

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
3.4.1	Film: <i>To Serve With Pride</i>	Film, group discussion	30 minutes
3.4.2	Guidelines and Prohibitions on SEA	Scenarios, questions	10-45 minutes
3.4.3	Ground Rules on SEA	Brainstorm	10 minutes
3.4.4	Defining SEA	Exercise, discussion	45 minutes
3.4.5	Consequences of SEA	Brainstorm	10 minutes

Learning Activity

3.4.1

Film: *To Serve with Pride*

METHOD

Film, group discussion

PURPOSE

To introduce SEA and the UN's zero tolerance policy

TIME

30 minutes

- Film: 24:24 minutes
- Discussion: 5 minutes

INSTRUCTIONS

- How do UN personnel “abuse” power and trust?
- What are the consequences of sexual exploitation and abuse for victims?
- How does it affect the image of the UN?
- What does “zero tolerance” mean?

<https://www.youtube.com/watch?v=NfMKMCYFgP>
[o](#)

RESOURCES

- Learning Activity instructions

Note on Use: Films are excellent visual supports. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.

Preparation

- Source: YouTube site: <https://www.youtube.com/watch?v=NfMKMCYFgPo>
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.

Instructions

1. Introduce the film.
2. Show the film.
3. Ask general questions about the film.
 - a) How do UN personnel “abuse” power and trust?
 - b) What are the consequences of sexual exploitation and abuse for victims?
 - c) How does it affect the image of the UN?
 - d) What does “zero tolerance” mean?If time allows, you may ask specific questions about the film based on preparation.

Learning Activity

3.4.2

Guidelines and Prohibitions on SEA

METHOD

Scenarios, questions

PURPOSE

To apply and deepen understanding of SEA

TIME

Short option: 10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes

Longer option: 45 minutes

- Introduction: 5 minutes
- Small groups: 15 minutes
- Reports: 20 minutes (may vary depending on number of groups)
- Summary and close: 5 minutes

INSTRUCTIONS

- Consider the scenarios
- Identify “vulnerability”, “differential power” and “trust”
- How has the Uniform Standards on SEA been violated?

RESOURCES

- Learning Activity instructions
- Activity material
- Scenarios
- Responses to discussion questions

Preparation

- Read the scenarios, guiding questions and responses.
- Decide on groups, up to 8 people.
- Select at least 2 scenarios for each group. Make enough copies of the scenarios and six guiding questions for each group. Put these in a folder for quick distribution. Consider copying responses to hand out at the end.
- Plan how you want to handle report-backs. Shorten report time by getting groups covering the same scenario to report together. For large classes, get each group to answer one question.
- Schedule a break after this exercise.

Instructions

1. Introduce the exercise. People will have 3-5 minutes to read the scenarios and questions, and 10-12 minutes to discuss.
2. Tell people when several minutes are left. Encourage them to prepare the report-back together.
3. Follow your plan for report-backs.
4. Summarize key messages and close the exercise.

3.4.2 Learning Activity Material: Guidelines and Prohibitions on SEA

Questions

Read the scenario/s and answer the following questions:

1. Has the UN staff person **abused a position of vulnerability** for sexual purpose, or tried to?

Yes/No

2. Has the UN staff person **abused differential power** for sexual purposes, or tried to?

Yes/No

3. Has the UN staff person **abused trust** for sexual purposes, or tried to?

Yes/No

4. Does this scenario cover **prohibited act(s)**?

Yes/No

5. What **standards** on sexual exploitation and abuse are violated? List all that apply.

3.4.2 Scenarios: Guidelines and Prohibitions on SEA

SCENARIOS	ANSWERS
<p>1. Betty is a 16 year old girl living in a small village. She has four younger brothers and sisters. Her parents do not have much money. They find it difficult to cover education, clothing and food for all of their children. They have discussed Betty dropping out of school to help her mother at the market. However, all the problems have been solved as Betty has started a sexual relationship with Johnson, a senior UNHCR officer. Johnson promises to pay for her school fees and helps to pay for her brothers and sisters to continue their education. Betty's parents feel relief that this opportunity has come. They encourage Betty to maintain the relationship. It has helped the family: all the children can stay in school.</p>	<p>a) Yes <input type="checkbox"/> No <input type="checkbox"/> b) Yes <input type="checkbox"/> No <input type="checkbox"/> c) Yes <input type="checkbox"/> No <input type="checkbox"/> d) Yes <input type="checkbox"/> No <input type="checkbox"/> e)</p>
<p>2. Carlos is a military commander posted in the southern district. He helped set up a boys' soccer club in the town where his national contingent is deployed. Carlos enjoys the soccer games. Even more, he enjoys the access that the club gives him to local adolescents. He gives presents of magazines, candy, sodas, and pens to different boys in exchange for sexual acts. He thinks there's nothing wrong with this, because the boys are willing and like the presents.</p>	<p>a) Yes <input type="checkbox"/> No <input type="checkbox"/> b) Yes <input type="checkbox"/> No <input type="checkbox"/> c) Yes <input type="checkbox"/> No <input type="checkbox"/> d) Yes <input type="checkbox"/> No <input type="checkbox"/> e)</p>

<p>3. Joey is a locally-hired driver for a UN agency. He transports relief items from a warehouse to the refugee camp for distribution. On one of his trips, he recognized a 15-year old refugee girl walking on the side of the road. Joey gave her a lift back to the camp. Since then, he often offers to drive her wherever she is going. Sometimes he gives her small items from the relief packages in his truck, which he thinks she and her family could use. He wants to impress her and win her over. The last time he drove her home, she asked him to go inside her house to meet her family. The family was happy she had made friends with a UN worker. Joey likes the girl and wants to start a sexual relationship with her. He knows her family will approve.</p>	<p>a) Yes <input type="checkbox"/> No <input type="checkbox"/> b) Yes <input type="checkbox"/> No <input type="checkbox"/> c) Yes <input type="checkbox"/> No <input type="checkbox"/> d) Yes <input type="checkbox"/> No <input type="checkbox"/> e)</p>
<p>4. Marie is a 30-year-old refugee whose desperate circumstances have forced her into prostitution. On Saturday night, a UNICEF staff member in a UN car picked her up as he drove home after dinner. John took her home and paid her for sex. Prostitution is legal in the country. John does not think he is doing anything wrong. He plans to see Maria again.</p>	<p>a) Yes <input type="checkbox"/> No <input type="checkbox"/> b) Yes <input type="checkbox"/> No <input type="checkbox"/> c) Yes <input type="checkbox"/> No <input type="checkbox"/> d) Yes <input type="checkbox"/> No <input type="checkbox"/> e)</p>
<p>5. Josie is an adolescent girl in a refugee camp. Pieter works for the World Food Programme, distributing food. He has offered to give Josie a little extra, if she will be his "special friend". She agrees willingly. Both want a sexual relationship: neither thinks anything is wrong. Josie hopes the relationship will be a passport to a new life. Pieter does nothing to discourage these hopes.</p>	<p>a) Yes <input type="checkbox"/> No <input type="checkbox"/> b) Yes <input type="checkbox"/> No <input type="checkbox"/> c) Yes <input type="checkbox"/> No <input type="checkbox"/> d) Yes <input type="checkbox"/> No <input type="checkbox"/> e)</p>

<p>6. Darlene is a Civil Affairs Officer. She supports her family back home, and is always on the lookout for good business opportunities. She's asked by another Civil Affairs Officer, Stanislas, to contribute funds toward renovating a bar in the town, for a cut of the bar's profits. Darlene soon finds she's getting a steady income from the bar. She gives more money to hire more staff and strengthen security. She doesn't go to the bar, but knows many peacekeepers do, and that prostitution happens there. However, she doesn't think this concerns her, because she has no direct role. She's glad of the extra money.</p>	<p>a) Yes <input type="checkbox"/> No <input type="checkbox"/> b) Yes <input type="checkbox"/> No <input type="checkbox"/> c) Yes <input type="checkbox"/> No <input type="checkbox"/> d) Yes <input type="checkbox"/> No <input type="checkbox"/> e)</p>
<p>7. Sven is a Military Observer. He has a close relationship with his landlady, Amanna, who also does his cleaning. They eat meals together and talk in broken English. Amanna's husband and three young children were killed five years ago, when violence engulfed the country. She is lonely and enjoys their talks. One night, Sven returns from a reception for a visiting Force Commander. He is drunk. He has not had sex for eight months. He presses Amanna to come to his bedroom, urges her to make love with him. Embarrassed, Amanna tries to leave the room. Sven is sure she likes him, and is just being shy. He changes tactics, and tells her he may leave her house to find new lodgings if she won't come to bed with him. Amanna is desperate at the thought of losing her only source of income, so she complies. After all the violence she has seen, she expects this behaviour from men, but she thought Sven was different. She was wrong.</p>	<p>a) Yes <input type="checkbox"/> No <input type="checkbox"/> b) Yes <input type="checkbox"/> No <input type="checkbox"/> c) Yes <input type="checkbox"/> No <input type="checkbox"/> d) Yes <input type="checkbox"/> No <input type="checkbox"/> e)</p>

3.4.2 Responses to Discussion Questions: Guidelines and Prohibitions on SEA

General Points

The scenarios all cover prohibited acts under current standards of conduct for UN staff. These prohibitions cover civilian, police, military observers, military members of national contingents. No exceptions apply. The prohibited acts are set out in:

- UN Staff Rules and Regulations,
- DPKO Disciplinary Directives including the Ten Rules: Code of Personal Conduct for Blue Helmets.

The acts also violate standards listed in:

- ST/SGB/2003/13 on Special Measures for Protection from Sexual Exploitation and Sexual Abuse, and;
- ST/SGB/1999/13 on Observance by United Nations Forces of International Humanitarian Law.

Allegations and reports of sexual harassment are covered by separate procedures described in ST/SGB/253 and ST/AI/379.

The acts described are misconduct. They could lead to appropriate disciplinary and administrative measures, such as summary dismissal or recommendation to repatriate.

Scenario-specific Points

EXAMPLE OF PROHIBITED ACT	WHY IT CONSTITUTES MISCONDUCT
<p>1. Betty is a 16 year old girl living in a small village. She has four younger brothers and sisters. Her parents do not have much money. They find it difficult to cover education, clothing and food for all of their children. They have discussed Betty dropping out of school to help her mother at the market. However, all the problems have been solved as Betty has started a sexual relationship with Johnson, a senior UNHCR officer. Johnson promises to pay for her school fees and helps to pay for her brothers and sisters to continue their education. Betty's parents are relieved that this opportunity has come. They encourage Betty to maintain the relationship. It has really helped the family and now all the children can stay in school.</p>	<p>a. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> b. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>c. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> d. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>e. Sexual activity with children – persons under 18 years old - is prohibited.</p> <p>Exchange of money, employment, goods, assistance or services for sex, including sex with prostitutes, is prohibited.</p> <p>Full Explanation:</p> <p>Section 3.2 (b) of the Secretary-General's Bulletin ST/SGB/2003/13 prohibits sexual activity with anyone under 18. The local age of consent is not relevant. Section 3.2 (c) of ST/SGB/2003/13 also defines what Johnson has done as sexual exploitation. He has abused a position of differential power for sexual purposes, by exchanging money for sexual access.</p>
<p>2. Carlos is a military commander posted in the southern district. He helped set up a boys' soccer club in the town where his national contingent is deployed. Carlos enjoys the soccer games. Even more, he enjoys access the club gives him to local adolescents. He gives presents of magazines, candy, sodas, and pens to different boys in exchange for sexual acts. He thinks there's nothing wrong with this, because the boys are willing and like the presents.</p>	<p>a. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> b. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>c. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> d. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>e. Sexual activity with children is prohibited. Children are defined as people under 18 years old. Believing a person is older is no excuse.</p> <p>Exchange of money, employment, goods, help or services for sex is prohibited. This includes sex with prostitutes.</p> <p>Full explanation:</p> <p>Carlos' acts violate the Ten Rules: Code of Personal Conduct for Blue Helmets</p>

	<p>and ST/SGB/1999/13 on Observance by UN Forces of International Humanitarian Law. He has abused a position of differential power for sexual purposes, by exchanging money and goods for sexual favours. Such acts are serious misconduct. Carlos is in breach of the same policy for performing sexual acts with children. The UN defines a child as anyone under 18, regardless of local age of consent.</p>
<p>3. Joey is a locally-hired driver for a UN agency. He transports relief items from a warehouse to the refugee camp for distribution. On one of his trips, he recognized a 15-year old refugee girl walking on the side of the road. Joey gave her a lift back to the camp. Since then, he often offers to drive her wherever she is going. Sometimes he gives her small items from the relief packages in his truck, which he thinks she and her family could use. He wants to impress her and win her over. The last time he drove her home she asked him inside her house to meet her family. The family was happy she had made friends with a UN worker. Joey likes the girl and wants to start a sexual relationship with her. He knows her family will approve.</p>	<p>a. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> b. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> c. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> d. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> e. Exchange of money, employment, goods, assistance or services for sex, including sex with prostitutes, is prohibited.</p> <p>Full explanation: Section 3.2 (b) of the Secretary-General's Bulletin ST/SGB/2003/13 applies. It prohibits sexual activity with anyone under 18, regardless of the local age of consent. The rules also strongly discourage sexual relationships between UN staff and beneficiaries of assistance. Power is inherently unequal. Such acts undermine the credibility and integrity of the UN's work (section 3.2 (d) of ST/SGB/2003/13).</p>

<p>4. Marie is a 30-year-old refugee whose desperate circumstances have forced her into prostitution. On Saturday night, a UNICEF staff member in a UN car picked her up as he drove home after dinner. John took her home and paid her for sex. Prostitution is legal in the country. John does not think he is doing anything wrong. He plans to see Maria again.</p>	<p>a. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> b. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> c. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> d. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> e. Exchange of money, employment, goods, help or services for sex are prohibited. This includes sex with prostitutes.</p> <p>Full explanation: Exchange of money for sexual services violates the standards of conduct expected of all categories of UN personnel. In this case, involving a civilian staff member, the act violates section 3.2 (c) of the Secretary-General's Bulletin ST/SGB/2003/13.</p>
<p>5. Josie is an adolescent girl in a refugee camp. Pieter works for the World Food Programme, distributing food. He has offered to give Josie a little extra, if she will be his "special friend". She agrees willingly. Both want a sexual relationship: neither thinks anything is wrong. Josie hopes the relationship will be a passport to a new life. Pieter does nothing to discourage these hopes.</p>	<p>a. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> b. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> c. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> d. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> e. Exchange of money, employment, goods, help or services for sex is prohibited. This includes sex with prostitutes.</p> <p>Full explanation: Pieter's relationship with Josie is sexual exploitation. Section 3.2 (c) of ST/SGB/2003/13 explicitly prohibits exchange of goods for sex or sexual favours. If Josie is under 18, Pieter is in violation of section 3.2 (b) of ST/SGB/2003/13, regardless of the local age of consent.</p>
<p>6. Darlene is a Civil Affairs Officer. She supports her family back home, and is always on the lookout for good business opportunities. She's asked by another Civil Affairs Officer, Stanislas, to contribute funds</p>	<p>a. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> b. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> c. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> d. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> e. The peacekeepers using prostitutes are exchanging money for sex, which is prohibited.</p>

<p>toward renovating a bar in the town, for a cut of the bar's profits. Darlene soon finds she's getting a steady income from the bar. She gives more money to hire more staff and strengthen security. She doesn't go to the bar, but knows many peacekeepers do, and that prostitution happens there. However, she doesn't think this concerns her, because she has no direct role. She's glad of the extra money.</p>	<p>Full explanation:</p> <p>Darlene and Stanislas are aiding sexual exploitation. This violates the Ten Rules: Code of Personal Conduct for Peacekeepers. The peacekeepers and civil affairs officers who go to the bar are engaged in sexual exploitation. For these categories of personnel, using a prostitute violates the Ten Rules: Code of Personal Conduct for Blue Helmets, and the ST/SGB/1999/13 On Observance by UN Forces of International Humanitarian Law.</p>
<p>7. Sven is a Military Observer. He has a close relationship with his landlady, Amanna, who also does his cleaning. They eat meals together and talk in broken English. Amanna's husband and three young children were killed five years ago, when violence engulfed the country. She is lonely and enjoys their talks. One night, Sven returns from a reception for a visiting Force Commander. He is drunk. He has not had sex for eight months. He presses Amanna to come to his bedroom, urges her to make love with him. Embarrassed, Amanna tries to leave the room. Sven is sure she likes him, and is just being shy. He changes tactics, and tells her he may leave her house to find new lodgings if she won't come to bed with him. Amanna is desperate at the thought of losing her only source of income, so she complies. After all the violence she has seen, she expects this behaviour from men, but she thought Sven was different. She was wrong.</p>	<p>a. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> b. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> c. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> d. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> e. Exchange of money, employment, goods, help or services for sex is prohibited. This includes sex with prostitutes.</p> <p>Full explanation:</p> <p>Sven has breached the Ten Rules: Code of Personal Conduct for Peacekeepers, by using his differential position of power to pressure Amanna to have sex with him.</p>

Key messages for summary

- All the scenarios show serious misconduct and prohibited acts.
- They show sexual exploitation because they all involve actual or attempted abuse of:
 - a) a position of vulnerability,
 - b) differential power, and/or
 - c) trust.
- Most scenarios are of sexual abuse. They threaten physical, sexual intrusion by force, or under unequal or coercive conditions.
- All scenarios have negative consequences.

Acknowledgement:

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

Several scenarios are adapted from materials in *Facilitator's Guide: Understanding Humanitarian Aid Worker Responsibilities: Sexual Exploitation and Abuse Prevention*, by the Coordination Committee for Prevention of Sexual Exploitation and Abuse in Sierra Leone.

Learning Activity

3.4.3

Ground Rules on SEA

METHOD

Brainstorm

PURPOSE

To set the tone for the lesson on sexual exploitation and abuse and agree on norms

TIME

10 minutes

- Brainstorm: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- What rules should be in place to prevent sexual exploitation and abuse?

RESOURCES

- Learning Activity instructions

Preparation

- Have a flip-chart stand and sheet to note points
- Identify counselling and support services available to participants, for referral if needed

Instructions

1. Introduce the exercise and purpose. Sexual exploitation, harassment and abuse of authority are unlike other content in pre-deployment training. Effects are disturbing, and long-lasting. In some cultures, sexual misconduct and crimes are private, not openly discussed. Participants may be uncomfortable. The content is essential, so you need to help them feel more comfortable. Setting norms together increases comfort levels.)
2. Ask participants to think about how they want to work together on this subject. The group will set ground-rules together. Confirm the purpose is not to disclose personal cases or identify alleged perpetrators.
3. Brainstorm for 5 minutes. Don't judge any of the suggestions. Note all points on the flip-chart sheet.
4. Confirm that all agree with suggested ground-rules. Post the sheet so all participants can see them.
5. Close the exercise. Encourage participants to see you at the end of the lesson if they have specific cases or related issues they want to discuss, for referral to appropriate contacts.
6. Summarize

Variation

If you have already set norms or ground-rules at the beginning of the course, start with them. Ask people to add any norms that will help the group cover sensitive content in a professional way.

Learning Activity

3.4.4

Defining Sexual Exploitation and Abuse

METHOD

Group work, discussion

PURPOSE

To strengthen shared understanding of UN definitions of sexual exploitation and abuse, through definitions and examples

TIME

45 minutes

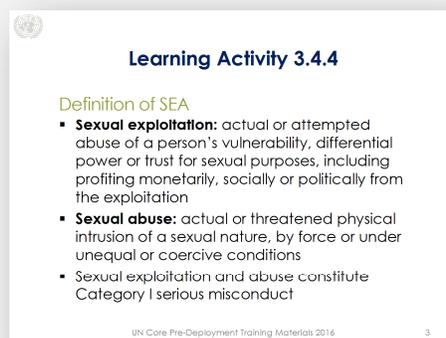
- Introduction: 5 minutes
- Small groups: 10 minutes
- Reports: 10 minutes (may vary, depending on number of groups)
- Guided discussion: 10 minutes
- Summary and close: 5 minutes

INSTRUCTIONS

- List examples of sexual exploitation and abuse.
- What makes members of a host community vulnerable?
- What does “differential power” mean in a peacekeeping context?
Why does it matter that trust not be abused?

RESOURCES

- Learning Activity instructions
- Responses to Discussion Questions
- Definition of SEA (from Lesson 3.4)



Preparation

- Prepare a slide with the UN definition of sexual exploitation and abuse.
- Write the same definition on a flip-chart sheet, in large letters. Post it. (Prepare two sheets if the group is large – make sure everyone can see and read it.)
- Decide on groups of up to 8 people.
- Consider questions to guide discussion.

Questions

- What makes members of a host community vulnerable?
- What does “differential power” mean in a peacekeeping context?
- Why does it matter that trust not be abused?

Instructions

1. Introduce the exercise. People have 10 minutes to list examples of sexual exploitation and abuse. These may occur in their home country or peacekeeping missions. Remind the group to identify a reporter, and to report examples anonymously.
2. Let people know when several minutes are left, to prepare report-backs.
3. After the first report, ask for new points only - build a cumulative report, no repetitions.
4. Correct any examples that are not sexual exploitation and abuse, e.g. sexual harassment or other misconduct.
5. Guide full group discussion, using the questions.
6. Recap key messages and close the exercise.

3.4.4 Response to Discussion Questions: Defining SEA

Available as part of presentation slides for the lesson, or as an individual slide for the learning activity.



Learning Activity 3.4.4

Definition of SEA

- **Sexual exploitation:** actual or attempted abuse of a person's vulnerability, differential power or trust for sexual purposes, including profiting monetarily, socially or politically from the exploitation
- **Sexual abuse:** actual or threatened physical intrusion of a sexual nature, by force or under unequal or coercive conditions
- Sexual exploitation and abuse constitute Category I serious misconduct

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Examples of sexual exploitation and abuse

- help of any kind in exchange for sexual favours: food, clothing, lodging, gifts
- threats to withhold help in exchange for sexual favours
- buying sex from prostitutes, even when prostitution is legal in the host country
- forcing a young boy to engage in sexual acts
- rape
- human trafficking of people for prostitution
- procuring prostitutes for others

Examples of answers to questions

What makes members of a host community vulnerable?

- Collapsed economy with many desperate people fighting for survival
- Lack of awareness of rights and obligations
- Previous experience that may normalize sexual crimes
- History of unequal power relations
- Prevalence of sexual and gender-based violence

What does differential power mean in the peacekeeping context?

- An imbalance between economic, social or education status
- Dependence on another's assistance to sustain life
- A position of authority over another

Why does it matter that trust not be abused?

- Further victimizes vulnerable people
- Violates victims' human rights
- Disrupts families and communities
- Undermines professionalism and legitimacy of a peacekeeping operation

Summary points

- SEA undermines the UN and mission mandate.
- The UN has a zero-tolerance policy on SEA. It classifies SEA as serious misconduct.
- Managers and commanders are responsible for preventing, enforcing and responding to SEA.
- SEA damages individuals, communities, and credibility of the peacekeeping mission.
- Privileges and immunities can and have been waived to address serious misconduct, including SEA.
- Be part of the solution. Don't commit SEA. See it? Report it. Accept no excuses. No legitimate ones exist.

Learning Activity**3.4.5**

Consequences of SEA**METHOD**

Brainstorm

PURPOSE

To consider consequences of misconduct using examples from seven scenarios in the previous exercise

TIME

10 minutes

- Group work: 5-7 minutes
- Discussion: 3 minutes

INSTRUCTIONS

- Consider the scenario.
- What are the consequences for victims?
- What are the consequences for the host population?
- What are the consequences for personnel?
- What are the consequences for the mission?

RESOURCES

- Learning Activity instructions
- Scenario (choose from Learning Activity 3.4.2)
- Responses to discussion questions

Preparation

- Choose a scenario from the previous activity
- Divide a flip-chart sheet into four equal sections, and write one heading in each:
 - Victim, victim's family, baby
 - Host population
 - Perpetrators – UN staff
 - Peacekeeping mission
- Prepare a briefing note for yourself on consequences for misconduct.

Instructions

1. Introduce the activity. It explores consequences of misconduct using a scenario from the last exercise. The group will consider consequences from four perspectives. Explain the flip-chart sheet headings.
2. Recap the chosen scenario. Ask “What are the consequences of sexual exploitation and abuse?” Work through the four sections, noting responses.
3. Prompt the group on consequences not mentioned.

Variations

- Invite experienced peacekeepers to share anonymized examples of consequences of misconduct for peacekeeping personnel.
- If your assessment of learning is that participants need more time to absorb content in this lesson, work through several scenarios.

3.4.5 Responses to Discussion Questions: Consequences of SEA

Possible consequences ...

... for victim, victim's family, baby

- shunning by community
- pregnancy, baby born outside of marriage
- established pattern of exploitation and abuse, increased vulnerability
- lifelong damage – psychological, social, emotional, physical
- robbing a person of his or her humanity (point made in *Serve With Pride*, film in Learning Activity 3.4.5)

... for host population

- reduced confidence in the peacekeeping mission
- resentment
- more divided and fractured community
- disappointment – shattered hopes
- can lead to increased sex trafficking and criminality (point made in *Serve with Pride*, film in Learning Activity 3.4.5)
- increase in under-age prostitution (point made in *Serve with Pride*, film in Learning Activity 3.4.5)

... for perpetrators – UN staff

- disciplinary action
- shame and embarrassment
- dismissal and repatriation
- termination of contract
- criminal proceedings – by governments
- financial liability

The UN can take disciplinary action against civilian personnel if an investigation substantiates misconduct. Summary dismissal is possible.

The UN can only take limited action against uniformed personnel, for example repatriation and barring from future services. The UN relies on Member States to discipline or prosecute national personnel. (See content in Lesson 3.4. Among uniformed personnel, there are two different categories. The first category relates to members of military contingents and Staff Officers, who can only be repatriated. The second category relates to Military Experts on Mission and UN Police who simply enjoy functional immunity. For personnel in the second category, their immunity can be waived by Secretary-General, and they could be asked to stand on trial in local courts.)

UN investigations are administrative. The UN does a preliminary assessment of an alleged crime. The case is referred to the appropriate Member States for investigation and action.

Privileges and immunities a peacekeeper enjoys affect consequences. Uniformed personnel remain liable to disciplinary action and even criminal proceedings for violations of their national code of conduct that are crimes.

SOURCES: 1) Revised draft model Memorandum of Understanding between the UN and Troop Contributing Countries; 2) General Assembly Resolution on Criminal accountability of United Nations officials and experts on mission (A/RES/62/63).

...for peacekeeping mission

- damage to the image of the mission
- negative effects on implementation of mandate and peace
 - Example: in the Democratic Republic of Congo (DRC), media reports had serious negative impact on the mission's credibility and UN reputation and capacity to address critical political issues.
- reduced legitimacy and credibility for the mission, and troop or police contributing countries
- public perception of the UN as an exploiter, failing to take responsibility for suffering of victims
- resentment and powerlessness, fueling increased violence – against the perpetrator, a contingent or the mission
- openings for false allegations against the mission and the UN

Key messages

- Most of the scenarios involve “willing victims”. Desperate people will act to survive in ways they would not under normal circumstances. The UN holds itself to a higher standard. Many peacekeepers have stories of local people questioning and challenging prohibitions. Peacekeepers need to be ready to identify exploitation, avoid it and consistently embody higher standards.
- Peacekeepers must be role models – disciplined professionals at all times focused on implementing the mandate.
- Compliance with UN standards of conduct and rules is the best guarantee of security and support to mission mandate.
- Peacekeepers are ambassadors of the United Nations and their countries. They are “on duty” 24 hours a day, 7 days a week.