

## Inject 2. Handling An Allegation of Sexual Exploitation and Abuse

### **Purpose**

To test how the commander handles an allegation of sexual exploitation and abuse (SEA) against a contingent member.

### **Participant learning outcomes**

By the end of the session, learners will have:

- Recognised what actions constitute SEA and are prohibited under UN standards of conduct.
- Handled an allegation of SEA effectively.
- Responded to enquiries about the allegation without breaching UN rules on confidentiality.

### **Time**

With a group: This inject takes 1 hour 15 minutes, including the debriefing by the trainer or 1 hour 45 minutes with the optional extension relating to handling confidential information. The timings with a group are for group work using four groups (e.g. with five persons per group).

With an individual: This inject takes 30 minutes, including the debriefing by the trainer or 45 minutes with the optional extension relating to handling confidential information.

### **Method**

Activity 1: Role play on handling an allegation of SEA.

Optional extension: Activity 2: Scenario with questions to the learner on handling confidential information.

### **Inject instructions (group of learners)**

Before the inject:

- Decide how to divide the participants into groups.
- (Optional) Assign the three acting roles (commander, village chief and father of the victim) for activity 1 to specific learners. Note that all roles can be played by a male or female learner and the commander's role can also be played by learners who do not have a command position.
- (Optional) Identify break-out rooms that two groups can use to prepare their role play to keep noise levels down in the classroom and help groups focus.
- Prepare the seating plan for the classroom (see below).
- Prepare the training materials and handouts (see below).

Inject instructions (with a group of learners)	Time
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Explain that the purpose of the inject is to practice handling an allegation of sexual exploitation and abuse (SEA) effectively. <b>Do not provide a definition of what is sexual exploitation and abuse (SEA) or any examples of what is SEA</b> as one of the learning evaluation criteria for this inject is to determine if the group can recognise an act of SEA.</li> <li>• Explain that the inject will involve a role play about handling an allegation of SEA.</li> <li>• Explain the process for the role play: role play, group self-reflection, then plenary group presentations that are assessed, then a trainer debriefing.</li> <li>• Stress that the quality of the role plays are <u>not</u> being assessed. What is being assessed is the content of their group presentations after the role plays are over.</li> <li>• Give permission to learners to leave the room if they experience strong emotions during the role play and need to take a break.</li> </ul> <p>(Optional extension)</p> <ul style="list-style-type: none"> <li>• Explain that the role play is followed by a scenario with questions about handling confidential information.</li> </ul>	5 min.
<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>• Divide learners into a maximum of four groups (e.g. four groups of 5 learners).</li> <li>• Explain that all groups do the same role play.</li> <li>• Explain that the location of the role play is the commander's office in the contingent camp.</li> <li>• Explain that there are three 'actors': the commander, the village chief and the victim's father. Each group will have to assign the three acting roles (i.e. the commander, village chief and father of the victim) to three persons in the group and assign the role of observer to all other members of the group. [Optional: acting roles can be assigned ahead of time]</li> <li>• Explain that the three acting roles (commander, village chief and father of the victim) can be played by a male or female learner and stress that the commander's role can also be played by learners who do not have a command position.</li> <li>• Explain that the groups have 10 minutes to prepare the role play and 5 minutes to do the role play. Explain that while the role play is taking place, observers have to write down what the commander is doing well and less well in terms of handling the allegation of misconduct using <b>Handout 2 (Observer Sheet)</b>.</li> </ul>	20 min.

<ul style="list-style-type: none"> <li>Distribute <b>Handout 1 (Roles)</b>. Emphasise that <b>the three actors must <u>not</u> share information about their roles with anyone else in the group and must <u>not</u> discuss what they are going to say with anyone else in their group.</b></li> </ul> <p><b>Tip</b> – Ask actors with the same role to sit together to prepare i.e. all 'commanders' sit together, all 'village chiefs' sit together and all 'fathers of the victim' sit together. This stops actors revealing information about their character's role to the actors playing the other two characters.</p> <ul style="list-style-type: none"> <li>Ask two of the groups to move to the break-out rooms (optional).</li> <li>While the actors are preparing the role play, ask the observers to discuss amongst themselves how a commander should handle an allegation of SEA against a contingent member and what good practice looks like. This will give them some ideas of what to look for when they observe the role play. Distribute <b>Handout 2 (Observer Sheet)</b> to each group. Explain that <b>Handout 2 (Observer Sheet)</b> should be used to take notes during the role play and that you are <u>not</u> going to collect it up and use it to assess their performance.</li> </ul> <p><b>Alternative (one role play in front of the class):</b> Instead of four separate role plays, the trainer organises one role play in front of the class. For this one role play, the trainer selects three learners to play the three acting roles (i.e. the commander, village chief and father of the victim) and asks all other learners in the classroom to take the role of observers. The three 'actors' prepare their roles outside of the training room, and, when ready, do the role play in front of the class. This alternative approach is good to use, for example, when learners and/or trainers are not comfortable with role play as a technique or the ratio of learners to trainers is very high (e.g. 40 learners: 2 trainers).</p>	
<p><b>Group self-reflection and discussion</b></p> <ul style="list-style-type: none"> <li>Announce that the role play is over and ask learners to come out of their roles.</li> <li>Ask groups to take 10 minutes to self-reflect and share their views with each other on what went well/less well during the role play.</li> <li>Ask them to debrief to each other in this order about what went well and less well in this role play: the 'commander' speaks first, then the 'village chief', then the 'father of the victim' and at the end the 'observer(s)'. The observers should use the notes that they took on their Observer Sheet to provide feedback.</li> <li>Then distribute <b>Handout 3 (Group Presentation, Role Play)</b> and give groups another 10 minutes to prepare a short group presentation on their answers to the questions to be shared in plenary.</li> </ul>	20 min.

<p><b>Group presentations in plenary and inject assessment</b></p> <p>Ask each group to briefly present their answers to the questions on <b>Handout 3 (Group Presentation, Role Play)</b>.</p> <p><b>Tip</b> - If this is too repetitive, trainers may ask groups to answer different questions. However, the trainer then needs to collect up <b>Handout 3 (Group Presentation, Role Play)</b> in order to have the full information to assess the performance of each group.</p> <p>While the groups are presenting, one of the trainers should assess the performance of each group against the 'observed behaviours' for the inject listed in the <b>Solution Key to Inject 1</b>. The trainer should also use the solution key to record their notes on the performance of each group.</p>	15 min.
<p><b>Trainer debriefing</b></p> <p>The trainer should use the guidance in the <b>Solution Key for Activity 1: Role Play</b> under 'expected actions' to provide feedback to all groups about the content of their presentations. When providing feedback, the trainer should highlight which points are correct, and which points are incorrect or are missing.</p> <p>At the end of the inject, the trainer should distribute <b>Infographic Misconduct Allegations (Military)</b> or <b>Infographic Misconduct Allegations (FPU)</b> and ask learners to take it with them on their upcoming deployment. This infographic shows what happens to an allegation of misconduct involving a member of a military/FPU contingent after it is reported to the UN. It explains who does what when the allegation is reported and investigated as well as the consequences if misconduct did occur.</p> <p>Optional: Collect up <b>Handout 3 (Group Presentation, Role Play)</b> at the end of the exercise to help assess the performance of each group.</p>	15 min.

<b>Optional extension (30 minutes)</b>	
<p><b>Group work (Activity 2: Handling confidential information)</b></p> <p>Give the information about the scenario to all groups (<b>Handout 4 – Handling Confidential Information</b>). Explain that the task is: 'Respond to the local NGO leader's question but <u>do not disclose information that should be kept confidential</u> according to UN rules.' Ask the groups to take 10 minutes to discuss and be ready to present their group's responses to the task in a short presentation in plenary.</p>	10 min.
<p><b>Group presentations (Activity 2: Handling confidential information)</b></p> <p>Ask each group to present their responses to the task. While the groups are presenting, one of the trainers should continue to assess the performance of each group against the 'observed behaviour' for this part of the inject, listed in the <b>Solution Key for Activity 2: Handling Confidential Information</b>. The trainer should also use the solution key to record their notes on the performance of each group.</p>	10 min.
<p><b>Trainer debriefing (Activity 2: Handling confidential information)</b></p> <p>The lead trainer should use the guidance in the <b>Solution Key for Activity 2: Handling Confidential Information</b> under 'expected actions' to provide feedback to all groups about the content of their presentations. When providing feedback, the trainer should highlight which points are correct, and which points are incorrect or are missing.</p>	10 min.

**Inject instructions (individual learner)**

When running the inject for an individual learner, please use the instructions below.

Before the inject:

- Identify actors to play the role of the village chief and father of the victim, brief them about the purpose of the inject and give them the information about their roles to read ahead of time.
- Prepare the training materials and handouts (see below).
- Decide on a seating plan for the three actors.

Inject instructions (with an individual learner)	Time
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Explain that the purpose of the inject is to practice handling an allegation of sexual exploitation and abuse (SEA) effectively. <b>Do not provide a definition of what is sexual exploitation and abuse (SEA) or any examples of what is SEA</b> as one of the learning evaluation criteria for this inject is to determine if the learner can recognise an act of SEA.</li> <li>• Stress that the learner's acting skills are not being assessed. What is being assessed is whether the learner managed to identify all the good practices for handling an allegation of SEA effectively.</li> </ul> <p>(Optional extension)</p> <ul style="list-style-type: none"> <li>• Explain that the role play is followed by a scenario with questions about handling confidential information.</li> </ul>	5 min.
<b>Role play</b> <ul style="list-style-type: none"> <li>• Explain that the location of the role play is the commander's office in the contingent camp. Explain that there are three characters: the commander, the village chief and the victim's father.</li> <li>• Give the information card with the role of the commander to the learner being tested (<b>Handout 1 – Roles</b>). Give the learner 5 minutes to read the card and prepare for the role play and explain that they will have 5-10 minutes to do the role play.</li> <li>• While the role play is taking place, the trainer should assess the performance of the learner against the 'observed behaviours' for the inject listed in the <b>Solution Key to Inject 1</b>. The trainer should also use the solution key to record their notes on the performance of the learner.</li> </ul>	15 min.

<p><b>Trainer debriefing (Activity 1: Reporting SEA)</b></p> <p>The trainer uses the guidance in the <b>Solution Key for Activity 1: Role Play</b> under 'expected actions' to provide feedback to the learner. When providing feedback, the trainer should highlight which points are correct, and which points are incorrect or are missing.</p> <p>At the end of the inject, the trainer should distribute <b>Infographic Misconduct Allegations (Military)</b> or <b>Infographic Misconduct Allegations (FPU)</b> and ask the learner to take it on their upcoming deployment. This infographic shows what happens to an allegation of misconduct involving a member of a military/FPU contingent after it is reported to the UN. It explains who does what when the allegation is reported and investigated as well as the consequences if misconduct did occur.</p>	10 min.
<b>Optional extension (15 minutes)</b>	
<p><b>Individual work (Activity 2: Handling confidential information)</b></p> <p>Ask the learner to read the scenario and prepare their response to the task (<b>Handout 4 – Handling Confidential Information</b>). Explain that the task is: 'Respond to the local NGO leader's question but <u>do not disclose information that should be kept confidential</u> according to UN rules.'</p>	5 min.
<p><b>Individual presentation (Activity 2: Handling confidential information)</b></p> <p>Ask the learner to provide their response to the task to the trainer. While the learner provides their response, the trainer should assess the performance of the learner against the 'observed behaviour' for this part of the inject, listed in the <b>Solution Key for Activity 2: Handling Confidential Information</b>. The trainer should also use the solution key to record their notes on the performance of the learner.</p>	5 min.
<p><b>Trainer debriefing (Activity 2: Handling confidential information)</b></p> <p>The trainer uses the guidance in the <b>Solution Key for Activity 2: Handling Confidential Information</b> under 'expected actions' to provide feedback to the learner. When providing feedback, the trainer should highlight which points are correct, and which points are incorrect or are missing.</p>	5 min.

### Training materials and handouts

Print the following training materials and handouts:

- **Inject instructions:** 1 copy per trainer.
- **Handout 1 - Roles:** 1 copy per group + 1 copy per trainer.  
Cut out the information cards about the three roles (commander, village chief, father of the victim) along the dotted lines.
- **Handout 2 - Observer Sheet:** 1 copy per observer + 1 copy per trainer.
- **Handout 3 - Group Presentation (Role Play):** 1 copy per learner + 1 copy per trainer.
- **Solution Key for Activity 1: Role Play:** 1 copy per trainer.
- **Infographic Misconduct Allegations (Military) or Infographic Misconduct Allegations (FPU):** 1 copy per learner + 1 copy per trainer (see 'Key Resources').
- **Glossary:** 1 copy per trainer (see 'Key Resources').

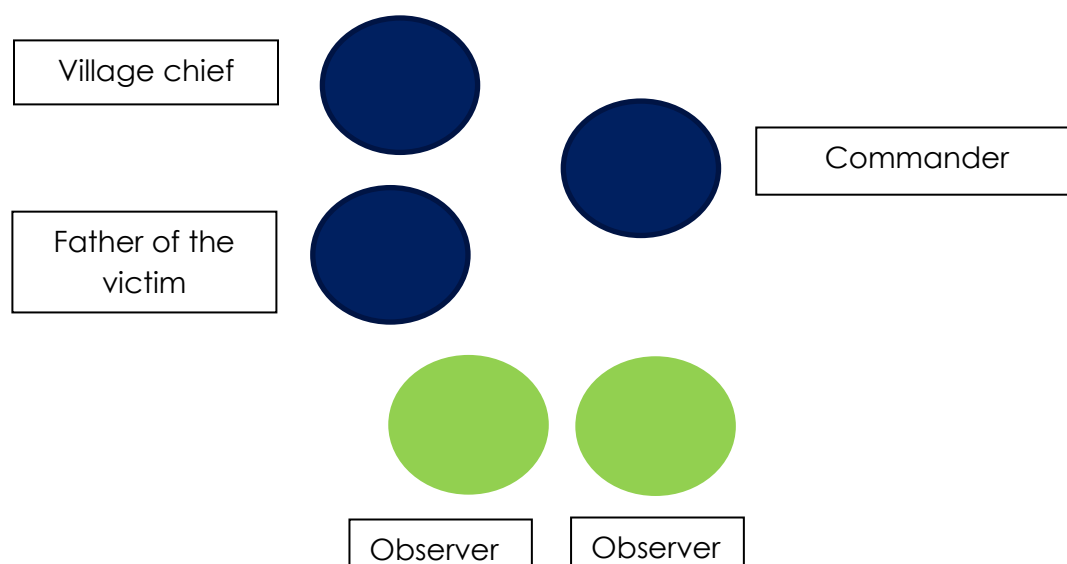
If doing the optional extension, also prepare these handouts:

- **Exercise instructions:** 1 copy per trainer.
- **Handout 4 - Handling Confidential Information:** 1 copy per learner + 1 copy per trainer.
- **Solution Key for Activity 2: Handling Confidential Information:** 1 copy per trainer.

When running the inject for an individual learner, Handouts 2 and 3 are not needed.

### Seating plan (with a group of learners)

Organise the seating plan as follows, with three chairs for the actors, and two separate chairs for the observers. Do the same seating plan for all groups.



**Alternative:** If it is not possible to arrange seating in this way, ask learners to do the role play seated at a table.



## Handout 1 - Roles

### Role: The commander

Two members of the community are at the gate of the camp and have asked to speak to you to report an allegation of sexual exploitation and abuse (SEA) against one of your contingent members. You recognise one of them as the village chief and instruct the guard at the gate to let them into the camp. You show them to your office and close the door.

You know the village chief as you see him every week at the security meetings that you have with local civil society representatives.

A year ago, an allegation of rape was made against the previous contingent stationed here. But the allegation was never substantiated.

There is no-one in your contingent called 'Bob'.

The security situation in the area is very tense. You are aware that if you don't handle this allegation of SEA effectively, some members of the community could retaliate and attack your contingent while on patrol.

#### Instructions for the commander:

- Role play how you would handle this allegation. Make sure that you follow UN-recommended good practice on handling allegations of this kind. When preparing for this role play, think about the following issues that might arise during the role play:
- How is Bob's behaviour a violation of UN standards of conduct?
- What attitude should a commander have when receiving an allegation of misconduct from members of the community?
- How should a commander react to a request for compensation from the victim's family?
- What is the recommended procedure to follow when reporting an allegation of misconduct to the UN? Which part of the UN Field Mission should be notified?
- Once an allegation of misconduct has been reported to the UN, which part of the UN Field Mission can provide on-going support and information to the village chief and father of the victim?

**Reminder: Please do not share information about your role with anyone else in the group and do not discuss what you are going to say during the role play with anyone else in your group.**

**Role: The village chief**

You have been the chief of this village for a long time. A family in the village recently approached you to make a complaint against one of the UN contingents stationed in the area. The family stated that their 15-year-old daughter has been having a sexual relationship with one of the contingent members stationed in the area called Bob. They explained that Bob treated her well and gave her a new cell phone and some money for her brother's school fees. He also promised to marry her and take her to his home country. But when Bob learnt that their daughter was pregnant, he ended the relationship.

The family have two demands. Firstly, they want Bob to marry the girl or compensate the family. And secondly, they want Bob to pay child support once the baby is born. You have agreed to speak to the commander and see what can be arranged.

A year ago, an allegation of rape was made against the previous contingent stationed here. You know that the investigation concluded that the allegation was unsubstantiated. However, you think it was a cover-up and don't believe that justice was done.

You and the victim's father arrive at the gate of the camp and have asked to speak to the commander to report an allegation of misconduct against one of his/her contingent members called Bob. The guard at the gate lets both of you into the camp. You are shown to the commander's office and sit down.

You know the commander as you see him/her every week at the security meetings that you have with the UN.

**Instructions for the village chief:**

- Describe what Bob did to the 15-year-old girl.
- Express your anger at the outcome of the investigation into the allegation of rape against the previous contingent and say that you don't think justice was done.
- You don't mind if the allegation about Bob is not reported to the UN, as long as the demands of the victim's family are met.
- Remind the commander that the family have two demands. Firstly, the family of the victim demand that Bob marry their daughter or pay compensation to the family if he is not willing to marry her. And secondly, the family demand that Bob pay child support once the baby is born.
- If the commander says that he/she will report the allegation to the UN, ask the commander which office in the UN you can follow up with to get compensation for the family and to get a 'proper investigation this time'.

**Reminder: Please do not share information about your role with anyone else in the group and do not discuss what you are going to say during the role play with anyone else in your group.**

**Role: The father of the victim**

You and your wife recently approached the village chief to make a complaint against one of the UN contingents stationed in the area. You explained that:

- Your 15-year-old daughter has been having a sexual relationship with one of the contingent members stationed in the area called Bob.
- Bob treated her well and gave her a new cell phone and some money for your son's school fees. As times are hard for your family, this was a great help.
- You only agreed to the relationship because Bob promised to marry her and take her to his home country.
- When Bob learnt that their daughter was pregnant, he ended the relationship.
- You have managed to convince the village chief to go with you to make a formal complaint against Bob to his commander. You and the village chief arrive at the gate of the camp and have asked to speak to the commander to report an allegation of misconduct against Bob. The guard at the gate lets both of you into the camp. You are shown to the commander's office and sit down. You have never met the commander before.

**Instructions for the father of the victim:**

- Express your anger at what has happened.
- Describe what Bob did to your daughter (unless the village chief has already explained it).
- If the commander says that no-one in the contingent is called Bob, say that you are not sure if that is his real name and that perhaps he gave your daughter a fake name. Explain that you will recognise Bob if you see him.
- State that you have two demands. Firstly, you demand that Bob marry your daughter or pay compensation to the family if he is not willing to marry her. And secondly, you demand that Bob pay child support once the baby is born.
- Explain that you don't mind if the allegation is not reported to the UN, as long as your two demands are met.
- If the commander says that he/she will report the allegation to the UN, ask the commander which office in the UN can provide you with compensation and child support.

**Reminder: Please do not share information about your role with anyone else in the group and do not discuss what you are going to say during the role play with anyone else in your group.**

Handout 2 - Observer Sheet

During the role play, how did the commander handle the allegation of sexual exploitation and abuse (SEA) against the contingent member?

1. What did the commander do well?

2. What did the commander do less well? What should the commander have done differently?

**Handout 3 – Group Presentation (Role Play)**

	<b>Review question</b>	<b>Key points for presentation</b>
<b>Knowledge of UN standards</b>	1. How is Bob's behaviour a violation of UN standards of conduct?	
<b>Attitude</b>	2. What attitude should the commander maintain when receiving the allegation from the village chief and father of the victim?	
<b>UN rules on compensation</b>	3. How should commanders handle a request for compensation from a victim?	
<b>Reporting procedures</b>	4. What is the recommended procedure to follow when reporting an allegation of misconduct?	
<b>On-going support to victims</b>	5. Which part of the UN Field Mission should the commander refer the complainants to for further support and information?	
	6. Other observations	

#### **Handout 4 - Handling Confidential Information**

##### **Scenario**

Two weeks after the allegation was reported to you, you are in a meeting with community representatives to discuss the security situation. At the meeting, a local NGO leader inform you that she has heard rumours about an allegation of misconduct involving one of your contingent members. She is angry and asks for more details.

##### **Instructions to the learner:**

Respond to the local NGO leader's question but do not disclose information that should be kept confidential according to UN rules.

## Solution Key for Activity 1: Role Play

### Question 1. How is Bob's behaviour a violation of UN standards of conduct?

Observed behaviours	Group 1	Group 2	Group 3	Group 4
A. Recognises that Bob's actions constitute sexual exploitation and abuse (SEA) and are prohibited under the UN standards of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Knowledge of the UN standards). The commander <b>recognises that Bob's actions constitute sexual exploitation and abuse (SEA) because he had a sexual relationship with a child (a person under the age of 18).</b> The commander <b>recognises that sexual activity with a child (a person under the age of 18) is prohibited under the UN standards of conduct.</b>

#### Additional information:

#### Box 1. What is sexual exploitation and abuse (SEA)?

**Sexual exploitation and abuse (SEA)** is prohibited under the UN standards of conduct. This means that the following is prohibited:

- **Sexual activity with a child (a person under the age of 18).** For example, there have been cases of contingent members having sexual relationships with girls under the age of 18.
- **Exchange of money, food, employment, goods, assistance, or services for sex or sexual favours.** For example, there have been cases of contingent members:
  - Paying for sex with adult women. This has happened in brothels, bars/restaurants, hotels, private homes or in contingent camps.
  - Exchanging small sums of money, biscuits or cell phones for sexual favours with children.
  - Exchanging money for sex with UN contractors such as cleaners.
- **Use of a child or adult to procure sex for others.** For example, there have been cases of contingent personnel using children to bring them local women to have sex in exchange for money.

Warning! Populations served by UN Field Missions are vulnerable and there is an extreme imbalance of power between peacekeepers and the local population. Any sexual relationships between contingent members and adult members of the local population will be presumed to be exploitative and should be reported to the UN.

Source: UN course 'Maintaining Conduct and Discipline for UN Commanders of Military and Police Contingents'.

What if a child lies about their age? If a child lies about their age and tells contingent members that they are over 18 when they are not, the UN will still consider the contingent members to be at fault.

What if it's legal in the country to have sex with a person under 18? Even if contingent members are in a country where the age of majority or the age of consent is lower than 18, they are still required to follow the stricter UN standards of conduct that prohibit sexual activity with anyone under the age of 18. [Please note: The age of majority means the age at which a person is legally considered an adult. The age of consent means the age at which a person is considered legally competent to consent to sexual relations.]

**Question 2. What attitude should the commander maintain when receiving the allegation from the village chief and father of the victim?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
B. Maintains a calm and respectful attitude towards the complainants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Attitude) <b>The commander remains calm and treats the village chief and father of the victim with respect.</b>

Additional information:

How to handle allegations of misconduct (dos and don'ts)

- **Do react calmly and reassure** the person(s) making the complaint that you take the matter seriously.
- **Do treat all persons making a complaint with respect**, even if the allegation does not seem credible to you.



**Question 3. How should commanders handle a request for compensation from a victim?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
C. Refuses to pay compensation to settle the matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Compensation) <b>The commander refuses to pay compensation to settle the matter.</b>

Additional information:How to handle claims for compensation (dos and don'ts)

- **Do not negotiate or settle claims for compensation** from victims of misconduct by your personnel.

**Question 4. What is the recommended procedure to follow when reporting an allegation of misconduct?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
D. Explains that he/she will report the allegation immediately to the UN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Reporting) <b>The commander explains that he/she will report the matter immediately to the UN so that they can investigate the incident.</b>

Additional information:How to report misconduct to the UN

- Commanders are required to report allegations of misconduct immediately to the UN.
- This means that they need to report allegations of misconduct through their UN chain of command as well as to the UN Field Mission's Conduct and Discipline Team.

**Question 5. Which part of the UN Field Mission should the commander refer the complainants to for further support and information?**

Observed behaviours	Group 1	Group 2	Group 3	Group 4
E. Refers the complainants to the Conduct and Discipline Team for further assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	(Process) <b>The commander refers the complainants to the Conduct and Discipline Team for further support and information.</b> For example, the commander provides the village chief and father of the victim with the contact details of the Conduct and Discipline Team in the UN Field Mission and explains that the Conduct and Discipline Team can help get support for the victim and assist with the complaint going forward.

Additional information:

- Explain that the Conduct and Discipline Team will keep the person(s) making a complaint of SEA informed about the outcome of the complaint and any subsequent investigation. The Conduct and Discipline Team will also refer victims to any assistance they may require.

What support can the UN Field Mission provide to victims of SEA?

- The Conduct and Discipline Team (or in some places, the Victim Rights Advocate) are the main point of contact between the UN and the victim of SEA and their family.
- The Conduct and Discipline Team can help get immediate and longer-term support for victims of SEA, help organise a paternity test (which is needed in child support claims) and keep the victim and their family informed about the investigation that follows.
- As of 2023, Victims' Rights Advocates and/or Senior Victims' Rights Officers are in place in the Central African Republic, the Democratic Republic of the Congo, Haiti and South Sudan. These advocates act as a UN focal point for victims of SEA and take steps to ensure that UN support provided to victims is victim-centred, gender- and child-sensitive and non-discriminatory.

## Solution Key for Activity 2: Handling Confidential Information

Observed behaviours	Group 1	Group 2	Group 3	Group 4
F. When responding to enquiries about the allegation, the commander does not disclose confidential information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tick	Expected actions
	<p>The commander is allowed <b>to disclose general information</b> about the type of allegation <b><u>that does not reveal the identifies and nationalities of victims and others involved in the misconduct nor the specific details of the allegation.</u></b> For example, the commander is allowed to say: 'Two weeks ago, members of the local community reported an allegation of misconduct to me involving one of my contingent members. The allegation is that one of my contingent members engaged in sexual exploitation and abuse with a member of the local population.'</p> <p>The commander is <b><u>not allowed to disclose</u></b> to the community representatives any information that could reveal <b>the identities and nationalities of victims and others involved in misconduct as well as the details</b> of the allegation <b>because this information is confidential</b>. This type of confidential information may only be disclosed to those authorised to handle an allegation (e.g. UN chain of command, UN Conduct and Discipline Team/Focal Point) and investigate it (e.g. a National Investigations Officer, the UN Office of Internal Oversight Services or an investigator appointed by the UN Field Mission). Examples of confidential information that the commander is <b><u>not allowed to disclose</u></b> are:</p> <ul style="list-style-type: none"> <li>• Details that could enable the contingent member against whom the allegation has been made to be identified such as Bob's real name or his identification number.</li> <li>• Details that could enable the 15-year-old daughter to be identified such as her name, age, where she lives, who her parents are.</li> <li>• Details that could enable others involved to be identified such as witnesses.</li> <li>• The nationalities of the victim and your contingent member. [Note to the trainer: The victim may not always have the nationality of the host country. Similarly, in some contingents, the contingent member may not have the same nationality as the commander.]</li> <li>• Details about the allegation such as specific details about what happened, where and when and who was involved. In a small village, details such as the fact that the sexual exploitation and abuse allegation involved a young woman under the age of 18 or that there is also a paternity claim being made may be enough detail to enable the 15-year-old daughter to be identified and may not be disclosed.</li> </ul>

Additional information:

It would also be good practice for the commander to:

- Refer the NGO leader to the UN Field Mission's Conduct and Discipline Team/Focal Point for any further information about the allegation.
- Explain what happens to an allegation of misconduct after it is reported to the UN (see **Infographic Misconduct Allegations (Military)** or **Infographic Misconduct Allegations (FPU)**)
- Explain the need for the commander to keep information confidential to protect the victim, the victim's family and witnesses.
- Maintain a calm and respectful attitude when faced with angry questioning.

	Trainer Notes on Group/Learner Performance
Group 1	
Group 2	
Group 3	
Group 4	

	<b>Names of Learners</b>
<b>Group 1</b>	
<b>Group 2</b>	
<b>Group 3</b>	
<b>Group 4</b>	