

# Tabletop Exercises (TTX)



Slide 1



## Tabletop Exercises (TTX)



**Methodology:** It is recommended that these TTX either be spread throughout Modules 3 and 4 face-to-face lessons or covered during syndicate work to consolidate and reinforce NIO trainee learning. NIO trainees should be encouraged to discuss the issues raised in the scenarios using a problem-solving methodology. NIO trainers and / or syndicate leaders should guide and oversee discussions. It is recommended to divide NIO trainees into groups or syndicates of 4-5.

The effectiveness of these TTX will be derived from the enthusiastic and active involvement of both NIO trainers and trainees. It is recommended that NIO trainers establish the following code of conduct for TTX:

- \* Be good listeners, do not interrupt others.
- \* Be enthusiastic and actively involved.
- \* Maintain mutual respect among participants.
- \* Apply your knowledge as an investigator to the issues raised.



- \* Identify the SEA related serious misconduct.
  - \* Is there “any actual or threatened physical intrusion of a sexual nature” – act of penetration? Sexual relationship?
  - \* Is the victim underage? (under 18-years old) = Sexual Abuse, consent is irrelevant)
  - \* If the victim is an adult, was there consent? (consent, voluntary consent, coercive circumstance)? – If yes, sexual abuse, if no, move on to sexual exploitation
  - \* If it was an adult, consensual sexual act – was it transactional?
  - \* If it was an adult, consensual and not transactional – was it exploitative?
- \* Identify any issues, challenges and possible actions relating to victim assistance/victim-centered approach.
- \* Identify applicable legal norms also consistent with UN rules.
- \* Identify the key elements to address during your investigation.
- \* Identify the lines of enquiry and sources of evidence.
- \* Identify specific challenges that may be encountered during your investigation.
- \* Identify general challenges that may be encountered during your investigation.
- \* Identify any other forms of possible serious misconduct.

## Slide 2

## Scenario One

Patricia is 19-years old and takes care of her 6-year-old brother. After the United Nations military contingent deploys in her town, she goes to their camp to ask for a job to earn money to send her brother to school. She meets with a peacekeeper inside his room in the camp. He tells her she is beautiful and gives her a job to clean his room and wash his clothes. Some days later, the peacekeeper finds Patricia cleaning his room and tells her he wants to have sex with her. When she refuses, he tells Patricia that she will have sex with him if she wants to keep her job. She then has sex with him inside his room. Patricia wants to stop going to the camp, because she is afraid that people in town may find out about the sex, but she really needs the money. She is afraid to complain fearing what the peacekeeper may do to her or her brother. She does not know his name, but he seems to be important, as everyone calls him “Babu” (sir). She remembers that he had some big things on the shoulders of his uniform.



Allow the NIO trainees 10 minutes to read the scenario and record the salient facts of the case in their notebook. It is recommended that the NIO trainer and / or syndicate leader should then aim to facilitate a group / syndicate discussion for between 20-25 minutes.



It is recommended that the NIO trainer and / or syndicate leader should lead this discussion with the aim of examining the following topics:


- \* Who is the victim?
- \* Who is the subject?
- \* What Standard of Conduct, rules, regulations, instruments, guidelines are applicable?
- \* Was there a sexual relationship?
- \* Is the victim underage? No.
- \* Was there consent? Possibly, yes? Possibly, no? But let's discuss consent here – was the consent given voluntarily or under coercive conditions?
- \* Was it transactional? Yes, in exchange for keeping employment.
- \* Principle: “Any actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions” or “Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour, is prohibited. This includes any exchange of assistance that is due to beneficiaries of assistance”.


- \* Specific issues: Is the victim a beneficiary of assistance?
- \* Lines of enquiry/sources of evidence: witness testimony, base entry and exit logs.
- \* How do we ensure a victim-centred approach?
- \* Challenges: Cultural issues, fear of community reaction, reluctant victim due to fear or reprisals, concerns for security for her and her family, possibility of reluctant witnesses among TCC members if the subject is a person of status or high-ranking officer in the camp.
- \* How do we identify the subject? Photo array identification to establish identity?
- \* Other serious misconduct?

## Slide 3

## Scenario Two

Maria is 27-years old. She fled to the city to escape the fighting in her village. She makes some money by selling cigarettes on the side of the road. One Saturday night, a United Nations vehicle driven by a military contingent member, Cpl. Antonio, stops on the side of the road. After buying some cigarettes from Maria, Cpl. Antonio offers Maria USD 20 to have sex with him. Cpl. Antonio drives with Maria to a secluded spot behind the stadium where they have sex in the vehicle. After sex, Cpl. Antonio gives Maria only USD 10, and she refuses to get out of the vehicle until she gets paid the full amount. Cpl. Antonio then threatens Maria that he will beat her up if she does not get out of the vehicle. When Maria still refuses, Cpl. Antonio grabs Maria's arm, pulls her from the vehicle, and she falls on the ground. Cpl. Antonio does not think he has done anything wrong, because prostitution is legal in his country, and Maria does not deserve the full amount as the sex was over quickly.

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 It is recommended that the NIO trainer and / or syndicate leader should lead this discussion with the aim of examining the following topics:


- \* Who is the victim?
- \* Who is the subject?
- \* What Standard of Conduct, Rules, regulations, instruments, guidelines are applicable?
- \* Was there a sexual relationship?
- \* Is the victim underage? No.
- \* Was there consent? Yes.
- \* Was it transactional? Yes, there was an agreement to exchange sex for money.
- \* Principle: "Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour, is prohibited. This includes any exchange of assistance that is due to beneficiaries of assistance."


- \* Specific issues: Legality of prostitution in host country or country of origin – is it relevant? No, UN says transactional sex whilst deployed to a UN mission is prohibited. Is the victim a beneficiary of assistance?
- \* Lines of enquiry/sources of evidence: Victim and Witness testimony, canvass, vehicle car log, inside of vehicle – possible evidence of sexual intercourse, camp entry / exit logs, medical evidence.
- \* How do we ensure a victim-centred approach?
- \* Challenges: Nature of the act – done in private; willing or unwilling victim – shame, cultural aspects, some prostitutes will not cooperate for fear of losing clients and income, or fear of retaliation.
- \* How do we identify the subject? Photo array identification to establish identity?
- \* Other serious misconduct: Possible verbal and physical assault.

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## Scenario Three

Josephine is a 28-year-old woman who owns a small bar in Bouba town. Peacekeepers from the nearby camp visit the bar, especially over weekends. Some of them get drunk, but they generally behave well and are good for business as they buy drinks for the local girls. One evening, Josephine meets Pte. Jefferey. They like each other and start a consensual sexual relationship that lasts for about 1 year. Pte. Jefferey often visits Josephine at her house, dressed in civilian clothes, and sometimes stays overnight. He brings her rations from the camp but does not give her any money. Three months before the end of Pte. Jefferey's deployment Josephine discovers that she is pregnant. Pte. Jefferey asks her to keep the baby and gives her USD 50 to buy clothes for the baby. After Pte. Jefferey leaves the mission, they often speak on the telephone, and he promises to send more money for the baby. When the baby is born, Pte. Jefferey is disappointed that it is a girl and stops contact with Josephine. In the 8 months since the birth of the child Pte. Jefferey has not called Josephine or sent her any money, and his telephone number in his home country does not work anymore.

 Allow the NIO trainees 10 minutes to read the scenario and record the salient facts of the case in their notebook. It is recommended that the NIO trainer and / or syndicate leader should then aim to facilitate a group / syndicate discussion for between 20-25 minutes.

 It is recommended that the NIO trainer and / or syndicate leader should lead this discussion with the aim of examining the following topics:

- \* Who is the victim?
- \* Who is the subject?
- \* What Standard of Conduct, Rules, regulations, instruments, guidelines are applicable?
- \* Was there a sexual relationship?
- \* Is the victim underage? No.
- \* Was there consent? Yes, consensual sexual relationship.
- \* Principle: "Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour, is prohibited. This includes any exchange of assistance that is due to beneficiaries of assistance" and "Sexual relationships between United Nations personnel and beneficiaries of assistance, since they are based on inherently unequal power dynamics, undermine the credibility and integrity of the work of the United Nations and are strongly discouraged."


- \* Specific issues: Is the victim a beneficiary of assistance? Is this relationship exploitative? How do we define exploitation?
- \* Lines of enquiry/sources of evidence: victim testimony, witness testimony, photo array identification to establish identity, DNA test for possible paternity testing.
- \* How do we ensure a victim-centred approach?
- \* Challenges: DNA testing, paternity claims.
- \* Other serious misconduct?




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## Scenario Four

Two sisters, Lily and Lola, help their mother to sell local beer. One day, two peacekeeping contingent soldiers, Patrick and Dave buy beer from Lily and Lola and asks them to deliver the beer later that night to a checkpoint where the peacekeepers are deployed for the weekend. They give Lily and Lola some extra money for their trouble to deliver the beer. Later that night, Lily and Lola deliver the beer to the checkpoint where they find Patrick, Dave and four other peacekeepers. They visit with the peacekeepers for a while, drinking beer and watching videos on Paul's phone. The next morning, Lily wakes up alone in a small shed on the side of the road, feeling groggy and tired. She is half-naked, her body aches and there are some sticky patches on her skirt. Lily cannot remember what happened the night before and does not know where Lola is. She later finds Lola safe at home. Lola tells Lily that she had come home the night before but had left Lily with the peacekeepers as Lily wanted to stay longer. They report the incident to a local NGO. After a journalist interviews Lily and Lola, an article appears in the local paper alleging that Lily and Lola had been raped by several peacekeepers at the checkpoint. Lily and Lola don't know their own dates of birth.

 Allow the NIO trainees 10 minutes to read the scenario and record the salient facts of the case in their notebook. It is recommended that the NIO trainer and / or syndicate leader should then aim to facilitate a group / syndicate discussion for between 20-25 minutes.

 It is recommended that the NIO trainer and / or syndicate leader should lead this discussion with the aim of examining the following topics:


- \* Who is the victim(s)?
- \* Who is the subject(s)?
- \* What Standard of Conduct, Rules, regulations, instruments, guidelines are applicable?
- \* Was there a sexual relationship?
- \* Is the victim(s) underage? Not sure – discuss issues with age determination – what ways can we determine age? Issues with birth certificates, age determination.
- \* Was there consent? It may or may not be relevant, dependent on age. What about the fact that victim cannot recall the incident, or whether they had consented or not? Were they drugged? What effect would this have on the ability of the victim to give consent?
- \* Principle: “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” and “Any actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions”.


- \* Lines of enquiry/sources of evidence: victim(s) testimony, witness testimony, canvass, site inspection, medical evidence, forensic evidence, identification of the possible subject(s).
- \* How do we ensure a victim-centred approach?
- \* Challenges: age determination, what to do if a victim that cannot remember an incident, forensic evidence of victim being drugged, media and media attention, multiple subjects.

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## Scenario Five

Maggie is an 18-year-old student. She receives a Facebook friend request from an unknown man. Maggie finds the man attractive and accepts the request. The man tells Maggie that he is Sam from Astoria, he is 26 years old and deployed with the United Nations military contingent behind the airport. After some days, Sam and Maggie exchange numbers and start communicating on WhatsApp. Eventually, Sam steers their conversation to sex, and even sends Maggie a photo of his penis. He asks Maggie to send him a naked photo of her in return. Maggie refuses to do so. Sam then asks if he can meet Maggie in person and is willing to help her a lot if she would have sex with him. Maggie does not like where the conversation is going and tells Sam that she is not interested. Sam persists, but when Maggie keeps saying no, Sam asks Maggie if she can find him another girl to have sex with. He is willing to pay USD 100. Maggie then blocks Sam on Facebook and WhatsApp. She later learns that Sam has contacted two other girls at her school.

 Allow the NIO trainees 10 minutes to read the scenario and record the salient facts of the case in their notebook. It is recommended that the NIO trainer and / or syndicate leader should then aim to facilitate a group / syndicate discussion for between 20-25 minutes.

 It is recommended that the NIO trainer and / or syndicate leader should lead this discussion with the aim of examining the following topics:

- \* Who is the victim(s)?
- \* Who is the subject?
- \* What Standard of Conduct, Rules, regulations, instruments, guidelines are applicable?
- \* Was there a sexual relationship?
- \* Is the victim underage? No.
- \* Was there consent? Consent is not an issue, as there was no sexual intercourse.
- \* Is this transactional? The subject offered to give the victim something in return for having sex, but it never happened, as she declined. Discuss the issue between actual and attempted – the issues of solicitation and the use of intermediaries for solicitation.
- \* What about the issue of the subject sending the victim a photo of his penis? Or the subject asking the victim to send nude photographs? Does this qualify as sexual exploitation?
- \* Principle: “Sexual relationships between United Nations personnel and beneficiaries of assistance, since they are based on inherently unequal power dynamics, undermine the

credibility and integrity of the work of the United Nations and are strongly discouraged...” and “... Any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.”

- \* Lines of enquiry/sources of evidence: victim testimony, witness testimony, Facebook, and WhatsApp messages.
- \* How do we ensure a victim-centred approach?
- \* Challenges: What are the challenges in obtaining evidence in a digital format? How do you identify subjects, witnesses, and how do you link digital evidence to a specific subject? How do you obtain evidence from an identified subject’s phone? Can you compel a subject to cooperate and produce their phone or data?

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## Scenario Six

Sophie is a high school student. Peacekeepers come to her school every day to collect drinking water from the local water-pump. She meets Pte. Peter and they soon start having a consensual sexual relationship, resulting in Sophie's pregnancy. When Sophie tells Pte. Peter that she is pregnant, he gives her money to get an abortion, saying that he will be in big trouble if his commander found out about the relationship. When Sophie's attempt to abort fails, Pte. Peter insists on meeting her parents to discuss the possibility of marriage. When Pte. Peter meets Sophie's parents, he learns that Sophie had lied to him by saying she was 18-years-old, when in fact, she is only 16-years-old. When Sophie's parents threaten to report the relationship to the United Nations, Pte. Peter asks his Platoon Commander, Lt. Phillon, to negotiate a settlement with Sophie's parents on his behalf. When investigators want to speak to Sophie's father, he refuses, saying that "the matter has been settled".



Allow the NIO trainees 10 minutes to read the scenario and record the salient facts of the case in their notebook. It is recommended that the NIO trainer and / or syndicate leader should then aim to facilitate a group / syndicate discussion for between 20-25 minutes.



It is recommended that the NIO trainer and / or syndicate leader should lead this discussion with the aim of examining the following topics:

- \* Who is the victim?
- \* Who is the subject?
- \* What Standard of Conduct, Rules, regulations, instruments, guidelines are applicable?
- \* Was there a sexual relationship?
- \* Is the victim underage? Yes. Mistaken belief of age is not a defence.
- \* Was there consent? Consent is not relevant given the victim is a child.
- \* Principle: "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."
- \* Lines of enquiry/sources of evidence: victim testimony, witness testimony, medical evidence of the pregnancy and abortion.
- \* How do we ensure a victim-centred approach?

- \* Challenges: Unwillingness of parents to provide information on relationship or consent to interview the child victim.
- \* Other serious misconduct?

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## Scenario Seven

Granny is 53-years-old and lives with her daughter, Mannie, and her 14-year-old granddaughter, Sissie, in a village not far from a peacekeeping contingent's camp. Granny and Mannie go to the field every day to farm, leaving Sissie and the other young children at home. One evening Granny finds Mannie beating Sissie. Mannie explains that Sissie came home with money, candy, and a tin of fish, and refuses to say where she got the money and food. The next day, Granny speaks to Sissie who then admits that, during the day, she and several of the other young girls go to the bushy part behind the peacekeeping contingent's camp. The peacekeepers cannot leave their camp, so they talk to the peacekeepers over the fence. The peacekeepers ask the girls to lift their shirts and skirts, and to take off their panties. The peacekeepers then take photos with their mobile phones of the girls' nude breasts, buttocks, and private parts. In exchange, the peacekeepers throw money and food over the fence to the girls.



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It is recommended that the NIO trainer and / or syndicate leader should lead this discussion with the aim of examining the following topics:

- \* Who is the victim(s)?
- \* Who is your subject(s)?
- \* What Standard of Conduct, Rules, regulations, instruments, guidelines are applicable?
- \* Was there a sexual relationship?
- \* Are the victim(s) underage? Sissie is, but there are also other possible victims involved and there ages are unclear.
- \* Was there consent? Consent is not relevant given the victim is a child.
- \* Principle: "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." and "Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour, is prohibited. This includes any exchange of assistance that is due to beneficiaries of assistance" – "Any actual or attempted abuse of a position of vulnerability, differential

power, or trust for sexual purposes including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.”


- \* Lines of enquiry/sources of evidence: victim testimony, witness testimony, canvass, site inspection, forensic evidence, identification of the possible subject(s); physical evidence.
- \* How do we ensure a victim-centred approach?
- \* Challenges: Photos with mobile phone, digital evidence, what are the challenges in obtaining evidence in a digital format? How to link digital evidence to a specific subject? How do you obtain evidence from an identified subject’s phone? Can you compel the subject to cooperate and produce their phone?




## Slide 9

## Scenario Eight

Stella, a farmer, struggles to support her family. She sends Bella, her 10-year-old daughter to sell bananas at the local peacekeeping contingent's camp. One day Stella finds Bella lying in bed crying and looking sick. Suspecting malaria, Stella takes Bella to the hospital, where Bella complains of pain in her stomach and legs. During the medical examination it is discovered that Bella has a vaginal infection and there are signs of recent sexual intercourse. Bella then tells her mother that, a few days ago, she was selling bananas around the camp. There is a peacekeeper, Steve, who always buys bananas from her. Steve asked Bella to follow him to an abandoned house behind the camp, promising to give her some food. Once inside the house, Steve took off her clothes, "did things to her", gave her some bread and told her to go home. Bella also said that many of the girls selling around the camp go to the abandoned house with the peacekeepers. When rumours of the sex between the peacekeepers and the local girls start spreading in the community, the community demands that the peacekeepers leave the town. Bella's uncle, a local militia leader, demands the peacekeepers be handed over to him for questioning about their relationships with the local girls.

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 It is recommended that the NIO trainer and / or syndicate leader should lead this discussion with the aim of examining the following topics:

- \* Who is the victim(s)?
- \* Who is the subject(s)?
- \* What Standard of Conduct, Rules, regulations, instruments, guidelines are applicable?
- \* Was there a sexual relationship?
- \* Are the victim(s) underage? Bella is underage.
- \* Was there consent? Consent is not relevant given the victim is a child.
- \* Principle: "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..." and "Any actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions."
- \* Lines of enquiry/sources of evidence: victim testimony, medical evidence, base logs, canvass and site inspections, other incidents involving other victims and peacekeepers.
- \* How do we ensure a victim-centred approach?

- \* Challenges: young age of the victim, cultural issues, identifying the subject, the reaction of the community and the impact of the incident on the relations between the community and the peacekeepers, including security issues for the peacekeepers.