledge
- ✓ Practice skills, attitudes and values that help you learn throughout your life
- ✓ Use appropriate learning strategies that help your participants learn best
- ✓ Develop co-operation, participation and communication

Read through the plans for the different workshops. There are various outcomes associated with each of the workshops that you will run with participants. These outcomes are listed at the start of each chapter. First read through the outcomes, then keep them in mind while you read through the sessions.

While reading through the sessions, you will probably discover some other outcomes that have not been listed. Use a highlighting pen to make them stand out.

Remember that outcomes are the skills, attitudes and values that participants gain during the session, and are left with at the end of the session. Outcomes could be many things, as shown by this list.

Skills

These workshops plan to assist participants in developing many skills. These skills enable participants to develop techniques for experiencing, reflecting, generalising and applying. They allow them to get the most they can from the workshops, and to use what they learn in the workshops in their daily lives.

As you read through the list of skills below, think of the kinds of activities that would help participants to develop these skills

EXAMPLES OF SKILLS

Experience	remember	investigate
Observe	compare	classify
Describe	record	explain
Reflect	make	predict
Sequence/arrange	infer/deduce	question
Conclude	generalise	plan
Find patterns	solve problems	apply

STEP2

Plan the practical considerations

Remember ***As the workshop facilitator, you will have to ensure that everything runs smoothly.***

The workshop is centred around a set of activities. There are activities that lead up to the workshop and activities that lead from the workshop. The workshop is part of a whole sequence of events. Below are the steps that you need to take before you meet your participants in a workshop.

Venue

Book the venue well in advance. Preferably use the same venue for all the workshops during the year. A good venue should be centrally situated for

convenience, and to reduce traveling time and cost. It should be reasonably priced and big enough to accommodate the number of participants you are expecting.

Establish what facilities are available at the venue. Find out if the venue has electricity, toilets, a chalkboard, and overhead projector, a video monitor, chairs, tables, and so forth. Do you need keys? Where will you make tea? Are there cups and a kettle?

Food

Food is essential to keep participants' minds and bodies active. Here is a meal timetable to give you an idea of when to take a break. Try to keep food costs to a minimum.

MEAL TIMETABLE

9.00 a.m.	Start
11.00 - 11.15 a.m.	Morning tea
1.00-2.00 p.m.	Lunch
3.30 p.m.	Afternoon tea
5.00 p.m.	End

You may want to serve biscuits with morning and afternoon tea. It is also a good idea to have cool liquid refreshment available at the tea breaks and after lunch (for example, Game, Oros, Clifton).

Budget

A centrally situated venue will cut down on transport costs. Find out and decide in advance how much you will spend on food and materials. Note the amount you have to cover workshop costs:

Lesotho: R1000.00 per day
Swaziland: R1000.00 per day
Malawi: R400.00 per day
Zambia: R500.00 per day
Zimbabwe: R750.00 per day
Mozambique: R1500.00 per day

Workshop days

Know which days you will be running workshops. Ensure that the venue manager knows what time you will arrive and what time you will leave. Find

out about the taxi schedules. Make sure that your participants can get there on time, and that they will be able to get home afterwards.

Punctuality and attendance

These can be two of the most frustrating setbacks faced by trainers. Thus, it is important to stress the time commitment to participants, before the workshop.

You have been provided with an attendance register in your starter kit. Ensure that you fill in the names and personal details of your participants at the beginning of the workshop.

Who are your participants?

It is important to know as much as possible about your potential participants before you meet. This helps you to prepare for the workshops, keeping your participants in mind. In other words, an awareness of your participants helps you to make the workshops more appropriate in order to meet their specific requirements.

Find out if participants have attended a similar course

This will have established some of the skills that these workshops hope to develop, and should give you a base from which to work. Participants in previous workshops may have skills that you could use effectively to help your facilitate the workshop. Some may be good organisers and could assist your with the administration tasks. Others may be good discussion leaders and could adopt the role of small group discussion facilitator.

Find out what languages participants speak

You may be able to use the translation skills of participants to overcome language differences among them. You need to plan this aspect in advance.

STEP3

Plan the workshop

Read through the entire workshop again. Carefully go through each activity and all the notes. If you wish, write notes in a book or just highlight the important areas. As you read through each activity, try to picture the workshop scene in your mind. This helps you to develop a feel for how to manage the workshop best.

Here is a checklist of things you should know about each session.

1. HOW WILL YOU MANAGE THE SESSION?

Each activity in this guide indicates whether it is suitable for individuals, pairs, small groups or the whole group. This will give you an idea of how best to

arrange the room. For individual activities, participants can sit anywhere (even perched on a windowsill).

For pair or group work, participants should sit facing each other. If they are writing or drawing, they should have a surface on which to work.

Whole group activities can be a lot of noisy fun. On days with pleasant weather, you may like to do these outside. At all times remember that you are the trainer. As such, you may need to assert your authority (sensitively but firmly) in managing the workshop. This form of control is important for the participants to benefit fully from the workshops.

2. WHAT ARE THE OUTCOMES ?

Try to visualise the outcomes in action. By imagining participants working on the outcomes, you will be able to lead them more easily towards achieving specific outcomes.

3. WHAT MATERIALS DO YOU NEED ?

Compile your own checklist for materials needed in all activities. Some of the materials are common to almost all activities. Aim to have a ready supply of flipcharts, marker pens, paper and pens.

Other activities may need materials that you have to obtain in advance. These could include balls, string, a video cassette and a video monitor.

Participants need activity worksheets ensure you have enough copies. Be sure to prepare these well in advance.

Finally, remember that teas and lunches are also activities. Plan for them carefully.

4. HOW MUCH TIME IS NEEDED ?

The activities all have a recommended time to guide you in your planning, as well as on the day of the workshop. Wear a watch and keep track of the time. In you plan, work out what time each session starts and what time it ends. These times are flexible, but bear in mind that if one activity runs over the recommended time, you will have to cut another a session further on.

Try to keep to the recommended times for sessions in order to reach the end. This will allow you to cover the workshop in a holistic manner. Often workshops may end with an action that should be completed. Not getting to this session because you ran out of time means no action. This hinders both personal and community development.

Each session is further broken down into parts. Recommended times for each part are included in the method. You may want to highlight these times so that you can refer to them easily during the workshop.

As you plan the workshop, try to visualise the session in relation to its recommended time. This will help you, for example, to distinguish between short report backs and longer discussions. Often small group and whole group discussions can run over the recommended or available time. This can easily happen when you or the participants feel that the discussion is important enough to continue over time. When this happens, you may have to cut a later session to keep to the overall workshop plan. A good way to shorten a session is to ask groups to put their flipcharts on the wall and then to walk around, looking at each other's main points. This saves a great deal on discussion time.

When participants are working on their own or in groups, you should draw their attention to the fact that they have, for example, 'Two minutes left. Try to finish off now please.'

5. WHAT IS THE PLAN FOR THE DAY?

In your notebook, write out the sequence of events for the workshop day. A useful way of doing this is to begin with the starting time, tea and lunch times, and the closing time, as shown before. In between these times, write out the names of the various sessions (or parts of longer sessions). Next to these, write down the length of time needed and the actual time of day when the activities should start and end.

Now write down the outcomes for each session in the sequence they are being developed. Look at the sequence logically. Ask yourself whether participants need to achieve a certain outcome before they can move on to another. (For example, participants need to be able to identify gender discrimination as a problem before they can find solutions.) Ask yourself whether participants need to be able to do a certain skill before they can do another. (For example, participants need to be able to identify and note the main points from a discussion before they can report back to the group.)

Remember Plan, plan, plan.

6. ARE THERE ADDITIONAL ACTIVITIES THAT MAY WORK WELL IN THE WORKSHOP?

This manual is not a complete list of possible activities, although we have chosen what we consider to be the best activities for the outcomes we want to achieve. There are hundreds more that you could do. The only constraint is time.

If you have an idea for an additional activity, contact Malitaba and ask their advice. For example, you may have read an interesting article in the newspaper about this issue and you may want to build a discussion activity around this article. A current affairs discussion is important.

New information comes out every day, and people need to be kept informed. A pro-active way of doing this is to read the newspapers yourself and to cut out relevant articles. You could have a short media session, for example, during the first tea break of every workshop. You could read the articles to participants, and ask for their questions or comments. Make a note of questions that you don't feel confident about answering, and tell participants that you will find out the answers. Telephone Malitaba to help you answer the questions. Report back to participants in the following workshop. Participants must know that their questions and concerns are being taken seriously.

7. DO I NEED A CONTINGENCY PLAN?

A contingency plan is what you are going to do in case of a problem or an Emergency. For example, if marker pens run dry, you need to have spares in your bag. If you anticipate that an important discussion may take longer than the recommended time, which activity are you going to shorten later? How?

Speak to the country co-ordinator/Malitaba for help with your contingency plans.

STEP 4

Review your plans

Go through your workshop plan again, this time visualising yourself and your participants in the workshop. During this step of workshop preparation, be aware of the following points:

Have a positive attitude: your mood impacts on participants and their learning

It is essential that you plan how you are going to maintain a positive attitude throughout the long day. If you show that you are tired, participants will feel tired. Just think how someone yawning makes others yawn. A tired, boring, negative attitude makes for tired, boring, negative participants.

Be happy and relaxed. Talk and engage in discussion confidently. Make each participant feel important and cared for. Smile a lot ask participants to hold hands and smile at each other. Laugh when something is funny. Always be in a good mood, even though your feel may be aching. If this happens, take off your shoes, but keep in a good mood.

Think of ways to link the different sessions

For example, in the second session, participants explore sexual exploitation and abuse. They use this knowledge in the second session, where they confront issues that impact on themselves and their communities. Explain these links between sessions to participants.

STEPS

Prepare for evaluation

The reason for evaluating this programme is to examine its achievements, weaknesses and impact. This provides the direction for:

- Improving the training course
- Improving the workshops
- Improving the implementation process
- Improving the materials
- Improving the usefulness of the course

Evaluation helps both trainers and participants to learn from their successes and mistakes. In this way, mistakes are used as opportunities for learning. This helps to pave the path for positive, lifelong learning.

EVALUATION METHODS

- ✓ Take notes of participants' comments during the activities and at the end of the day. You may also want to discuss these comments with participants to get further information.
- ✓ Trainers informally observe themselves and participants. This is useful when coupled with constructive feedback and discussion of opinions.
- ✓ Participants informally observe themselves and trainers. This is useful when coupled with constructive feedback and discussion of opinions.
- ✓ A variety of questionnaire-type evaluations are useful tools, especially when they allow participants and trainers to answer questions in detail.
- ✓ Participants evaluate themselves ('I learned about this'; 'I can't do that yet') and each other ('S/he can do that'). Remember that this kind of evaluation should always be constructive. Weaknesses should be turned into opportunities for learning ('Try it this way instead').
- ✓ Workshop materials for this course provide lists of outcomes that can be evaluated. Groups evaluate themselves and each other.

Methods that involve drama and other creative activities (role-play, drawing, imagining) allow trainers to evaluate the whole person. All these ways of evaluation have one thing in common: they happen continuously. You constantly need to be on the lookout for signs of learning and development.

It is important that you and participants are honest when completing the evaluation sheets provided with the starter pack. This ensures that evaluation can be used as a tool to improve the course.

Evaluation is built into every stage of the process, and Malitaba will try to assess evaluations as soon as possible. The sooner they are done, the quicker we can use and implement the findings in a positive, constructive way.

TOOL DESCRIPTION

Evaluation sheet 1 Allows you, the trainer, to evaluate the impact and usefulness of this training workshop. Complete this questionnaire after the session. It should take 15 minutes

Evaluation sheet 2 Allows participants to evaluate the facilitator and the content of the workshop

Group work

For participants to learn meaningfully, they need to go through all four steps of the adult learning cycle: experience, reflection, generalization and application. The one factor that is common to all these stages is **communication**. Participants need to experience the activities by communication with themselves and each other. In other words, communication is central to meaningful learning.

You may find that many workshop participants are shy of talking in front of a big group. This is an important consideration since many of the activities rely on participants drawing on their own experiences, many of them traumatic. Arranging participants in small groups is one way of getting around this problem of shyness. Participants should feel more confident and comfortable in small groups which allow them to communicate more easily and to learn from each other.

Initially, you may have difficulty in facilitating a number of small groups at the same time. Don't get flustered. There are ways of ensuring that things run smoothly, and you do get better with practice.

Small groups work best with between four and six members. However, this depends on the number of participants in the workshop, it does not matter if some groups have four participants and others six, but try to equalise the numbers.

Think of all the different ways to divide a group of 30 people.

How do you decide how to group participants? There are two ways:

- Initially, you may want to form random groups. Ask participants to stand in a line. If you decide to have groups with five participants in each, ask the line to start counting out aloud, one after the other. Participants should count according to their position in the line. Once '5' has been reached, participants should start at '1' again. Now ask all the '1s' to form a group, then all the '3s', and so on.
- Once you know participants, you may want to create groups in a less random way. For example, you could place shy, reserved people with more open, interactive people, or faster learners with slower learners. If you decide to do this, however, be sure to monitor the groups closely to prevent confident or faster learners from overshadowing the other participants.

Help participants to form different groups every time. This ensures the input of fresh ideas into groups. It also has the advantage of exposing participants to different personalities and different ways of interpersonal interaction. In addition, small groups help you to make sure that everybody gets a fair chance to participate. A good strategy here is to assign roles to various individuals in the groups.

For almost all small group activities, it is important to assign the roles below:

<i>ROLE</i>	<i>TASK</i>
--------------------	--------------------

discussion leader	to ensure that all activity points are covered
secretary	to take written notes of the main points
spokesperson	to report back later to the whole group

timekeeper to ensure the group covers everything they need to In the time they have available; the timekeeper needs to consult with the discussion leader
general participants to contribute to the activity

Let us look at the basic steps to managing group work in your workshops.

STEP 1

Explain the activity

Go through the activity step by step, using the flipchart If you need to. Ensure that all participants understand exactly what to do or what questions to discuss. Ask participants if anything is unclear and resolve any misunderstanding.

STEP 2

Form groups

Use the techniques above to group participants. This may mean some re-arrangement of the furniture. Try to space groups as far as possible from each other. They may need space to move or to be able to talk loudly if they wish, without disturbing other groups. Perhaps some of the groups could work outside.

STEP 3

Clarify the roles of individuals

Ask participants to choose the roles they want to play. Explain to them the importance of their roles. They should switch or circulate roles among activities. This gives everybody practice at developing different skills.

STEP 4

Hand out any materials

You may want to enlist the help of one or more participants.

STEP 5

Explain the entire task clearly, step by step

Ensure that everybody understands exactly what they need to do. Ask questions like: 'Do you understand?' or 'Are there any questions?' Make participants aware of any follow-up part of the activity, for example, a report back. This helps them to focus on the tasks at hand, as well as on the tasks ahead.

STEP 6

Remind participants of the rules of group work

These rules could include:

- Everybody gets a chance
- Respect other people's ideas
- Listen
- Contribute, no matter how foolish you think your point may be
- Keep to the topic

STEP 7

Help the groups

Move between groups, giving assistance where needed. You could keep participants on track by saying things like:

- Remember to think about...
- What about,,..?
- What do you think, Thumi?
- That's an important point, Nombulelo. Perhaps you could write it down.

STEP 8

Manage the time

Group discussions often exceed the time limit. You could help prevent this by telling participants that, for example, there are five questions to talk about and they have two minutes per question. Near the end of the activity time, you could say: 'You have two minutes left. Try to finish up now,'

STEP 9

Report backs

It is essential that group discussions are followed by a report back. This gives the whole class a chance to reflect on and generalise about the main points.

How to deal with difficult behaviour

Your group of participants is made up of individuals with different personalities. To be an effective trainer, you need to be able to identify and relate to different personalities. Some participants can be hard to deal with, and handling them takes insight, time and patience. Let's practice.

THE NAMING GAME

☒ Outcomes

This activity helps facilitators and participants to:

☺Develop non-verbal (body language) skills ☺Identify disruptive behaviour ☺Deal with disruptive behaviour in a positive, constructive manner



Materials

None

☐ Time

1 hour and 40 minutes

Method

1. Ask participants to sit in small groups.
2. Alert participants to the volunteer role-play before you read scenario 1 (below) aloud.
3. Ask for volunteers to role-play the situation. Participants should choose their roles.
4. These participants then act out the scene.
5. When they have completed their role-play, ask for suggestions on how the trainer

could deal with this situation. The actors should act out three or four suggestions and respond in a variety of ways. **(This part of the activity should take about 10 minutes.)**

6. When three or four suggestions have been acted out, ask the secretary to lead the group through the main points to refresh their memory.

7. Now ask participants to vote on which was the best way of dealing with the situation. They should give reasons for their answers. **(This part of the activity should take about 10 minutes.)**

8. Explore the other scenarios in a similar fashion **(1 hour, 10 minutes)**.

9. Ask participants whether they found this activity useful. They should say why they found it useful. Ask the secretary in each group to continue taking notes about how her/his group could apply this new information **(10 minutes)**.

10. Ask participants if they would feel comfortable using these methods of dealing with kinds of difficult behaviour. If not, arrange another role-play practice. Perhaps during tea, participants could make up scenarios and practise what to do in various situations.

SCENARIOS OF DIFFICULT BEHAVIOUR

scenario 1 The group doesn't look at all welcoming when the trainer enters the room.

Two participants are reading the newspaper. None of them answer her greeting of 'Good morning'.

scenario 2 Two participants don't want to set ground rules and they say so, loudly.

The trainer hears that ground rules are 'boring and a waste of time'.

scenario 3 The trainer overhears a group's conversation, and they're not talking about the task the trainer has asked them to do.

scenario 4 The trainer sees that a participant in a group is using sarcasm to put others down.

scenario 5 One participant is dominating the whole workshop, giving others little time to talk (including the trainer).

scenario 6 A participant hasn't said anything since the start of the small group discussion. The trainer tries to engage her.

scenario 7 A participant arrives two hours late. The trainer and groups are halfway through an activity.

scenario 8 One participant shows disrespect towards the trainer. The others smile.

The best way to avoid difficult behaviour is to create an environment that encourages appropriate behaviour. Here are some hints:

DIFFICULT PARTICIPANTS AND WHAT TO DO

- Know the backgrounds of your participants and be aware of their individual needs.
- Treat all participants with equal attention, recognition and respect.
- Remember participants' names. Perhaps name tags would help.
- Show understanding for their feelings.
- Be appropriately honest
- Ensure that participants feel they have rights and responsibilities in the workshop environment. For example, participants have a right to team, and a responsibility not to disrupt another person's learning.
- Develop a good working relationship early on.
- Be a model of appropriate and acceptable behaviour. Teach by example.
- Make the workshop environment comfortable and relaxing. Put up posters and place
Some fresh flowers in a glass of water.
- If you are still faced with difficult behaviour after doing all of the above, deal with it by using one or more of the following strategies:
 - Observe the participant carefully but discreetly. Notice if something causes the
difficult behaviour. It could be shyness when teased, or aggression when op-
posed. First talk to the person in private. This helps to confront the
behaviour

- when it happens. Be sensitive.
- Remember not to identify difficult behaviour in isolation (out of context).

Don't

- jump to conclusions. Observe carefully to get a broader picture.
- Learn to identify characteristics and causes of the behaviour.
- Give feedback. Let the participant know if s/he is now making a more positive contribution. Reinforce the participant's behaviour when it improves.
- Alert participants when they step out of line again.
- Reinforce and model appropriate behaviour in others. Present various options.
- Assess the group's feelings or difficulties caused by the behaviour.
- If the repeated difficult behaviour impacts negatively on the group, discuss the
 - problem with the whole group. Ask for suggestions.
 - Revise the ground rules. Ask each participant to pledge to the ground rules.
 - Make them all sign a group contract, if necessary.
 - If necessary, draw other participants into keeping the transgressor in check.
 - Give the participant time and attention outside the group. If necessary, give time and energy to the individual outside the class.
 - Give specific tasks that help to counteract the behaviour.
 - Share time equally between participants. Ensure that everyone has an equal chance during activities. Assign timekeepers if necessary.
 - If the behaviour continues to the detriment of the group, ask the participant to leave the group for a while. Do this in private. S/he can come back when s/he is ready to discuss the behaviour, and to try and keep it in check.

Here are further strategies to deal with specific kinds of behaviour problems:

RELUCTANT / RESISTANT / LOW MOTIVATION

- Reinforce, encourage and support what the participant says.
- Allow these participants to choose their own tasks.
- Offer optional work and more responsibility.
- Give the participant time to think things through carefully.
- Give lots of good attention, and encourage other participants to respond to her/him.
- Challenge, but only if necessary.
- Place her/him with supportive, more positive participants.
- Work on improving relationships within the group.
- Be patient.

DOMINANT / TALKATIVE / SELF-OPINIONATED

- Share discussion time.
- Do small group work to minimise the effect.
- Give feedback in or out of the group.
- Discuss the effect on the whole group.
- Assign a specific and limited task.
- Encourage contributions from others.
- Give time and attention outside the group.

SILENT / WITHDRAWN / SHY

- Recognise and value any contribution
- Use small groups to help the person relax.
- Extend an invitation to speak.
- From time to time, check for understanding.
- Encourage on an individual basis, outside the group.
- Discuss the activities in advance to give the participant time to prepare.
- Ask participants to share their time equally.
- Everybody should get a turn.
- Find an interesting and relevant topic with which the participant can engage.
- Accept and recognise that people can participate without speaking. People have different personalities and ways of dealing with others.

How adults learn : The Learning Cycle

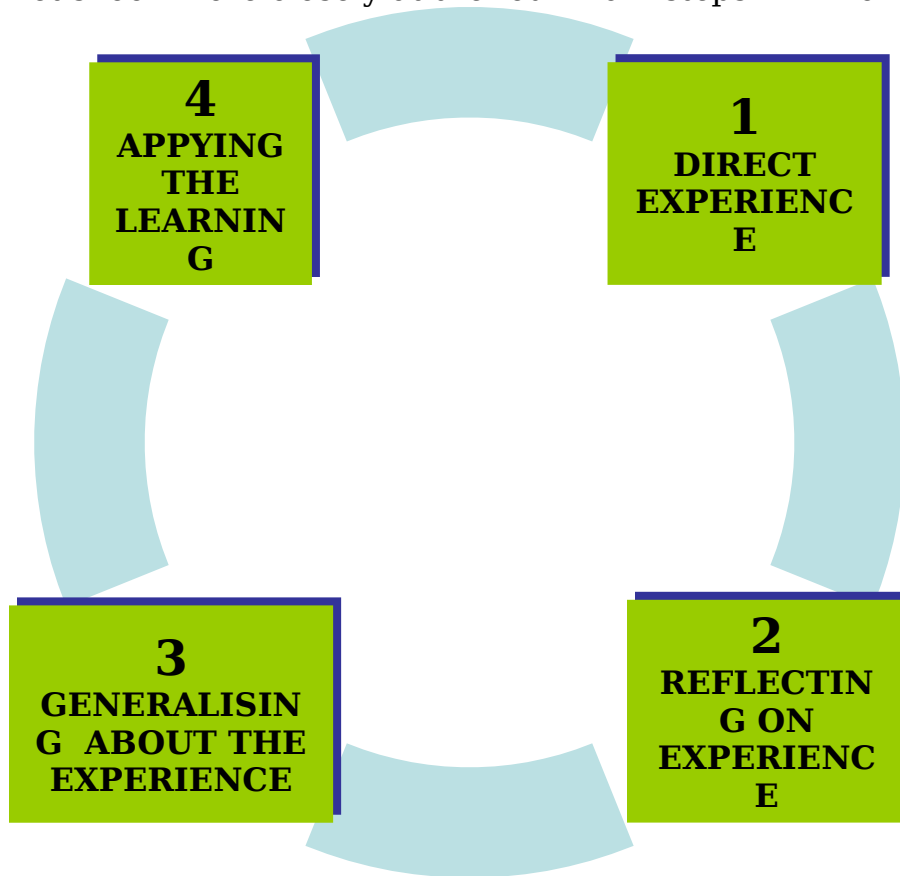
Learning is like building and maintaining a house. You start by digging and building the foundation, then move on to the walls and, even later, to the roof. Then additions and home maintenance starts. It is an ongoing process and, like learning, should never stop.

During the building process, things have to be done in a certain sequence. Only if you follow the correct steps, can you use what you have learned effectively.

It is especially important to build on the foundation of prior knowledge and experience of adult learners. In this way, they consolidate their existing knowledge, learn through experience and add to this foundation in the workshops with understanding and interest.

This workshop series also makes sure that participants are active during the learning event. In other words, they experience the learning event. Learners take an active role in their learning. They learn from experience and by experience.

Let's look more closely at the four main steps in which adults learn best:



The flow diagram above shows that adult learners need to go through four phases of learning. Your role as the trainer is to help the learner move through these four phases. Thus, it is important to understand what happens in each stage and how to facilitate each stage.

This part of the training workshop discusses each of the four phases of learning. It covers:

- The kinds of activities to use in each stage
- The trainer's role in the learning and teaching process
- The kinds of questions you could ask participants

Let's look at the four phases separately.

WHAT HAPPENS IN LEARNING PHASE 1: DIRECT EXPERIENCE

Learners uncover new information that needs a response on their part.

ACTIVITIES TO USE

- Case studies
- Solving problems
- Role-plays
- Field visits
- Practising skills
- Games
- Group tasks

The trainer's role

The trainer needs to set up and maintain the workshop structure. Here are some things to bear in mind;

- Explain the outcomes of each activity clearly. This helps to alert learners to what the activity tries to achieve.
- Explain what plan of action works best for this activity. Set rules and time limits.
- Stimulate and interest learners by presenting information in a creative way. Use posters, overheads, illustrations. Ask questions.
- Ensure that all participants understand the activity.

Be clear about the task, especially for small group activities. Participants need to see the task in front of them. Use handouts or write the task and all discussion questions on a flipchart, Assign different roles to individuals in the group.

Some questions you could ask

- Are there any questions about the task?
- Is there anything else you need to know?
- How's everything going?
- Have you thought about „„?

- Could you be more specific?
- Can you say anything more about that?
- Can you think of an alternative?
- Are you ready to record your work on a flipchart?
- How much more time do you need?

What happens in learning phase 2:

Reflecting on the experience?

Learners sort out the information they developed in phase 1. In other words, learners analyse the experience.

Activities to use

- Small group discussions
- Participants present their experiences and ideas
- Large group discussions
- Report backs from small group discussions

The trainer's role

The trainer's role is to help the learners reflect (think) about what they experienced in phase 1 - to think and talk about what the experience means. Ensure that learners do not ignore important aspects of the experience. A good way to help learners reflect is to ask questions about what happened and how they reacted.

Discussions, presentations and report backs are important activities in this phase because learners need to share their ideas with each other.

Some questions you could ask

- What happened?

- How did you feel when ...?
- Did anyone feel differently?
- What did you notice about...?
- How do you feel about the experience?
- Did anyone else feel the same way about that aspect?
- Do you agree/disagree with what they are saying? Why?
- Does anyone else have something to add to ...?
- Does this surprise you?
- Do you realise that...?
- What would have happened if...?

Notice that all the questions above are open-ended, that is, they don't have right or wrong answers. This helps to stimulate discussion.

What happens in learning phase 3:

Generalising about the experience?

Learners interpret what was discussed in phase 2 to determine what it means and what lessons can be learned. In other words, they generalise in order to draw principles.

Activities to use

- Large group discussions
- Demonstrations
- Lectures
- Reading assignments

The trainer's role

The trainer's role is that of conventional educator - to guide the learners. In phase 3, more than any other phase, the trainer needs to know the subject matter very well and to be a reliable source of information. Know your material.

Don't be scared off by this requirement, however you do not need to provide all the answers during this phase. In fact, learners will team better if they find out the information for themselves. You are not there to give learners the information. You are there to help them develop the necessary skills to find out for themselves.

In this phase, learners need to focus on the meaning of the direct experience and reflection phases so they can acknowledge having learned something new. There are two ways to help learners do this:

1. The trainer can provide a summary for learners in the form of a talk/lecture or a reading assignment.
2. The trainer can ask probing questions that enable learners to reach their own conclusions. These questions can be in the form of a discussion where people have to reach and agree on a conclusion. This approach needs strong facilitation skills.

Some questions you could ask

- What did you learn from this?
- What does this discussion mean to you?
- How does all that we are talking about fit together?
- Have you gained any new insights about...?
- What are some of the major themes we've seen here?

What happens in learning phase 4:

Applying the learning?

For learners to Feel that learning is important, the new learning must relate to their own lives. During phase 4, the learner makes the connection between the training setting and the real world (the two are not usually the same). This link can be strengthened by practice and planning for application after training.

Activities to use

- Planning an action
- Field visits

- Practising new skills
- Discussion

The trainer's role

The trainer's primary role in this phase is that of a coach or teacher. As learners try to do things on their own, and to use and improve new skills, the trainer can provide advice and encouragement. An important question for learners to answer is 'How should I do this differently next time?'

Some questions you could ask

- What have you enjoyed most about this?
- What do you find most difficult?
- How can you apply this learning in your situation at home?
- Can you imagine yourself doing this in two weeks' time?
- What do you look forward to doing most after training?
- If you were to do this at home, how would you do it differently?
- How could this exercise have been more meaningful to you?
- Do you expect resistance when you get back? How can you overcome this resistance?
- Are there areas that you would like to practise more?
- What are some of the questions you still have?
- How could you do this better?

Closing the workshop

- Refer back to the objectives of the workshops. Ask participants if they feel that these have been met.
- Refer to the needs of the participants listed in the first session. Ask them how many of their needs have been met.

- Include a structured review of the workshop. For example, you could ask: 'What have you learned in this workshop? How do you feel stronger? How will you use what you have learned in this workshop?'
- Tell participants what you have learned from the workshop.
- Tell participants how you value the work, commitment and energy that they have put into the workshop,
- Ensure that closure of the workshop is a step. For example, you could say; 1
- feel strong after this workshop and look forward to next week's session. I hope
- to see you all there. Thank you for coming. See you next week."
- Wait until the majority of the participants have left the room before clearing away any flipcharts and other equipment.

After the workshop

As soon as possible after the workshop, do whatever post-workshop activities (reports, evaluations, contacting absent participants, and so on) need to be done.

Styles of learning

Everyone is unique. We look different, think differently, act differently and learn Differently. Some of us rush into new experiences; others talk these over with friends; some think about things carefully. The styles of learning discussed below include some of the different ways in which different people learn.

Various advantages and disadvantages are attached to different styles of learning. It is always useful to experiment with different styles. This helps you to decide in which way you learn best. Once you have established which method of learning you prefer, read up on the characteristics below. The strong points will help you to see how you can use your learning style to maximum benefit. The disadvantages will help you to see which areas you need to concentrate on and develop.

Another reason for knowing about different learning styles is that you will become a more effective trainer. Being able to recognise different learning styles in your participants will help you to guide participants. You can point out their strong points and how to use them best. For example, an enthusiastic learner could be encouraged to find out more about a topic in which s/he is interested. You are using her/his enthusiasm to instill a lifelong desire for

learning. A methodical learner could be encouraged to use her/his logical mind to devise a way of solving a problem.

You could also draw participants' attention to the weak points of their style of learning. This will show them areas on which they need to concentrate in order to improve. Ensure that you do this in a positive way. Don't show weaknesses as bad points. Identify them as challenges to be met and problems to be solved. Turn negative characteristics into the road to improvement.

Let's find out more about your preferred way of learning.

LEARNING STYLES

CONCRETE EXPERIENCE IS SIMILAR TO COMMON SENSE AND PRACTICAL LEARNING

ADVANTAGES

Participants:

- See problems as normal and to be solved
- Use detective skills to get facts
- Evaluate options
- Set up trial situations
- Set goals and act upon them
- Work well independently

DISADVANTAGES:

Participants:

- Don't use caution in action
- Overwork people
- Undervalue personal feelings
- Are impatient
- Need to control and do things alone
- Don't use other people effectively

REFLECTIVE OBSERVATION IS SIMILAR TO ANALYTICAL AND LOGICAL LEARNING

ADVANTAGES

Participants:

- Gather all the facts
- Are organised
- Review models and resources available to help them

- Review different alternatives
- Calculate probabilities
- Work well alone
- Use past experiences constructively
- Look for gains

Disadvantages

Participants:

- Need too much evidence before acting
- Devalue feelings of others and themselves
- Get too bogged down in theory
- Take risks slowly
- Are overcautious
- Let go of the past reluctantly
- Fail to recognise signs of stress in themselves

Abstract conceptualisation is similar to innovative and imaginative learning

Advantages

Participants:

- Devise many alternatives
- Think of creative options
- Can wait for the best timing
- See things in perspective
- Watch to see how others cope
- See the potential gain
- Recognise stress symptoms

Disadvantages

Participants:

- Wait too long before acting
- Can't see the wood for the trees
- Can be frustrating to friends
- Have many ideas but no action
- Lack action plans
- Are impatient with details

- Are uncritical

ACTIVE EXPERIMENTATION IS SIMILAR TO DYNAMIC AND ENTHUSIASTIC LEARNING

ADVANTAGES

Participants:

- Take risks
- Get other involved
- Get new ideas from others
- Try several options
- Are very active, energising
- Use gut reactions
- Are enthusiastic

DISADVANTAGES

Participants:

- Tend to lack organisation or goal setting
- Are impulsive, tend to rush in unwarily;
- Take on so many projects or alternatives that it is impossible to cope with all of them
- Do not always take care of loose ends
- Can become difficult to live with because of their changeability
- Are demanding of friends

GROUP ONE AND TWO

PROGRAMME MANAGERS : OPERATIONAL MANAGERS

AIM

- ✓ To highlight the complexities of sexual exploitation and abuse so as
- ✓ to Unpack the issues facing participants and
- ✓ Equip them with information on guiding principles to handle future challenges.

- ✓ Explore the link between HIV , Exploitation and Abuse
- ✓ Draw up a sample Code of Conduct

DAY ONE

PLAN

SESSION 2.1	INTRODUCTION & WELCOME
SESSION 2.1A	ICE BREAKER (ROUNABOUT OR FIRE)
SESSION 2.2 ABUSE	WHAT IS SEXUAL EXPLOITATION AND
SESSION 2.3	WHERE DOES SEXUAL EXPLOITATION OCCUR WITHIN THE SUPPLY CHAIN
SESSION 2.4	ACCOUNTABILITY (FORCED CHOICES)
SESSION 2.5	IASC RECOMMENDATIONS (CORE PRINCIPLES)
SESSION 2.6	CLOSE OF DAY 1

Introduction & Welcome:

Opening remarks.

- ❖ WFP
- ❖ SC-UK
- ❖ UNICEF

Introduction of Facilitators.

Presentation of Workshop Objectives

□ Time

15 minutes

Ice Breaker: Roundabout.

☑ Outcomes

This activity helps facilitators and participants to:

☺Get to know one another better ☺Begin to relax and communicate more easily ☺
Discuss expectations and set group norms.



Materials

☺Flipchart ☺Markers

□ Time

30 minutes

Method

1. Divide participants into two groups.
2. Ask one half to form a circle
3. Ask second half to form a circle around the first.
4. Ask people on the inside circle to turn around and face the person standing behind them, in the outside circle. Participants need to remember what partners have said.
5. Ask participants to introduce each other and talk about what they left behind to be here today.
6. Then ask the people on the outside circle to move to the next person on the right, once again introduce themselves and talk about their expectations for the day.
7. Continue this until all have met or until allotted time, using different topics:

?Talk about hobbies ?Why are you attending this workshop ?What are your concerns about the workshop ? What do you hope we achieve? What are your perceptions of sexual exploitation and abuse ?Are you concerned about the impact of HIV/AIDS and why ?What norms should exist for us to work well together over the next two days.

8. Then ask each participant to introduce their partner to the rest of the participants, giving all the information mentioned .

What is Sexual Exploitation and Abuse

☒ Outcomes

This activity helps facilitators and participants to:

☺Define sexual exploitation and abuse, in the humanitarian context ☺Discuss the global perspective of the problem ☺Explore the local perspective. (Group 2)



Materials

☺Flipchart ☺Markers ☺Hand outs 1 & 2

☐ Time

1 hour 15 min

Method

1. Divide participants into teams, and ask them to think about the conditions of life the women and children of the crisis hit communities live.
2. Ask each team to think about what the role of women/children is in their struggle to live through the current humanitarian crisis, and how they go about playing that role.
3. Get participants to identify the type of abuse and exploitation the woman/child would be open to, and what the repercussions would be if they fell victim to sexual abuse and exploitation.
4. As managers, what role can we play in protecting this vulnerable women and children from sexual abuse and exploitation?
5. Give each group the opportunity to present and answer questions.
6. Make a Flipchart or PP presentation on the definition (Handout 1) of sexual abuse and exploitation, and give a global perspective of the problem (Handout 2).
7. Enhance definition based on group work. Ensure all participants then agree on the definition used and put that up on flipchart for the duration of the workshop.

Where does Sexual Exploitation and Abuse occur within the Supply and Distribution Chain?

☒ Outcomes

This activity helps facilitators and participants to:

☺ Identify potential opportunities for abuse and sexual exploitation within the supply and distribution chain
☺ Identify possible prevention methods
☺ Identify power groups and understand their role in exploitation
☺ Identify possible areas of exploitation within agency's operations
☺ Discuss the Impact of HIV/AIDS



Materials

☺ Flipchart ☺ Markers ☺ Hand outs 4 & 5

▮ Time

2 hours (you may have to break for lunch during this exercise, so plan ahead)

Method

1. Put the participants in teams and refer Handout 4, markers and flipchart. Ask participants to do the following on their flipchart:

- ✓ Ask them to plot the distribution and supply chain on flipchart, discuss and write down the various activities that take place at each stage, and who the main players are.
- ✓ Let them think through, and identify the potential opportunities for sexual exploitation and abuse of beneficiaries at each stage. Mark on flipchart
- ✓ Brainstorm where they believe their agency's/organization's operations are vulnerable to any of the abuse and exploitation they have brainstormed.
- ✓ What current systems and procedures in place to address sexual exploitation and abuse?
- ✓ Are these adequate to eliminate the potential opportunities for sexual abuse and exploitation?
- ✓ If not, what are you going to do both within your organization and the communities you serve to enhance the protection of women and children?
- ✓ What can they do at their level, within their workstations to prevent sexual abuse and exploitation both within their agencies and organizations, and within the community? (For Group Two)

2. Allow each group to present and give each other feedback and ask questions

3. Facilitate discussions using the suggestions and recommendations made by the participants in their group discussions, and generate final recommendations if possible.

4. Ask participants to go back to their food distribution charts and outline how HIV/AIDS affects/drives each step and the exploitation that occurs.

5. Ask each group to report back and consolidate their feedback with recommendations.

6. Briefly discuss the handout on Food Crisis and HIV/AIDS and refer to Handout 5.

Notes for Facilitator

This exercise is long and has many parts. Both facilitators need to be vigilant and check in with each other and participants all the time. Use energizers when participants need. For Operational Managers, focus on their workstations.

Accountability (Forced Choices)

☒ Outcomes

This activity helps facilitators and participants to:

☺ Explore how people make decisions ☺ Unpack opinions in communities ☺ Talk about the challenges in dealing with these opinions.



Materials

none

☐ Time

30 minutes

Method

1. Everyone in the workshop should go and stand at the back of the room. Each person then moves to one side of the room or the other depending on their answers to the following questions. The questions do not provide a whole lot of information, but you must make a decision and support it.

☺ An aid worker's sex life and what they do on their own time is their own business, and as a manager I have no business interfering.

✓ Yes - move to the right hand side of the room.

✓ No - move to the left hand side of the room

☺ Women who have sex with aid workers in exchange for food are just as much to blame as the aid workers.

✓ Yes - move/stay to the right hand side of the room.

✓ No - move/stay to the left hand side of the room.

☺ Aid workers who give beneficiaries extra food or goods in exchange for sex sometimes do the beneficiary and their family a favor by helping them to cope better with the food crisis.

✓ Yes - move to the right hand side of the room.

✓ No - move to the left hand side of the room.

☺ We have to acknowledge that in different cultures, sexual behaviors and norms vary.

✓ Yes - move to the right hand side of the room.

✓ No - move to the left hand side of the room.

☺ With regard to sex, a local staff member should be held to the same standards as an international staff member.

✓ Yes - move to the right hand side of the room.

✓ No - move to the left hand side of the room.

2. Facilitate a discussion with participants using the following questions as a guide:

☺ How did they feel about having to make a decision one way or the other? ☺ What new thoughts on sexual exploitation and abuse have these questions raised in your mind? ☺ Emphasize that despite the opinions in this room, in reality many might think differently and How are participants going to deal with this?

The IASC Recommendations (Core Principles)

☑ Outcomes

This activity helps facilitators and participants to:

SESSION 2.7

☺ Briefly discuss and understand the role of the IASC ☺ Understand the recommendations of its task force in relation to sexual abuse and exploitation. ☺ Understand the roles and responsibilities of a humanitarian worker in relation to the 6 core principles. ☺ Explore the challenges in implementing the standards of sexual and general conduct, and how to overcome them.



Materials

☺ Flipchart ☺ Markers ☺ Handouts 6a & 6b

□ Time

1 hour 30 minutes

Method

1. Present Core Principles.
2. Divide participants into teams of 5 or 6 depending on the number present,
3. Discuss the following in their teams.

☺ What challenges do you foresee in the implementation of these principles in your organization? ☺ How are you going to go about implementing them if they are not already part of your code of conduct? ☺ What in your opinion should be done, in order to make these principles useful to both the humanitarian worker, and the beneficiaries? ☺ Finally draw up a sample Code of Conduct based on the Principles

4. Ask each group to present.

Close of Day One



Outcomes

This activity helps facilitators and participants to:

☺ Review day' proceedings and clear any pending or confusing issues.



Materials

Note book.

□ Time

1 hour 30 minutes

Method

1. Discuss any issues that you may have placed on the parking bay.
2. Involve the participants in making a very brief summary of what has been covered during the day, and allow them to bring up any issues they are not very clear about.
3. Go round the room asking participants to comment on the day, how they are feeling and what they are walking away with.
4. Thank the participants for their time and participation in the proceedings and sessions of the day.
5. Lastly discuss the next day's programme, and any preparation they may need to do.

Notes for Facilitator

One facilitator facilitates and the other writes all comments as these need to go into report.

DAY TWO

AIM

- ✓ Examine reporting mechanisms and investigating protocols with the aim of making recommendations about mechanisms and protocols that will aid the participants.
- ✓ Developing action plans for the prevention and protection of women and children.
- ✓ To highlight the complexities of HIV/AIDS.
- ✓ Evaluate workshop and facilitators.

PLAN

SESSION 2.8 REVIEW OF DAY 1

SESSION 2.9 REPORTING MECHANISMS&INVESTIGATION

PROTOCOLS.

SESSION 2.10 DEVELOPING ACTION PLANS

SESSION 2.9

SESSION 2.11 HISTORY AND PERCEPTIONS OF HIV/AIDS

SESSION 2.12 FACTS AND STATS

SESSION 2.13 LIVING WITH HIV/AIDS

SESSION 2.14 CLOSE OF DAY&TWO WORKSHOP AND FACILITATOR EVALUATION

Review of Day 1 & Introduction of Day 2.

Outcomes

This activity helps facilitators and participants to:

- ☺Recap on the previous day's proceedings so as to create a link to the second day
- ☺ Introduce the days programmes.

Materials

☺Flipchart ☺Markers ☺Tennis ball/orange/apple

Time

15 minutes

- Ask participants to sit in a circle, and provide them with a ball.
- The person with the ball will call out someone's name and throw the ball to them, that person will then talk about what they found most interesting the previous day, and what 2 or 3 things they feel they are going to implement.
- Allow everyone to speak, while you probe and summarize.
- Go over aims and programme and establish who will be leaving. If no one, put developing of action plans as last activity before close.

Reporting Mechanisms and Investigation Protocols.

☑ Outcomes

This activity helps facilitators and participants to:

☺ Highlight the need for institutional reporting channels. ☺ Discuss methods or systems the managers will adopt for monitoring and dealing with incidents of exploitation and abuse ☺ Discuss mechanisms for empowering beneficiaries to participate in the prevention of sexual abuse and exploitation.

Materials

☺ Flipchart ☺ Markers ☺ Handout 7a & 7b

▮ Time

2.5 hours

Method

1. In teams, ask participants to consider the weaknesses and strengths of the current reporting and investigation systems and processes within:

- ❖ Their organizations
- ❖ The community

2. They should then consider the following scenarios, Handout 7:

A beneficiary worker often has to work late at night and must be dropped home by a male colleague (for security reasons). You notice that one of the staff under your supervision is always eager to drop her home. You start hearing rumors that there may be sexual exploitation or abuse going on.

1. As the manager, how would you handle this case, to ensure that in case there was nothing to the rumors you don't antagonize the staff member and tarnish the reputation of the beneficiary, and in case there was, justice is done?
2. What measures will you put in place to ensure that such cases don't recur again, and those situations that give rise to suspicions or malicious rumors are minimized or eliminated?

You are in the field checking how your distribution team is progressing in country X. One of the local chiefs invites you to a party to celebrate the country's independence day. After a few glasses of the local brew, the chief offers you a young girl/boy for entertainment for the night.

1. What would be your immediate reaction keep in mind that you are the manager, and one of your responsibilities is to maintain cordial relationships with government and the local administration?
2. What measures are you going to institute to ensure that such an incident does not occur again either to you or any of the staff working under your supervision?

You notice that 3 young girls from the beneficiary community are spending too much time around some specific staff under your supervision, and their parents don't seem to mind. Your gut feeling tells you that the girls are kind of trying to offer themselves to your staff so that they can get extra supplies or money, and indeed you notice that these particular girls seem to be doing better than the rest in the community.

How would you handle this situation, both:

1. On the side of your staff?
2. On the side of the beneficiaries (the girls and their parents)?

You are the manager in charge of your Agency's operations. You overhear some of your counterparts from other Agencies or international NGOs telling one another that there is a great bar in town where you can have sex with teenage girls who love foreign men. They make a plan to go together.

1. What do you do?
2. Consider scenario from a prevention and protection point of view.

Community leaders come to you and report that one of your staff members has sexually abused/exploited one of their women.

1. What steps will you take?

5. Ask each group to give feedback and facilitate questions and feedback. Consolidate all feed back into recommendations and ask participants to agree on recommendations.

Five minute energizer:

The Short Story : Handout 8

6. Ask participants to discuss and make recommendations in their groups on the following:

✓ What should be done within the UN Agencies, NGOs and Partnering organizations in order to improve on the ability of anyone to report and the organizations to investigation of sexual exploitation and abuse incidents?

✓ What should be done within the community, in order to improve on reporting, investigation and bringing to justice the perpetrators of sexual abuse and exploitation?

7. Refer to handout 7b and consolidate with group work.

Developing Commitment to Action.

Outcomes

This activity helps facilitators and participants to:

☉ Make a commitment on what contribution they are going to make in order to implement and support the policy of zero tolerance on sexual abuse and exploitation of women and children in the humanitarian crisis. ☉ Develop practical action plans .



Materials

☉ Flipchart ☉ markers ☉ Handout 8

Time

1 hour 30 minutes

Method

1. Using the action plan matrix provided, ask the participants to develop an action plan based on what we have gone through and discussed in the last two days.

2. The action plan should include:

- ❖ The activity (by category)
- ❖ Required resources
- ❖ Responsible person/s
- ❖ Time frame

- ❖ Monitoring and evaluation activities.

3. Ask each group/individual to present their plans so that others participants can give them feedback.

Notes for Facilitator

All feedback from this exercise must be collected and plans must be in report. Close session for those not returning for the afternoon session, and allow time for them to fill out evaluation forms.

History and Perceptions: Years Exercise

☒ Outcomes

This activity helps facilitators and participants to:

☺ Understand their beliefs and perceptions about HIV/AIDS.



Materials

☺ Flipchart ☺ markers

▮ Time

1 hour

Method

1. Ask participants to think about the first time they heard about HIV/AIDS

☺ In which year ☺ What did they hear and think about it? ☺ How did they hear it?

2. Ask them to arrange themselves in chronological order, and take feedback from everyone starting from the earliest date.

3. Summarize the history and relate to today- 2002, what people think and feel.

4. Ask them what they thought should happen to positive people, then. Record on flipchart

5. Ask people to move to the year in which they changed their behavior appropriately.

6. Ask people to share why they have or have not changed and what changes they have made.

7. Facilitate a discussion on all the issue that have arisen.

Notes for Facilitator

Allow participants to share at their own comfort level, share your own experiences.

Facts and Stats

☒ Outcomes

This activity helps facilitators and participants to:

☺ Give updates of the epidemic ☺ Raise awareness of our language around these issue ☺ Review facts and new developments.



Materials

☺ Flipchart ☺ Markers ☺ PP on statistics

☐ Time

1 hour

Five minute energizer: Danger Game

- Ask participants to sit in a circle, close their eyes and imagine that one of them is “dangerous”.
- A person will know that they are dangerous when you touch them on their shoulder. They should not let anyone know that it is them.
- When they open their eyes they should identify who it is and on the count of three, point out who they suspect.
- Go around the circle and find out why they have chosen that person, conclude with a summary of why they describe people as dangerous.
- Repeat the process again, in feedback, relate all answers to how we talk about HIV, sexual exploitation and abuse, and hope this creates barriers to openness and disclosure.

Method

1. Gauge participants' level of biomedical information and fill gaps, on flipchart.
2. Present PP, interactively.
3. Facilitate a discussion on the epidemic its impact and dealing with it.

Notes for Facilitator

In Danger Game, during the first round touch no one, in the second round touch all.

Living with HIV/AIDS

☒ Outcomes

This activity helps facilitators and participants to:

☺Personalize HIV/AIDS ☺Explore issues that infected and affected people face.



Materials

none

☐ Time

30 minutes

Method

1. Ask participants to close their eyes and think about the person dearest to them.
2. Ask them to imagine that this person tells them, that they are HIV positive.
3. What are their first thoughts and reactions?
4. What do they think will happen to the person?
5. How will they react to this person in the future?

6. What will they do when others discriminate against that person?
7. How does this person's status affect their future?
8. If they are at dinner tonight and someone says "positive people deserve their fate" how will they feel and react?
9. Ask participants to open their eyes when they are ready and choose a partner.
10. With their partner, they must discuss their experience.

Notes for Facilitator

Facilitator needs to speak slowly and clearly, allowing time for visualization.

Close of Day Two

Outcomes

This activity helps facilitators and participants to:

☉Review the day ☉Evaluate the workshop and facilitators.

Materials

☺Notebook ☺Evaluation forms

Time

30 minutes

Method

1. Distribute the evaluation forms and ask participants to complete them.
2. Once collected give each participant a piece of paper/card.
3. Ask them to write a reflection for someone they know who is positive.
4. Light candle, ask people to read their intentions or just bring them to the candle.
5. Have a moment of silence

6. Thank participants for their time and close workshop.

Notes for Facilitator

One facilitator facilitates and the other writes all comments as these need to go into report.

GROUP THREE

COMMERCIAL COMPANY MANAGERS

AIM

- ✓ To highlight the complexities of exploitation, abuse and HIV/AIDS.
- ✓ Discuss the importance of the six Core principles
- ✓ Emphasise their repercussions and
- ✓ Brainstorm what they can do within their companies to ensure that the Principles are not violated.

GROUP FOUR

AIM

- ✓ To highlight the complexities of exploitation, abuse and HIV/AIDS.
- ✓ Allow participants to examine what is happening in their communities
- ✓ Begin to develop strategies for change and
- ✓ Plans to sensitise their communities to this issue.

GROUP FIVE

TRUCKERS

AIM

- ✓ To highlight the complexities of exploitation, abuse and HIV/AIDS.
- ✓ Allow participants to examine their own behaviour and
- ✓ Begin to develop strategies for change

ONE DAY PROGRAMME

PLAN

SESSION 3.1	INTRODUCTION
SESSION 3.2	WHAT IS SEXUAL EXPLOTATION AND ABUSE
SESSION 3.3	CORE PRINCIPLES
SESSION 3.4	HISTORY AND PERCEPTIONS OF HIV
SESSION 3.5	HIV FACTS AND STATS
SESSION 3.6	DEVELOPING ACTION PLANS
SESSION 3.7	REVIEW EVALUATION AND CLOSE

Getting Introduced: Fire

☑ Outcomes

This activity helps facilitators and participants to:

☺Get to know one another ☺Begin to relax with one another ☺Set expectations and group norms ☺Creates a lot of fun and energy.

Materials

☺Flipchart ☺Markers

Time

30 minutes

Method

1. Ask participants to imagine that when you say the word “fire” the floor turns into fire and the only way they avoid burning is by running away.
2. When you shout out a number, they need to collect in groups of that number.
3. Ask one of the following questions after participants have collected in a group:

?Talk about hobbies ?Why are you attending this workshop ?What are your concerns about the workshop ? What do you hope we achieve? What are your perceptions of sexual exploitation and abuse ?Are you concerned about the impact of HIV/AIDS and why ?What norms should exist for us to work well together over the next two days.

4. Collect on Flipchart their answers to

☺Expectations ☺Group Norms and ☺Concerns

What is Sexual Exploitation and Abuse

Outcomes

This activity helps facilitators and participants to:

☺ Define sexual exploitation and abuse, in the humanitarian context ☺ Discuss the global perspective of the problem ☺ Explore the local perspective.



Materials

☺ Flipchart ☺ Markers ☺ Hand outs 1 & 2 (for group three)



Time

1 hour 15 min

Method

1. Divide participants into teams, and ask them to think about the conditions of life the women and children of the crisis hit communities live.
2. Ask each team to think about what the role of women/children is in their struggle to live through the current humanitarian crisis, and how they go about playing that role.
3. Get participants to identify the type of abuse and exploitation the woman/child would be open to, and what the repercussions would be if they fell victim to sexual abuse and exploitation.
4. What role can they play in the prevention and protection of women and children from exploitation and abuse?
5. Are they dealing with this issue and how?
6. Give each group the opportunity to present and answer questions.
7. Make a Flipchart or PP presentation on the definition (Handout 1) of sexual abuse and exploitation (for group four and five and translate), and give a global perspective of the problem (Handout 2).
8. Enhance definition based on group work. Ensure all participants then agree on the definition used and put that up on flipchart for the duration of the workshop.

The Six Core Principles

Outcomes

This activity helps facilitators and participants to:

☺ Understand the recommendations of the IASC's task force in relation to sexual abuse and exploitation. ☺ Understand the roles and responsibilities of a humanitarian worker in relation to the 6 core principles. ☺ Explore the challenges of adopting them.

Materials

☺ Flipchart ☺ Markers ☺ Hand outs 4 & 5 (for three only)

Time

1 hour 30 minutes

Method

1. Start with the exercise Forced choices.

❖ Everyone in the workshop should go and stand at the back of the room. Each person then moves to one side of the room or the other depending on their answers to the following questions. The questions do not provide a whole lot of information, but you must make a decision and support it.

☺ An aid worker's sex life and what they do on their own time is their own business, and as a manager I have no business interfering.

✓ Yes - move to the right hand side of the room.

✓ No - move to the left hand side of the room

☺ Women who have sex with aid workers in exchange for food are just as much to blame as the aid workers.

✓ Yes - move/stay to the right hand side of the room.

✓ No - move/stay to the left hand side of the room.

SESSION 3.4

☹️Aid workers who give beneficiaries extra food or goods in exchange for sex sometimes do the beneficiary and their family a favor by helping them to cope better with the food crisis.

- ✓ Yes - move to the right hand side of the room.
- ✓ No - move to the left hand side of the room.

☹️We have to acknowledge that in different cultures, sexual behaviors and norms vary.

- ✓ Yes - move to the right hand side of the room.
- ✓ No - move to the left hand side of the room.

☹️With regard to sex, a local staff member should be held to the same standards as an international staff member.

- ✓ Yes - move to the right hand side of the room.
- ✓ No - move to the left hand side of the room.

2. Facilitate a discussion with participants using the following questions as a guide:

☹️How did they feel about having to make a decisions one way or the other? ☹️What new thoughts on sexual exploitation and abuse have these questions raised in your mind? ☹️ Emphasize that despite the opinions in this room, in reality many might think differently and How are participants going to deal with this?

3. Present a Flipchart or PP of Core principles.

4. Divide participants into teams of 5 or 6 depending on the number present, and ask them to discuss the following in their teams.

☹️What challenges do you foresee in adopting these principles? ☹️what are you going to do, to ensure that you and your colleagues adapt and work within the dictates of these principles ? ☹️ What in your opinion should be done, in order to make these principles useful to both the humanitarian worker, and the beneficiaries

History and Perceptions: Years Exercise

Outcomes

This activity helps facilitators and participants to:

Use only for groups three and four

☺ Understand their beliefs and perceptions about HIV/AIDS.



Materials

☺ Flipchart ☺ Markers



Time

2 hours

Method

4. Ask participants to think about the first time they heard about HIV/AIDS ☺ In which year ☺ What did they hear and think about it? ☺ How did they year?
5. Ask them to arrange themselves in chronological order, take feedback from everyone starting from the earliest date.
6. Summarise the history and relate to today- 2002, what people think and feel.
7. Ask them what they thought should happen to positive people, then. Record on flipchart
8. Ask people to move to the year in which they changed their behaviour appropriately.
9. Ask people to share why they have or have not changed and what changes they have made.
10. Facilitate a discussion on all the issues that have arisen.

Notes for Facilitator

Allow participants to share at their own comfort level, share your own experiences.

Facts and Stats

☑ Outcomes

This activity helps facilitators and participants to:

☺Give updates of the epidemic for group three and four ☺Raise awareness of our language around these issue for all groups ☺Review facts and new developments, group three and four ☺Full Basic presentation for group five.



Materials

☺Flipchart ☺Markers ☺PP on statistics

🕒 Time

1 hour

Five minute energizer: Danger Game

- Ask participants to sit in a circle, close their eyes and imagine that one of them is “dangerous”.
- A person will know that they are dangerous when you touch them on their shoulder. They should not let anyone know that it is them.
- When they open their eyes they should identify who it is and on the count of three, point out who they suspect.
- Go around the circle and find out why they have chosen that person, conclude with a summary of why they describe people as dangerous.
- Repeat the process again, in feedback, relate all answers to how we talk about HIV, sexual exploitation and abuse, and hope this creates barriers to openness and disclosure.

Method

1. Gauge participants’ level of biomedical information and fill gaps, on flipchart (groups three and four).
2. Present PP, interactively.
3. Facilitate a discussion on the epidemic its impact and dealing with it.

4. For group five, do a complete HIV facts presentation, interactively.

Notes for Facilitator

In Danger Game, during the first round touch no one, in the second round touch all.

Developing Commitment to Action.

Outcomes

This activity helps facilitators and participants to:

☺ Make a commitment on what contribution they are going to make in order to implement and support the policy of zero tolerance on sexual abuse and exploitation of women and children in the humanitarian crisis. ☺ Develop practical action plans ☺



Materials

☺ Flipchart ☺ Markers



Time

1 hour 30 minutes

Method

1. **Group Three** : How are they going to ensure that the Core Principles are upheld by their employees?
2. **Group Four**: How can they sensitise communities to this issue? What can they do in the community to prevent and protect women and children from exploitation?
3. **Group Five**: What can they do to prevent and protect women and children from sexual exploitation and abuse? What can they do to ensure that they are not at risk of being infected?

Notes for Facilitator

All feedback from this exercise must be collected and plans must be in report.

Close of Day Two

Outcomes

This activity helps facilitators and participants to:

☉Review the day ☉Evaluate the workshop and facilitators.

Materials

☉Notebook ☉evaluation forms

Time

30 minutes

Method

1. Distribute the evaluation forms and ask participants to complete them.
2. Once collected give each participant a piece of paper/card.
3. Ask them to write a reflection for someone they know who is positive.
4. Light candle, ask people to read their intentions or just bring them to the candle.
5. Have a moment of silence
6. Thank participants for their time and close workshop.

Notes for Facilitator

One facilitator facilitates and the other writes all comments as these need to go into report.

Chapter

3

Chapter

4

handouts and evaluation forms

Definitions Used by the IASC

Sexual Abuse:

Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions

Group definition

Sexual Exploitation:

Any abuse of a position of vulnerability, differential power, or trust for sexual purpose; this includes profiting monetarily, socially or politically from sexual exploitation of another.

Group Definition

Global overview of sexual exploitation and abuse

Facts, statistics and information

Sexual exploitation and abuse

- ... violence against women is one of the crucial mechanisms by which women are forced into a subordinate position compared to men” *UN General Assembly Declaration on the Elimination of Violence against Women*
- One in three women worldwide will be beaten or raped in her lifetime. *UNFPA*
- More than 90 million African women and girls are victims of female circumcision or other forms of genital mutilation. *(Heise: 1994)*
- In Canada, 62% of women murdered in 1987 died at hands of an intimate male partner. *(Canadian Centre for Justice Statistics: 1988)*
- In Zimbabwe, domestic violence accounts for more than 60% of murder cases that go through the high court in Harare. *ZWRCN*

- In the United States, it is estimated that 1 in 4 adolescent has been sexually or physically abused or forced by a date to have sex against her will. (*New York Times*, 10/1/97.)
- In South Africa, it is estimated that a women is raped every 83 second: only 20 of these cases are ever reported to the police. (*Vetten:1996, Tribune:1991*)
- In Addis Ababa, Ethiopia, half of the 100,000 prostitutes are under 18 years of age. *Save the Children*
- During the armed conflict in Bangladesh in 1971, it is estimated that 200,000 civilian women and girls were victims of rape committed by Pakistani soldiers. *Human Rights Watch*
- A European Community fact-finding report estimated that more than 20,000 civilian women and girls were victims of rape in Bosnia since the fighting began in April 1992. *Human Rights Watch*
- In a study of 475 people in prostitution from five countries (South Africa, Thailand, Turkey, USA, and Zambia):
62% reported having been raped in prostitution.
73% reported having experienced physical assault in prostitution.
92% stated that they wanted to escape prostitution immediately.
(Melissa Farley, Isin Baral, Merab Kiremire, Ufuk Sezgin, "Prostitution in Five Countries: Violence and Posttraumatic Stress Disorder" (1998) *Feminism & Psychology* 8 (4): 405-426)
- In Peru 33% of women are abused by their partners.
(*The Prevalence and Related Factors of Domestic Violence Against Women in the Mamre Community. Epidemiology Project. Sept. 1996. Rein GE, Le Roux DM, Jaschinski J, Haines Pt, Barnes DR.*)
- In a recent survey by the Kenyan Women Rights Awareness Program, 70% of the men and women interviewed said they knew neighbors who beat their wives. Nearly 60% said women were to blame for the beatings. Just 51% said the men should be punished. (*The New York Times*, 10/31/97)
- At least 60 million girls who would otherwise be expected to be alive are "missing" from various populations, mostly in Asia, as a result of sex-selective abortions, infanticide or neglect. (*UN Study On The Status of Women, Year 2000*)

- In eastern and southern Africa region, it is estimated that AIDS has orphaned 6 million children. The majority of the AIDS orphans in the region are forced to earn a living on the streets through prostitution. *UNICEF 2001*
- In Uganda HIV infection is 6 times higher among young girls than boys with the difference in rates beginning as early as 9 years old and reaching a peak for the age-12-19 years old. This is due to old men seeking young girls for sexual exploitation with the belief that they are free from HIV. *Ministry of Health- Uganda*

COMMON FACTORS THAT INFLUENCE SEXUAL EXPLOITATION

1. Vulnerability

- **Poverty and social inequality** put women and children at an increased risk of sexual exploitation, particularly prostitution and trafficking. Children are particularly vulnerable to being trafficked for sexual exploitation given that virginity, innocence and physical immaturity may force families to initiate prostitution or trafficking in an effort to escape the desperation of their extreme poverty.
- **Consumerism/Materialism:** The development of a culture which condones the commodification of individuals (particularly women and children) in an effort to acquire material wealth, increase the vulnerability of children to fall victim to sexual violence and exploitation. For example, older women and

men who kidnap or coerce young children into prostitution or other sexually exploitative practices as a way of making money.

- **Situations of armed conflict, natural disaster and subsequent displacement** of people can create a serious disruption of societal values. This may put children at a greater risk of being targeted for sexual exploitation and assault by the military, irregular forces, other refugees, and/or those in a position of authority. This vulnerability can also be exacerbated by breakdown of the family unit which reduces a child's access to protection and a secure and stable environment.
- **Gender:** Although both boys and girls are victims of sexual violence and exploitation, a general low regard for women exists in many cultures where women and girls are viewed as property. The vast majority of sexually assaulted, abused or exploited children are girls. On the other hand, a taboo against homosexuality may lead to the exploitation of boys being masked by silence.
- **Separated children** living on their own, and children in foster families or institutions, are also at increased risk of sexual exploitation and violence due to the fact that they no longer have a direct access to a family member or family-like figures for physical protection and/or material and emotional support.
- **Mentally and physically disabled children** are particularly vulnerable to sexual assault and abuse owing to their inability to escape would-be aggressors. Children with both mental and physical disabilities require special attention when addressing issues of protection and care from sexual violence and exploitation.
- **Children belonging to marginalized ethnic groups** are sometimes targeted for sexual violence as a form of "ethnic cleansing". This violence is often directly related to their ethnic affiliations and/or religious beliefs. There is also a demand within the sex trade for children of backgrounds differing from those of the "consumers". As a result, children of different ethnic backgrounds (usually marginalized) are lured away from their communities and taken to urban centers where they may be unable to communicate in a foreign language, reducing their ability to resist and flee.
- **Cultural beliefs** which are tolerant of child exploitation by condoning and/or ignoring the problems of prostitution, trafficking and early marriage of children (in some instances involving girls as young as eight), also contribute to the risk of children falling victim to sexual exploitation.

2. Perpetrators

- **Some elements in armed forces** are perpetrators of sexual exploitation and rape. At times these may be random acts perpetrated by individual soldiers but also more systematically organized cases have been associated with “ethnic cleansing”. Additionally, in several well-documented cases, the presence of peacekeeping troops (and often associated with the presence of humanitarian workers), has caused an increase in child prostitution. Both power and money are used to exploit young girls for sexual relations in these situations.
- **Local and foreign “consumers” and organizers of the sex industry** are also perpetrators of child prostitution. Every year, tourists and locals, overwhelmingly men, create a huge demand for children and adolescents. This demand is often met by sending, abducting and/or selling local children from economically disadvantaged areas to various cities under the guise of “work”. This prostitution is often organized and run by local men and women who profit from this exchange. Refugee children are among those particularly at risk of being subjected to exploitation due to their economic instability and physical displacement. Increasingly younger girls are particularly at risk because they are thought, by the perpetrators, to have fewer diseases (particularly HIV/AIDS) than older girls.
- **Staff and caregivers in institutions, and school-teachers** are also perpetrators of sexual abuse and exploitation of children. The vulnerability of displaced children in institutions or living with foster families increases the risk of such occurrences. Exercise 4.3 illustrates the vulnerability of separated children to institutional sexual abuse. Institutions can be depersonalized and dehumanizing. Children may have little opportunity to form healthy attachments and therefore may have no one to turn to in distress. Teachers and others in authority also exploit children. However, the sensitivity around recognizing and reporting such problems often allows them to be overlooked and children to remain unprotected in such circumstances.
- **Neighbors, acquaintance and others** in their own community also perpetuate sexual violence and rape during and after situations of armed conflict. Cases of abuse and violence by friends and neighbors, with whom the victim had previously lived in perfect harmony, illustrates the extreme societal and individual disruption caused by armed conflict. The general loss of accountability for behavior in times of upheaval, along with a breakdown of traditional and communal values, leads to a general incapacity of victims and perpetrators to separate acceptable and unacceptable behavior.

- **Other Children** may also be perpetrators. In situations where HIV and AIDS are prevalent, it is not uncommon to find adolescent boys seeking younger and younger sexual partners, and where coercion is used on an unwilling girl, this should be seen as a form of sexual exploitation. However, it is important not to lose sight of both the potentially traumatic effect of the victim and the needs of the perpetrator, who may himself/herself be a victim of sexual abuse or exploitation and who is entitled to help and support.

3. Impact

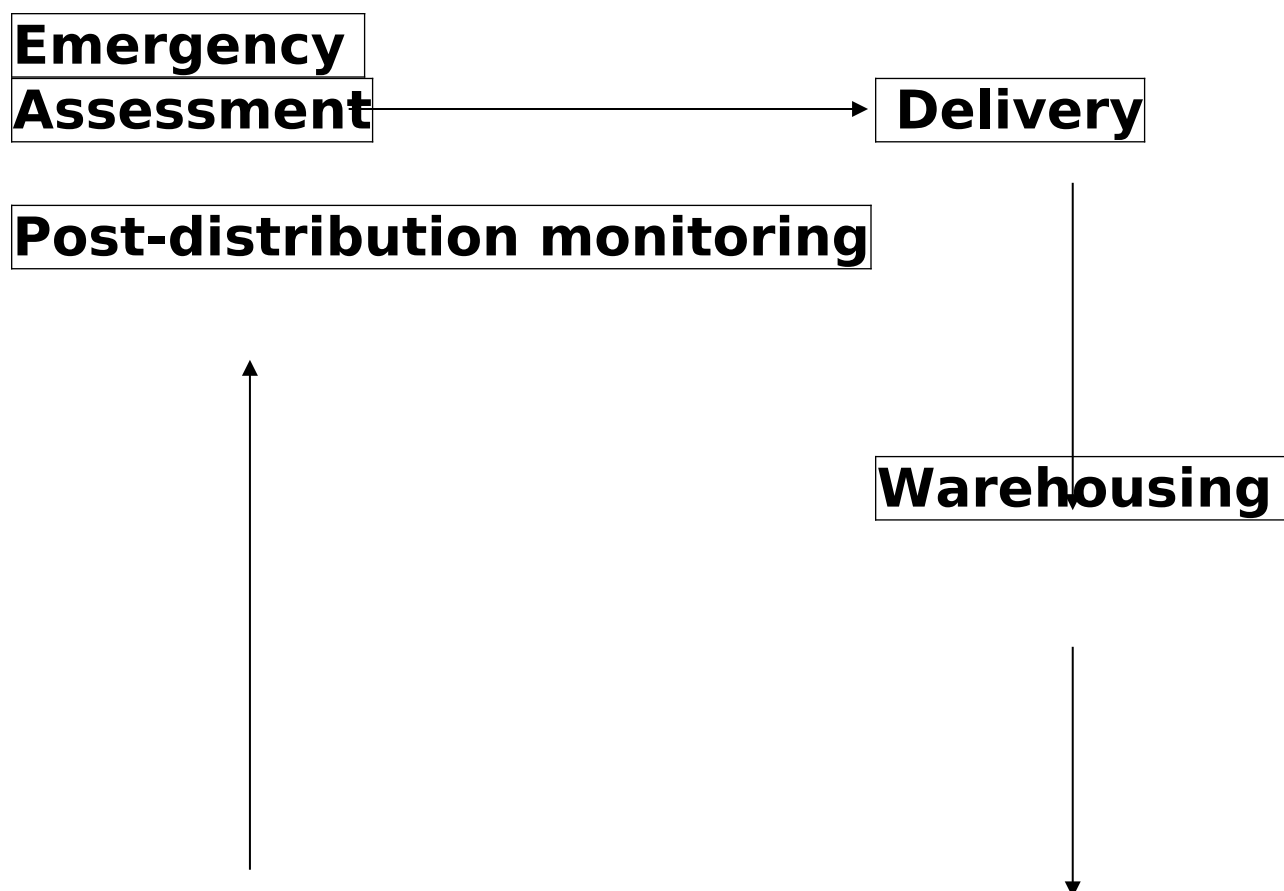
Individual impact: the effects of sexual exploitation on the individual child can be profound, and can be experienced on several levels:

- **The physical consequences** can include genital injury, sexually transmitted diseases and the contraction of HIV/AIDS. There is evidence that adolescent girls are more likely to contract HIV from a single sexual contact than are adult women. unwanted pregnancy can have further consequences including, for example, stigmatization and unsafe abortions;
- **Emotional consequences** can include the trauma of violent exploitation (which can have effects broadly similar to other traumatic experiences). In some societies, a sense of shame at having been violated, and especially if pregnancy results, can have severe consequences for the child;
- **Social consequences** can include ostracism by the family or community – especially if the child is disbelieved or blamed for what has happened. In some cultures, sexual exploitation will have a negative impact on the child’s chances of marrying;
- **Secondary trauma** can result if the incident is handled insensitively. Examples include aggressive interviewing of the child (e.g. by the police), insensitive medical examination, or those in authority disbelieving the child or even blaming him/her for the incident. These can all inflict further trauma.

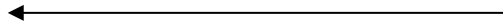
Sexual exploitation within the family, by both immediate and extended family members such as parents and step-parents, siblings and cousins, or aunts and uncles, is particularly serious. Unless either the child or the perpetrator is removed, the risk of further abuse remains, but the child may be trapped because of the difficulties in speaking out against a member of the family. Other members of the family may be disinclined to believe the child’s story, which can result in further victimization. These issues are considered separately in Topic 9.

Community and family impact: sexual exploitation can have a serious impact on relationships not only within the family but also in the wider community. Particularly where the police or judiciary systems fail to respond to allegations, or where perpetrators are not seen to be brought to justice, this can create intense social tensions. In a broader context for communities, the threat of diseases such as HIV/AIDS and other sexually transmitted diseases being spread must also be of fundamental concern.

DISTRIBUTION CYCLE FOR HUMANITARIAN SUPPLIES



**Actual
Distribution**



**Pre-
distribution
preparations**

Basic Stages in the Distribution of Humanitarian Supplies

1. Emergency Assessment

- Analysis of data - food security assessments, VAM, crop reports etc.
- Exercise of identifying needs (food, non-food items) which often involves moving from area to area in the affected region.

2. Delivery

- Food and other items arrive in country either by sea, road, rail, river barge or air.

3. Warehousing

- Storage of food and other items at port, in capitol city, district capitol etc.
- Storage of food and other items at point of distribution

4. Pre-distribution preparations

- Discussions with community leaders, local administration etc.
- Establish distribution plan (and local storage plan if necessary) with local relief/distribution committee.
- Agree on modalities etc.

5. Post distribution activities

- Post distribution monitoring (at distribution site, in households etc.) to establish real recipients of humanitarian supplies, levels of diversion and leakage etc.

F O O D A N D H I V / A I D S

By Tamar Renaud, UNICEF

1. Introduction

Unlike the last famine in 1992, the current food shortage is taking place in the context of a severe HIV/AIDS epidemic. The prevalence rates in the five countries of the appeal range from 16.1% in Malawi to 34.2% in Swaziland. Coping mechanisms that saved lives ten years ago may now facilitate the spread of HIV/AIDS. In addition, families already affected by HIV/AIDS are less able to cope with the famine. It is, therefore, imperative that the humanitarian response account for the vulnerability of children, young people and women to new HIV infection as well as the special needs of communities highly affected by HIV/AIDS.

2. Increased vulnerability to HIV infection

During food crises, affected populations adopt a variety of coping mechanisms to survive. Such strategies often include : finding additional sources of food or income, migrating, dropping out of school, engaging in hazardous work, exchanging sex for food or cash. In Southern Africa, a number of such coping mechanisms facilitate the spread of HIV, putting young people, especially girls, at high risk of infection. For some HIV positive people their only way to support themselves and their families may be to sell sex, thereby furthering transmission.

In addition, the response to the food crisis may further increase HIV transmission, as long-haul truck drivers and others involved in transporting and distributing food aid engage in transactional sex with girls and women, most often unprotected.

3. The impact of the food crisis on HIV positive people and their families

HIV/AIDS continues to strain communities in Southern Africa, by killing some of the most productive members of society, including civil servants, teachers, farmers, and parents. Lack of legal protection of property and inheritance rights, often

leaves widows and orphans in a precarious economic and social position. Children may have to care for themselves and their siblings, and are often hidden, voiceless and excluded. Many turn to the streets or to hazardous work to make ends meet. Children in the care of the elderly are also made vulnerable as their caretakers have few options for obtaining food and are often excluded from food aid.

Superimposing poor nutrition to common symptoms of HIV/AIDS can lead to accelerated development of full-blown AIDS and death. In food rich countries, people living with HIV/AIDS have increased energy and protein requirements and, depending on the stage of disease, higher utilization of micronutrients and malabsorption of fats and carbohydrates. Chronic diarrhoea will also contribute to wasting. Insufficient food, and reliance on staples with few legumes, fruit and vegetables, will lead to micro-nutrient deficiencies making PLWHA more likely to succumb to opportunistic infections. As a result, adolescents and adults may have higher rates of malnutrition than expected because of HIV.

In addition, intra-familial distribution of food may also change as family members perceived to be more healthy and able to work are given more food. In such situations, children and HIV positive breast feeding mothers may be given low priority in food distribution, leading to their rapid decline. The drought will also lead to more unsafe water sources and increasing deaths due to diarrhoea. This will be especially important for infants being bottle fed if the mother has died or is too sick to breastfeed.

Families of people living with HIV are made vulnerable not only because of their diminished labour capacity, but also because there are fewer resources to help within the communities in which they live, e.g. remittances, charity, loans. Care-givers, who could extend the lives of those infected, are also weakened by hunger, stress, and the time taken to search for food. Diminished agricultural productivity and ability to work for cash, may lead families to sell their assets, reduce levels of child care and into a cycle of increased poverty and deprivation. As a result, children are withdrawn from or drop out of school to care for ailing family members and help with income generation and food acquisition.

The HIV epidemic has resulted in more households headed by women, children, or the elderly. These households are particularly vulnerable as they have fewer opportunities to earn an income or grow crops. Families fostering orphans have greater demands on their scant resources. The impact of the drought on these families is particularly severe. Assessments should consider family structure, for if the only caring adult is an elderly grandparent, assisting them with food aid may be the only mechanism for survival of the children.

In addition, there is a need to examine whether families affected by HIV/AIDS have less access to food assistance due to limited mobility and/or stigma and discrimination.

4. Action points for the response

1. **Keep children, particularly girls, in school** to reduce their vulnerability to violence, sexual exploitation and HIV. In order to do this, UNICEF will monitor school attendance and follow-up on children who drop out, as they are probably most affected by the crisis. In addition, UNICEF will work pro-actively to ensure that children stay in school, by:
 - a) collaborating with WFP for the provision of cooked meals at school,¹
 - b) providing learning materials to schools in affected areas,
 - c) encouraging communities and families to prioritize their children's education,
 - d) mobilizing local qualified adults to replace teachers who have been lost to AIDS or other causes, and

¹ As the cost of one full meal is often greater than whatever a child could earn by quitting school to work.

- e) advocating strongly with government for the removal of school fees (and seeking partners to subsidize the costs of uniforms, books and transport).
- 2. **Know nutritional guidelines and suggestions for positive living** in order to help children living with HIV and their parents survive the food crisis
- 3. Collaborate with WFP to **identify vulnerable children for targeted food distribution**, especially for orphans, child-headed households, street children, elderly women and widows caring for children, in both urban and rural areas
- 4. Advocate for and **support HIV education for those involved in the humanitarian operation**, such as truck drivers, police personnel, and military, to ensure access and proper use of condoms.
- 5. Conduct **trainings** in the region for all UNICEF staff members and partners **on zero tolerance of sex with persons under the age of 18** and exchange of sex for assistance due to beneficiaries.
- 6. **Inform children and their parents affected by the crisis of their rights** and their entitlements, and monitor trends in child sexual exploitation. Efforts to reduce children's vulnerability to sexual exploitation will focus on facilitating their access to sufficient food and by ensuring their access to education.

NOTE: A specialist on HIV/AIDS should be part of the UN Coordination Unit in Johannesburg. This should be someone who understands the nutritional considerations for people living with HIV/AIDS, as well as someone who understands the socio-economic and cultural considerations that may assist the rapid spread of HIV during the crisis.

SIX PRINCIPLES AGREED TO BY ALL AGENCIES IN THE IASC

- Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defense.
- Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behavior is prohibited. This includes exchange of assistance that is due to beneficiaries.

- Sexual relationship between humanitarian workers and beneficiaries are strongly discouraged since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian aid work.
- Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, s/he must report such concerns via established agency reporting mechanisms.
- Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibility to support and develop systems which maintain this environment.

REPORT OF THE IASC TASK FORCE ON
PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE
IN HUMANITARIAN CRISES

A. Background

1. The grave allegations of widespread sexual exploitation and abuse of refugee and internally displaced women and children by humanitarian workers and peacekeepers in West Africa have highlighted the vulnerability of refugees, internally displaced persons and others, especially women and girls. Acknowledging the important challenge that this presents to the entire humanitarian community, in March 2002, the Inter-Agency Standing Committee (IASC) established a Task Force on Protection from Sexual Exploitation and Abuse in Humanitarian Crises. The Task Force was mandated, within the overall objective of strengthening and enhancing the protection and care of women and children in situations of humanitarian crisis and conflict, to make recommendations that specifically aim to eliminate sexual exploitation and abuse by humanitarian personnel and the misuse of humanitarian assistance for sexual purposes.
2. In setting up the Task Force, the IASC recognized that the problem of sexual exploitation and abuse in humanitarian crises is not confined to West Africa but is a global problem. No country, society or community is spared. The foundations of sexual exploitation and abuse are embedded in unequal power relationships. It represents a complex problem requiring responses from a broad range of actors and a shift in the organisational culture and approach of humanitarian agencies.
3. This report reflects the deliberations and analysis of the members of the Task Force, as well as the opinions and experience of other actors from the UN system, NGOs, donors and other Member States, gathered through a series of consultations. It is informed by the extensive work undertaken by humanitarian agencies in Sierra Leone, Guinea and Liberia, and draws on existing literature and guidelines, particularly in relation to gender-based violence.² The attached Plan of Action outlines a number of steps that the Task Force believes must be taken by the humanitarian community towards preventing sexual exploitation and abuse and responding to survivor needs. This plan is not a blueprint. It is part of an ongoing effort of the humanitarian community and will be refined on the basis of experience, pilot activities in selected countries and field visits to affected locations.

² **In particular, the extensive guidelines developed by UNHCR and the Reproductive Health for Refugees Consortium. Gender-based violence is violence that is directed against a person on the basis of gender or sex. Gender-based violence includes acts that inflict physical, mental, or sexual harm or suffering, threats of such acts, coercion, or other deprivations of liberty. While women, men, boys and girls can be victims of gender-based violence, because of their subordinate status, women and girls are the primary victims.**

4. Once approved by the IASC, the Plan of Action will apply to all IASC members and standing invitees.³ However, it is hoped that the Plan of Action will also have broader application. It will be an important guide for monitoring and evaluating progress made in efforts to eliminate sexual exploitation and abuse. It is hoped that it will form the basis for further discussions within the humanitarian community, with host governments, donors, peacekeepers and others engaged in working with and for populations affected by humanitarian crises, on the long-term measures and changes that need to be introduced to address the problem of sexual exploitation and abuse. It could also be used by donors for establishing requirements to be eligible for humanitarian funding or elements to be included in reporting on humanitarian activities.

B. The Context

5. Conflict and displacement inevitably erode and weaken many of the social and political structures that are designed to protect members of the community. Displaced populations, particularly in the context of armed conflict, have usually fled from an environment of violence and will often encounter further violence during the course of their displacement. The resources available to affected populations, and to the humanitarian community that is there to assist them, are frequently insufficient to meet basic needs. All too often, mechanisms for protection are not given sufficient priority.
6. Sexual exploitation and abuse occur in many different environments. However, in humanitarian crises, the dependency of affected populations on humanitarian agencies for their basic needs creates a particular duty of care on the part of humanitarian workers and peacekeepers, when present. Managers have an additional responsibility to ensure that there are proper mechanisms to prevent and respond to sexual exploitation and abuse. Humanitarian agencies must make every effort to create an environment where sexual exploitation and abuse are not tolerated. This is especially necessary given the following features of humanitarian crises:
 - a) the lack of economic opportunities for displaced populations may result in commercial and exploitative sex being one of the few options for income generation to meet basic needs;

³ For the purpose of this report and plan of action, the term “agency” will be used to cover all IASC members and standing invitees that endorse this report.

b) beneficiary communities have often come from an environment of gender-based violence with which community structures collude. Unless proper safeguards are put in place, the same patterns can continue or even be exacerbated in a camp or settlement environment; and

c) the usual social protections are not in place or are no longer functioning.

Levels of protection and security are generally poor; justice and policing frequently do not exist in the displaced environment.

7. The question of who constitutes a humanitarian worker highlights another layer of complexity. The group is much more broadly defined than the internationally engaged staff of humanitarian aid organisations. Thousands of staff are engaged in a variety of work ranging from volunteers, casual labourers, drivers and warehouse guards to decision makers at the country, regional and international levels. Many of these staff are drawn from beneficiary communities themselves. This can blur distinctions between what constitutes professional and private relationships with other members of the beneficiary community. However, by accepting work with humanitarian agencies, humanitarian workers also have to accept the special responsibility of humanitarian care that goes with the job.

C. Key Definitions

8. There is general recognition of the existing problem of sexual exploitation and abuse in humanitarian crises. The problem is broader and harder to define than initially assumed and, by its nature, is difficult to investigate. Therefore, for the purposes of the plan of action, the Task Force has used the following definitions:

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

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

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

D. Broader issues

9. The Task Force identified the following constraints that will affect implementation of its recommendations and which will require further analysis by the humanitarian community.

a) Humanitarian standards of behaviour: There is, as yet, no common code of conduct governing the individual behaviour of humanitarian workers. The problem of sexual exploitation and abuse has highlighted the need for clear standards of behaviour for humanitarian workers. The Task Force has focused on the narrower question of behaviour in relation to sexual exploitation and abuse. However, its recommendations should ideally be situated within a broader framework of generic standards of humanitarian behaviour. These have not yet been explicitly identified and should be given proper consideration by the humanitarian community. This will raise additional questions as to who should be responsible for enforcing standards of behaviour, and whether that responsibility should be individual or collective and lie at the country, regional or international levels. At present, such issues are dealt with on an ad hoc basis, from agency to agency, which limits the effectiveness of a common plan of action.

b) Protection: There is no commonly agreed operational definition of protection or any consensus on what constitutes core competencies. There is a need for a more thorough analysis as to what constitutes protection and what the acceptable minimum standards for protection are. The Task Force agreed that protection requires a holistic definition that encompasses legal, social and physical protection but more consideration must be given as to what this implies for humanitarian action.

c) Gender and power: Unequal power relationships provide the basis for sexual exploitation and abuse. Due to their unequal status, women and

girls are particularly at risk of sexual exploitation and abuse. However, it is important to recognise that boys are also vulnerable to sexual exploitation and abuse.

d) Economic environment: The resource environment, particularly the lack of adequate food and services, contributes to the risk of sexual exploitation and abuse. Particular issues such as breaks in food pipelines are exacerbating factors that need to be addressed by the entire humanitarian community in a manner that reduces risk. Greater efforts must be made to provide displaced populations with alternative income generation opportunities, particularly for women.

e) Responsibility and accountability: There are no common systems of accountability for the humanitarian community. At present, accountability for the behaviour of staff exists only within individual agencies and varies, in level, between agencies. Further consideration must be given as to the adequacy of internal systems to maintain standards of behaviour. This should be complemented by more detailed discussion of the issue of collective responsibility, and at what level it should be considered. The Task Force's work revealed that avenues of recourse for beneficiaries are practically non-existent. Accountability to the beneficiary community should be strengthened and institutionalised. In a related vein, more attention must also be paid to how the responsibilities of the humanitarian community relate to those of host governments.

E. Plan of Action: Core central recommendations

10. The Plan of Action is divided into three sections: prevention, response and management and implementation issues. It addresses protection from sexual exploitation and abuse during humanitarian crises by seeking to prevent exploitative and abusive behaviour from being perpetrated and addressing the conditions that make women and children vulnerable to exploitation and abuse. The following recommendations are elaborated in the attached Plan of Action and constitute the essential actions that the Task

Force would expect the IASC to require of its members and standing invitees:

a) Behaviour of staff: All humanitarian agencies must clearly define the principles and standards of behaviour that they expect of their staff. In relation to sexual exploitation and abuse, these core principles have been identified as⁴:

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

Further, these principles and standards should be incorporated into agency codes of conduct and staff rules and regulations. Mechanisms to ensure that these standards and principles are promoted, disseminated, integrated into personnel requirements, administrative standards, agreements with partners

⁴ Different considerations will arise regarding the enforcement of some of these principles for humanitarian workers hired from the beneficiary community. While sexual exploitation and abuse and the misuse of humanitarian assistance will always be prohibited, discretion may need to be used in the application of the principles regarding sexual relationships for this category of humanitarian worker.

and contractors must also be established. In addition, mechanisms for reporting complaints, investigative procedures and disciplinary processes should be established. Clear definitions of management responsibility and accountability are vital.

- b) Protection from sexual exploitation and abuse will only be effective within a broader framework of effective protection from gender-based violence. Protection is a central and indispensable component of humanitarian action. It should not be compromised. Particularly in times of financial stringency, agencies must commit to sustaining protection activities.
- c) The creation of an environment that is conducive to the prevention and elimination of sexual exploitation and abuse is key. Such an environment will include, at a minimum, enhanced beneficiary participation in all aspects of humanitarian programming and camp governance, improved delivery mechanisms to reduce their potential for exploitation, and dissemination of information on beneficiary rights, entitlements, responsibilities and complaints procedures. Accountability to beneficiaries is a necessary step toward creating an environment that discourages sexual exploitation and abuse.
- d) The focus of the response by humanitarian agencies is to provide basic health and psychosocial care for survivors and ensure their access to mechanisms for recourse and redress. A key element in promoting accountability is to ensure that, wherever feasible, survivors have access to legal and judicial systems.
- e) Accountability needs to be addressed at individual agency level and collectively. The sustainability and effectiveness of mechanisms to protect against sexual exploitation and abuse require an express commitment by management. Managers must be tasked with promoting a culture of protection in which exploitation and abuse is not tolerated and reports of possible violations are treated seriously and confidentially. Coordination between agencies is also essential to ensure a common approach to protecting against sexual exploitation and abuse and to foster a concept of collective responsibility. In each country in humanitarian crisis, a properly representative team, including UN agencies, and relevant

national and international NGOs should be established to address this issue on behalf of the humanitarian community.

11. The plan of action seeks to ensure respect for, and fulfilment of, international human rights standards including those enshrined in the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination Against Women. The Plan of Action recognises that humanitarian crises have different impacts and create different needs for men, women, boys and girls. The Task Force believes that it is critical that a gender perspective is adopted in all elements of design, planning and implementation of humanitarian activities. In the context of preventing sexual exploitation and abuse, this ranges from ensuring the presence of more women staff to addressing gender inequalities in access to economic opportunities by beneficiaries and participation in decision-making processes.

F. Implementation

12. There are some issues where there is not yet clear agreement on how to move forward. In these circumstances, the Task Force recommends running pilot schemes and trialing some options in order to assess their practicability and feasibility. The Task Force emphasises the need to be realistic about what can be managed and has made every effort to ensure that its recommendations are practical and enforceable, especially in the area of codes of conduct.
13. The Task Force recognises that there needs to be collaboration between agencies on dissemination of information, in order to avoid fragmentation. The Task Force proposes that a common information and dissemination strategy be developed at the country level, with agreed target audiences. In addition, all agencies should agree to conduct information campaigns within their own agencies. A communications strategy has already been developed

for external audiences. More needs to be done internally and with respect to mass information for beneficiary communities.

14. Training at all levels of humanitarian agencies was identified as an important element. However, there is again a risk of fragmentation unless efforts are coordinated. The consultations identified areas where no training or guidance exists, e.g. camp management; others where there is a need to promote consistency; and others where there is an abundance of training and guidelines but problems remain with ensuring their implementation. Effective implementation of the Plan of Action requires that these problems be addressed.
15. The Task Force has a further mandate for monitoring and evaluating the implementation of its recommendations, and perhaps where necessary, further refining them. It therefore recommends the extension of its mandate to the next IASC Plenary meeting in 2003, so that it can fully report on its activities in this regard.
16. The Task Force recognises the extensive work that has already been undertaken in West Africa. In particular, this has demonstrated the commitment in the field to addressing the problem of sexual exploitation and abuse effectively and responsibly. The Task Force is confident that the requisite good will to implement its recommendations exists in other parts of the world, as in West Africa. Enforcement will also rely on the responsibility of managers and humanitarian workers in the field. In acknowledging the commitment of humanitarian workers to address the problem, the Task Force also recognises the constraints under which they operate. Agencies need to consider the proportion of their budgets that goes to protection and activities to prevent sexual exploitation and abuse and allocate more resources to these issues.
17. The Task Force also recognises that responsibility for full implementation of the Plan of Action may rely on parties that are outside the IASC structure, such as peacekeepers and host governments. It also calls on donors to promote some of the core recommendations with the humanitarian organisations that they choose to fund.

G. Conclusion

18. The humanitarian community has now acknowledged that the issue of sexual exploitation and abuse is a global challenge. This represents an important step forward. From consultations, it is clear that there is a genuine recognition from agencies that sexual exploitation and abuse represent a betrayal of trust as well as a catastrophic failure of protection.

There is a real commitment on the part of agencies to address this problem and take responsibility for implementing necessary management changes.

19. In preparing this Report and Plan of Action, the members of the Task Force have often expressed different views and perspectives on some issues but their commitment to work together within the framework of the Task Force has been impressive. All members have learnt from each other. Perhaps the most important lesson has been that humanitarian agencies must be more accessible and better able to listen and make themselves accountable to those they wish to assist. Without the development of real and effective frameworks for accountability, little progress can be made in this area.
20. The Task Force acknowledges the way in which the IASC has responded to this issue. Its support has been exemplary. It has accepted a policy statement with serious implications in terms of staffing and management responsibilities and their relationship with beneficiaries. It hopes that the IASC will demonstrate the same spirit on receiving this Report and Plan of Action and that it will provide the leadership required to ensure its effective implementation.

13 June 2002

A beneficiary worker often has to work late at night and must be dropped home by a male colleague (for security reasons). You notice that one of the staff under your supervision is always eager to drop her home. You start hearing rumors that there may be sexual exploitation or abuse going on.

3. As the manager, how would you handle this case, to ensure that in case there was nothing to the rumors you don't antagonize the staff member and tarnish the reputation of the beneficiary, and in case there was, justice is done?
4. What measures will you put in place to ensure that such cases don't recur again, and those situations that give rise to suspicions or malicious rumors are minimized or eliminated?

You are in the field checking how your distribution team is progressing in country X. One of the local chiefs invites you to a party to celebrate the country's independence day. After a few glasses of the local brew, the chief offers you a young girl/boy for entertainment for the night.

3. What would be your immediate reaction keep in mind that you are the manager, and one of your responsibilities is to maintain cordial relationships with government and the local administration?
4. What measures are you going to institute to ensure that such an incident does not occur again either to you or any of the staff working under your supervision?

You notice that 3 young girls from the beneficiary community are spending too much time around some specific staff under your supervision, and their parents don't seem to mind. Your gut feeling tells you that the girls are kind of trying to offer themselves to your staff so that they can get extra supplies or money, and indeed you notice that these particular girls seem to be doing better than the rest in the community.

How would you handle this situation, both:

3. On the side of your staff?
4. On the side of the beneficiaries (the girls and their parents)?

You are the manager in charge of your Agency's operations. You overhear some of your counterparts from other Agencies or international NGOs telling one another that there is a great bar in town where you can have sex with teenage girls who love foreign men. They make a plan to go together.

3. What do you do?
4. Consider scenario from a prevention and protection point of view.

Community leaders come to you and report that one of your staff members has sexually abused/exploited one of their women.

2. What steps will you take?

MINIMUM COMPONENTS OF A REPORTING MECHANISMS AND INVESTIGATIVE PROTOCOLS FOR STAFF AND BENEFICIARIES

STAFF

All organizations must incorporate basic procedures to facilitate reporting mechanisms

- Should be at least 2 persons to whom staff member can report sexual exploitation abuse, and at least one must be a woman.
- Persons to whom staff report should be trained in sexual exploitation and abuse.
- Persons investigating should be trained in age and gender sensitive investigation protocols for sexual abuse and exploitation.
- Investigation should commence immediately after reporting (ie: within 48 hours).
- There should be strict confidentiality. In the case of a child victim, the “best interest of the child” standard is paramount. If a child’s safety demands that confidentiality standards can not be met, safety takes precedence.
- Mechanisms must be developed to ensure that the dignity and the privacy of the victims are respected.
- Reporting mechanisms must respect international human rights standards.

- Due process rights of the accused must be respected.
- Results of the investigation should be made available to the accused, the victim and reporting party.
- If investigations determine that sexual abuse or exploitation occurred, there must be appropriate punishment of the perpetrator and redress to the victim.
- Survivors of sexual abuse and exploitation must be told about their options for legal recourse.
- Where appropriate, law enforcement officials must be notified.

BENEFICIARIES

- Mechanisms to monitor sexual exploitation by aid workers of beneficiaries must be set up. These must be community based, gender balanced and include organizations working for the rights of children and women.
- Reporting mechanisms should be integrated into existing community structures (eg - relief committee etc.), and where the alleged perpetrator is a humanitarian worker, reports must be made to the appropriate agency.
- Community based reporting mechanisms must respect international human rights standards.
- Reports by victims must be kept confidential. In the case of a child victim, the “best interest of the child” standard is paramount. If a child’s safety demands that confidentiality standards can not be met, safety takes precedence.
- Due process rights of the accused should be respected.
- Results of the investigation should be availed to the accused, victim and reporting party.

- Mechanisms must be developed to ensure that the dignity and the privacy of victims are respected.
- If investigations determine that sexual abuse or exploitation occurred, there must be appropriate punishment of the perpetrator and redress to the victim.
- Survivors of sexual abuse and exploitation must be told about their options for legal recourse.
- Where appropriate, law enforcement officials must be notified.

The Story:

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up and a man sped away. A member of the police force was notified promptly.

STATEMENTS ABOUT THE STORY

1. A man appeared after the owner had turned off his store lights.
T F ?
2. The robber was a man
F ? T
3. The man who appeared did not demand money
? T F
4. The man who opened the cash register was the owner
? T F
5. The store- owner scooped up the contents of the cash register and ran away
T F ?
6. Someone opened a cash register
? T F
7. After the man, who demanded money, scooped up the contents of the cash
T F ?
register, he ran away
8. While the cash register contained money, the story does not state how much
T F ?
9. The robber demanded money off the owner
? T F
10. The robber opened the cash register
T F ?

11. After the store lights were turned off, a man appeared
T F ?
12. The robber did not take the money with him
? T F
13. The robber did not demand money off the owner
T F ?
14. The owner opened a cash register
? T F
15. The age of the store - owner was not revealed in the story
? T F
16. Taking the contents of the cash register with him, the man ran out of the
store T F ?
17. The story concerns a series of events in which only three persons are
referred
to; the owner of the store, a man who demanded money and a member of the
police force T F ?
18. The following events were included in the story; someone demanded
money, a
cash register was opened, its contents were scooped up and a man dashed
out of the store. T F
?

ACTION PLAN MATRIX				
WHAT	HOW	WHO	WHEN	MONITOR & EVALUATION ACTIVITIES
Activity category by	Resources required	Person responsible	Time frame	

ATTENDANCE REGISTER

ATTENDANCE REGISTER			
NAME	ORG.	TEL/FAX	EMAIL
