## 35. Difficult Choices

**Suggested Use:** Move 6

**Source:** UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Abuse and Exploitation (2011)

**Type of Exercise:** Interactive exercise followed by video

**Participant Competency Level and Number:** Any level of competence, any number of participants

**Time Required:** 45-60 minutes

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| **Supplies Required** | The Secretary-General’s Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse[[1]](#footnote-1) |
| **Guidance to Facilitator(s)** | Before introducing the Secretary-General’s Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse, it is useful for participants to examine their own values and assumptions around related issues. This exercise is designed to facilitate discussion around the key standards in the Bulletin.  Although there are ‘right answers’ (i.e. the standards outlined in the Secretary-General’s Bulletin), the facilitator should work to create a climate of respect throughout the exercise. The facilitator should also acknowledge that there are some grey areas, and that in some situations it can be difficult to determine if a standard has been violated and what the appropriate (disciplinary) response should be.  The discussion can give the facilitators a good sense of where the participants are at in terms of their starting positions, degree of knowledge of the issues, etc. This information can help inform the remainder of the training session.  There may be some discussion on what is ‘sex’ – is it only intercourse, for example. There is no agreed definition in the Task Force Report on this issue, but the intent is to include a broad rather than narrow definition. |
| **Purpose/Learning Objectives** | 1. To examine own beliefs and assumptions regarding sexual abuse and exploitation. 2. To understand the Secretary-General’s Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse and its implications for their behaviour and the behaviour of their colleagues. |
| **Exercise Instructions** | Participants are asked to react to a statement made by the facilitator by lining up according to their agreement with the statement (strongly disagree, disagree, agree, strongly disagree. (All those who strongly agree go to one end of the line. Those who strongly disagree go to the other end of the line. Other people position themselves in between.)  Participants are encouraged to discuss among themselves why they placed themselves where they did on the line. The facilitator can ask people why they chose that spot.  Participants can also move and change their position as the discussion develops.  Five statements can be chosen from the following list:   * People should be allowed to have sex with anyone over the age of consent in the country concerned, even if that age is lower than 18. * A refugee who is employed by a humanitarian organisation must abide by the same standards of sexual behaviour as any other humanitarian worker. * If a driver working for an organisation contracted by RCRC to deliver supplies is found having sex with a minor, we should ensure that he/she gets fired. * The sex life of an employee of a partner organisation is his/her own business. IFRC should not get involved in what a staff person of a partner organisation/NGO does outside of work hours. * Sexual violence and exploitation by respected members of the community, such as doctors or teachers, is very rare. * Girls who have sex with a teacher in exchange for grades are just as much to blame as the teacher * Male peacekeeping soldiers are just like soldiers everywhere. Not much can be done to control their behaviour vis-à-vis local women and girls. |
| **Possible Variations** |  |

1. Available at <http://www.refworld.org/docid/451bb6764.html> [↑](#footnote-ref-1)