



Preventing Sexual Exploitation and Abuse

A Training Course for Managers

One day or half a day, as appropriate

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with help, support, and contributions from many staff of Oxfam GB around the world

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Introduction

Information for managers

Module length

One day or half a day, depending on the time available. A full day is preferable, for both facilitator and learners.

Facilitation skills

- This module requires presentation skills and the management of facilitated discussion and small-group activities.
- The level of facilitation skills required for this course will be determined by the degree of behavioural change that the workshop is required to deliver.
- Ideally the facilitator should have a helper who can deal with the large number of flipcharts on which this course is based. The helper might also lead some of the sessions, so that participants get to see a different face.
- Participants will raise questions about the Oxfam Code of Conduct and Sexual Conduct. The facilitator needs to be able to answer and debate these, and defend and promote Oxfam's positions, or to have someone else in the room who can act as an expert resource person.
- Ideally the facilitator should have had some degree of exposure to Oxfam's Code of Conduct and should have experience of making management decisions on staff conduct.
- Local managers are responsible for ensuring that this workshop is delivered by a facilitator who has sufficient experience and competence.

Learners

This module is intended for the following learners:

- All categories of staff, ranging from those in senior regional positions to those at local project-officer level.*
- All those who manage staff or programmes, or advise others how to do so.
- Those who will be responsible for explaining Oxfam's position and its implementation to Oxfam GB partners.

*A separate module is available in this pack to provide training for drivers, guards, programme support staff, field workers, workers in camp situations, etc.

Prerequisites for learners

This course is intended for all staff from middle to senior grades. It is especially relevant to those who manage or who will be managing staff in emergency-relief situations; therefore these staff should be given priority. Before the course begins, participants should be asked to write a half-page account of an incident that they have experienced or have witnessed which touches upon sexual exploitation or abuse in some way. Participants should be sent the instructions and guidelines, supplied here as 'Supplementary 1', at least ten days before the date of the course.

Group size

This course could be run for groups of 6 to 36 people, but ideally the group should number between 12 and 20.

Information for facilitators

Room

This module requires space for the whole group to work together in one room, seated in such a way that they can all see one another. It also requires sufficient space for the group to divide into smaller groups.

Equipment needed

- 2 flipchart stands, plenty of flipchart paper, and pens (black or dark blue to ensure visibility).
- Laptop and data projector for best results, **or**
- Overhead projector and acetates
- Post-it notes
- Blu-Tack

Preparation of material

- Photocopy the four handouts (1 – 4).
- Write up pre-prepared flipcharts (1 – 11). Use only black or blue pens, so that writing will be visible to all.
- Decide whether you prefer to use a data projector or an overhead projector. If you are going to use an overhead projector, you will need to copy on to acetate sheets the pages of the two PowerPoint presentations PPT1 (pages 216–224) and PPT2 (pages 225–233).
- Print the supplementary material (2 – 4) that you will need to present and facilitate the course. It is important to remember that this supplementary material is provided for you, not for the participants. It is not, under any circumstances, to be handed to participants.
- The participants need to prepare, in advance, a written description of an incident of sexual exploitation or abuse that they have experienced or witnessed (either within a working environment or outside it). Cut and paste the explanatory text contained in Supplementary Information (1) and send it to the applicants by email, fax, or post, at least 10 days before the day of the course.
- Identify and instruct two volunteers for the story-telling exercise (if you are doing the full-day session).

Preparation of the facilitator

The facilitator needs to read and study all the material before the day of the course.

- It is essential for the facilitator to be thoroughly familiar with the supplementary information (2 – 4) before the course begins. These **should not be given to the participants**. Oxfam staff: if you want to read more about the subject and feel fully prepared to answer as many questions as possible, read the extra optional information on the Intranet:
- Anti-Harassment Policy <http://homepage.oxfam.org.uk/chr/polproc/7/harass.htm>
- Behaviour at Work <http://homepage.oxfam.org.uk/chr/polproc/10/behaviouratworkhomepage.htm>
- Dealing with Problems at Work <http://homepage.oxfam.org.uk/chr/polproc/7/problemsatwork.htm>

In addition, sample flipcharts are included in the pack. They are numbered 1 – 11 and are intended to give an idea of how the flipcharts should look.

Linked learning

- Oxfam staff should feel free to ask their regional focal points, Human Resources team, or line manager for support before or after running the sessions.
- It is the responsibility of every individual to promote and uphold the principles that will reduce the likelihood of sexual exploitation and abuse being committed by NGO staff. Please ensure that you take every opportunity to discuss this subject with your colleagues.

Translations

This module is currently available in English, Spanish, French, and Portuguese. If it would help learners, please feel free to translate all or part of it into additional languages – but please send a copy to Oxfam Publishing, Oxfam House, at the address given at the front of this pack.

Support and feedback

- Please send questions, ideas, and feedback to learninternational@oxfam.org.uk

Workshop objectives

Participants will:

Know ...

- The principles that underpin Oxfam GB's Code of Conduct and the Guidelines for Sexual Conduct

Feel ...

- Confident to make judgements and decisions on the sensitive and difficult subject of sexual exploitation and abuse.

Do ...

- Study cases of sexual exploitation and abuse in order to see where decisions need to be taken and, in some cases, how they could have been improved.
- Reflect on personal cases, discuss and analyse them to identify important issues, decisions, and judgements, and write these up for further use.

Participants will have an increased knowledge of and ability to comply with Oxfam's Internal Staff Code of Conduct. Managers will feel more confident to use the Code, and all staff participating will understand the responsibilities that it implies and demands.

Timetable

Full-day session		
Start	Finish	Session
00.00	00.15	1. Introductions
00.15	00.30	2. Story telling
00.30	00.50	3. Quiz
00.50	01.30	4. Presentation
01.30	01.45	BREAK
01.45	02.25	5. Exercise – OGB's Code of Conduct
02.25	02.55	6. Exercise – OGB's Sexual Conduct Guidelines
02.55	03.25	7. Brainstorm: vulnerable beneficiaries
03.25	04.25	LUNCH
04.25	04.40	8. Checking on the objectives of the course
04.40	05.40	9. Case studies
05.40	05.55	10. Story telling in groups
05.55	06.10	Break
06.10	07.15	11. Group work on chosen stories
07.15	07.45	12. Evaluation
07.45	08.00	13. Review and summary

Half-day session		
Start	Finish	Session
00.00	00.15	1. Introductions
00.15	00.45	2. Quiz
00.45	01.25	3. Presentation
01.25	02.05	4. Exercise – OGB's Code of Conduct
02.05	02.35	5. Exercise – OGB's Sexual Conduct Guidelines
02.35	02.50	BREAK
02.50	03.50	6. Case studies
03.50	04.00	7. Evaluation
N.B. If time permits, the Facilitator may choose to include sessions 10 and 11 from the full-day timetable.		

The timings for this event are shown as starting from 00.00.
The precise times should be adjusted to fit in with the group's normal working hours.

Note to the facilitator

The subjects of sexual conduct, exploitation, and abuse nearly always raise more questions than they answer. Although the debates that occur are always stimulating, you should be aware that people feel strong emotions when their beliefs and personal values are challenged. Make sure that you read all the supplementary documentation (2 – 4) before delivering the session, and be sure that you can defend the positions taken in it.

Please remember, and emphasise to participants, that we run these workshops because we know that many beneficiaries are forced into sexual relations with humanitarian workers in order to get food, goods, or essential services for themselves and their families. Oxfam GB finds this intolerable and will do everything that it can to prevent it happening. Those found sexually exploiting or abusing beneficiaries will (subject to due process) be dismissed for gross misconduct.

The discussions during the day will raise many important issues, but it is important to move the course along and delay questions until the relevant session, when they might be covered anyway.

- Pay careful attention to the timings of the course and be prepared to chair the event firmly. Remember that not every question can be asked or answered within the course of one day.
- Put a page of flipchart paper on the wall to 'park' questions that arise. This is a clear way of acknowledging a question without having to answer it at that time – but if you have not answered all of the questions by the end of the course, you should clearly identify the means by which you will answer them (for example, by consulting an appropriate colleague and then sending the answer by email to all of the participants).
- In order to maintain the pace and energy of the course, you need to be very clear about timings and instructions. If you give 10 minutes for groups to do an exercise, after 5 minutes you should announce that 5 minutes remain; after 9 minutes, announce that one minute remains – and then finish after one more minute. You will find that groups often produce better results if they are under a reasonable degree of pressure.

Session 1 Introductions

TOTAL TIME:
15 minutes

Purpose: By the end of this session, participants will know the aim of this workshop and will know who is in the room. In addition they will begin to know what the organisation expects of them in terms of their sexual conduct. (The reasons will be discussed in later sessions.)

Timing	What YOU do	What the LEARNERS do	Resources
00.00	<ul style="list-style-type: none"> • Introduce yourself. • Ask the participants to introduce themselves briefly by telling the group their name, their job title, and the country or project area in which they work. 	<ul style="list-style-type: none"> • Ask questions if they need clarification. • Introduce themselves, but very briefly. 	
00.05	<ul style="list-style-type: none"> • Introduce the course objectives by showing flipcharts F1a and F1b. Attach them to the wall so they can be seen throughout the session. Read them aloud to participants and ask if they have any questions. • Give flipchart F2 to a participant and ask him or her to read it aloud to the group. Tell the group to think about it but not to comment at this stage – unless they need any explanation. Ask the participant to put flipchart F2 on the wall somewhere visible. Don't spend much time on this. There will be plenty of time for discussion during the day. • Give flipchart F3 to a different participant and ask him or her to read it aloud. Ask the group for their thoughts on these responsibilities. Ask them to recall occasions when they took the initiative to ensure an environment that reduced the risk of sexual exploitation or abuse of beneficiaries. Try to get two or three examples. • Read through flipchart F4 aloud. • Introduce the idea of a 'parking' flipchart (F5), where you will write up questions that cannot be answered immediately. It is your responsibility to ensure that the questions on flipchart (F5) are directed, after the event, to those who can answer them. 	<ul style="list-style-type: none"> • Read the objectives and compare them with their own understanding and expectation of the course. • Read flipcharts F2 and F3 and think about their relevance to their own work. • Try to think of examples of when they have actively promoted behaviour or activities that have reduced the risk of exploitation or abuse of beneficiaries. • Listen to the examples given, and try to relate them to their own working lives – have they seen, done or thought about anything similar? Could they replicate the example given? 	<ul style="list-style-type: none"> • Flipcharts F1a and F1b (Objectives) • Flipchart F2 (Rules) • Flipchart F3 (Responsibilities) • Flipchart F4 (Agenda) • Flipchart F5 (for parking questions)
00.15			

Session 2 Storytelling

TOTAL TIME:
15 minutes

Purpose: Participants will share at least 3 short stories of sexual exploitation and abuse that they have seen or heard about, either at work or outside work. It is important that people start talking about this sensitive subject as soon as possible.

Timing	What YOU do	What the LEARNERS do	Resources
00.15	<ul style="list-style-type: none"> Using flipchart F6, remind them about the need to respect confidential information. Emphasise the fact that breaches of confidentiality will be considered a disciplinary offence. Tell a short story of sexual abuse or exploitation that you have witnessed or experienced. If you cannot provide one, then use one from the 'prepared stories' (Supplementary Information 2). Before the course started, you will have briefed two or more participants to 'volunteer' to share with the group a short story about the exploitation or abuse of beneficiaries in a programme of humanitarian relief. Choose people who will speak briefly. You should verify in advance that their stories are short, informative, and anonymous. Find these two 'volunteers' now and ask them to tell their stories to the group. It is possible that there may be time for only two stories. You should keep an eye on the time and judge for yourself how many to include in this session. 	<ul style="list-style-type: none"> Listen to stories told by other participants. Relate the stories to their own lives or experiences. Consider how the stories relate to the example that they themselves have prepared. 	<ul style="list-style-type: none"> Flipchart F6 (Confidentiality)
00.30			

Session 3 Quiz

TOTAL TIME:
20 minutes

Purpose: another warm-up for the later sessions. A brief introduction to some of the ideas and terminology that will be used during the day.

Timing	What YOU do	What the LEARNERS do	Resources
00.30	<ul style="list-style-type: none"> Choose either a data processor or overhead projector and the appropriate information format for presenting. Tell the participants that they are about to do a light-hearted quiz (PPT1). They will not know all the answers, but they should shout out the answers that they think they do know. Go quite fast through the quiz: you read the questions out loud, but make the participants produce the answers. The aim of the quiz is for you to gain some idea of how much participants know about the subject and some related issues. It does not matter if the answers are right or wrong; the purpose of the quiz is to encourage active participation. Encourage all the participants to respond, not just the loud and confident ones. At this stage you should encourage everyone to feel relaxed, and to think and contribute as much as possible. <p>Notes on the quiz:</p> <ul style="list-style-type: none"> Using the PowerPoint presentation is easiest, because it gives participants time to shout out their answers. If you are using slides and an OHP, you can put each transparency on the OHP and cover up the answer until the group have given some answers. Before the day begins, read through the quiz enough times to be able to anticipate the answers. Read the policies and guidelines (Handouts 1 and 2). The quiz mentions 'gross misconduct'. Here is a definition: <i>gross misconduct is an act that is very likely to lead to summary dismissal with loss of most employment benefits.</i> 	<ul style="list-style-type: none"> Answer the questions as and when they can. Make it clear if they don't understand the answers, or if they need more detail. 	<ul style="list-style-type: none"> Laptop and data projector PPT1 slide show (quiz) or OHP and slides
00.50			

Session 4 Presentation

(4 pages)

TOTAL TIME:
40 minutes

Purpose: To give a brief overview of the nature and extent of the problem of abuse, and the work that Oxfam GB and others have done so far to address it. To show why and how Oxfam GB has initiated four major pieces of work to combat sexual abuse, and to demonstrate how this training course fits into the overall scheme of work that is to be done.

Timing	What YOU do	What the LEARNERS do	Resources
00.50	<ul style="list-style-type: none"> Choose either a data projector or an overhead projector and the appropriate format for presenting. Run the presentation (PPT2). Slide 1: Read the title slide and draw learners' attention to the objectives of the training day. Slide 2: Ask if they know anything about the scandal of sexual abuse committed by humanitarian workers in refugee camps in the Mano River region (Guinea, Liberia, and Sierra Leone) in 2001//02. If so, invite them to share what they know. In those countries it was found, almost by accident, that abuses of refugees by humanitarian workers were taking place on a very large scale. Typically, sexual favours were being demanded of (and accepted from) beneficiaries in return for goods or services that were controlled by the humanitarian workers. More than 40 NGOs, both national and international, were implicated by name. Oxfam was not named, but this did not mean that some of our staff were not guilty of committing similar abuses. The scandal prompted all agencies to take the problem seriously, and the aid community began work to prevent it happening again. 	<ul style="list-style-type: none"> Listen to the presentation and ask questions if they need anything clarified. Questions that are impossible to answer should be written on the 'parking' flipchart. If they know anything about the problems mentioned in the slide, they should share that information. 	<ul style="list-style-type: none"> Laptop and data projector or OHP and slides PPT2 Flipchart F5 (for parking questions)

- In 2001 the media obtained reliable information that UNHCR staff and project partners were committing abuses against Bhutanese women and children in refugee camps in Nepal. The abuses included trafficking of women and organising and profiting from their prostitution. Oxfam and UNHCR (and possibly many others) had known about this for some time. When the scandal became public, UNHCR admitted some degree of liability. Good work was done to prevent a recurrence of the abuses.
- In 2003 the UN system began to investigate allegations of abuse and exploitation by its peace-keeping force (MONUC) in Democratic Republic of Congo. There was clear evidence of widespread and severe abuse. Currently investigations into the behaviour of more than 130 UN personnel (both military and civilian) are pending.
- Emphasise the point that these abuses really do happen in the aid profession. There is plenty of convincing evidence to prove it. Oxfam has dismissed many staff on these grounds, but many more cases have not been dealt with, because managers were unaware, unwilling, or unable to deal with them. We do not expect managers who have taken part in this training course to avoid these issues in the future.
- **Slides 3 and 4:** These slides should help learners to understand why and how abuse can happen. Uneven balances of power probably always exist between agency workers and beneficiaries. But in humanitarian situations the differential is extreme. Most beneficiaries (at least in the early stages of an emergency) are entirely dependent on agency workers for their very survival and that of their families. We have everything, and they have nothing. It is easy for humanitarian workers to exploit this difference in power, and it is usual for beneficiaries to want or need them to do so, in order to obtain what they need for themselves and their families. This type of transaction gradually becomes the norm, and most of those involved fail to appreciate the nature or seriousness of the problem.

- Participants should think about themselves and their jobs, and the realities of beneficiaries' lives, to appreciate how easy it is for abuse and exploitation to occur.
- Ask questions if they do not understand.
- Ensure that questions that can't be answered now are written on Flipchart F5.

- **Slide 5:** Show the title of this slide and ask the group to suggest why this sort of behaviour is problematic, and what the consequences of it might be for a project or programme or country team. It is important to emphasise the indirect impact on other agencies in the sector: if one agency is known to have committed abuses, we will all be blamed, and suspicion will lie upon us all.
 - **Slides 6 and 7:** Ensure that participants understand that 'in the line' probably involves them, because they are managers! Return to Flipchart F3 ('roles and responsibilities') at this point if participants are not convinced. It is very important that they realise that this training course is all about THEM – because most managers have felt unwilling or unable to deal with such issues in the past.
 - Check that learners understand the concepts of 'focal point' and 'champion'. In Oxfam terms, they denote members of staff within each region or programme where abuse is considered likely to take place who, in addition to their normal jobs, are responsible for leading and supporting work to improve the attitudes and behaviour of staff.
 - All staff and managers must understand that they share responsibility for preventing the abuse and exploitation of vulnerable beneficiaries. As the facilitator, you should emphasise this point throughout the training. This scandal is not confined to other people in other organisations: it can occur in any agency, anywhere – and often does.
 - **Slide 8:** This is the support that is available to Oxfam staff and managers. Facilitators on non-Oxfam courses might want to research this matter in advance of the session. Find out what is available and appropriate for the participants whom you are training. Or ensure that questions about this matter are put on the parking flipchart (F5) and answered, quickly, after the session.
- Think about what it would mean to their organisation if a member of staff was behaving badly towards beneficiaries, and the beneficiary community and general public became aware of it.
 - Participants should think about what this means for them personally. How easy or difficult will it be to deal with allegations of abuse? Have they ever dealt with things like this before? What happened then? How would they like to be able to react in a similar situation after this training session?
 - Think about the use of focal points (or other initiatives). What could they personally do to support the work of focal points?
 - Participants might be able to suggest what would be useful to them in terms of support. Suggestions should be written on flipchart F5.

- **Slide 9:** These are the issues that concern Oxfam GB. They will not be appropriate for all agencies. However, they are fairly common dilemmas, so it may be useful to discuss them.
- Organisations need to know what their donors expect from them in terms of staff behaviour and attitudes. And they need to align their Code of Conduct and training accordingly. Oxfam GB has done this to a certain extent and will do more work on it in the near future. In particular we will continue to consider our policy on the matter of paying for sex with professional sex workers.
- In general, agencies like Oxfam expect partner organisations to share their values and beliefs. But it might not be appropriate to expect them to adhere to exactly the same Code of Conduct. A reasonable compromise can often be reached by including a statement about behaviour in the contract or Memorandum of Understanding that is signed when a partnership is established..
- Inductions, training, and support must be adapted to suit the needs of individual organisations. Oxfam will continue to seek advice on how to improve its processes in order to respond to the risk of abuse and exploitation. Participants' feedback on this training session will be sought in the evaluation session(s) at the end of the day.
- Oxfam GB has found that the best way of communicating its concerns about abuse to its overseas offices, and ensuring their commitment to tackle it, is by nominating, training, and supporting Focal Points. Key staff, who have experience and wisdom, have been asked to provide information, advice, and support to any staff who think they have a problem or who have seen behaviour that troubles them. Focal Points are not 'in the line' and are not expected to make decisions or take action: their remit is to give advice and support to those in management positions.

01.30

- Think about these issues and what they would mean in practice. Share relevant experience or suggestions with the group.

- Think about whether they would like to become focal points within their programme or country or region. If so, they should inform the facilitator.

01.30 – 01.45	BREAK
<p>Encourage the group to move from their chairs and take some refreshments. When we are learning, it is important to have time to reflect. Ask the group not to use the break as an opportunity to make telephone calls or return to their desks.</p> <p>Those who have not yet prepared a story to tell must now do so. Encourage participants to talk to each other to help them to think of a good example.</p>	

Session 5 Exercise 1: Oxfam GB's Code of Conduct

TOTAL TIME:
40 minutes

Purpose: to encourage participants to look closely at the Code and identify absolute instructions and then issues that are less clearly defined. To identify what the Code really does and does not permit Oxfam GB staff to do.

Timing	What YOU do	What the LEARNERS do	Resources
01.45	<ul style="list-style-type: none"> Uncover flipchart F7 and read the instructions aloud. Repeat the instruction to read only the 'Standards' section of Handout 1 – the rest can be read later. Ask participants to form pairs and list three activities that the Code definitely forbids, and three issues which they feel are less clearly defined. Set a time limit of 30 minutes. Check with participants that they understand what to do. Give each learner a copy of the Code of Conduct (Handout 1). Walk round, encouraging discussion and answering queries. If pairs finish early, encourage them to discuss their findings with others. Give 10-minute and 5-minute warnings before the end of discussion time. 	<ul style="list-style-type: none"> Divide into pairs. Make sure they understand the instructions. Read pages 2 and 3 of the Code of Conduct together. Leave the rest until later. Pick out three areas/activities that they think the Code is clear about, and three areas/activities on which they need more clarity. 	<ul style="list-style-type: none"> Handout 1: one copy for each participant Flipchart F7, with the task explained Flipchart for answers
02.15	<ul style="list-style-type: none"> Bring the group back together. Ask each pair in turn to report one example of a clear instruction or one example of an unclear instruction. Write these up on separate flipchart sheets. Tell participants that the issues identified as 'unclear' will be reported to the advisers who are working to refine the Code. Oxfam facilitators: keep the flipchart for feeding back to your regional focal point! 	<ul style="list-style-type: none"> Give one example of a clear or unclear aspect of the Code. 	<ul style="list-style-type: none"> Flipchart for feedback
02.25			

Session 6 Exercise 2: Oxfam GB's guidelines on sexual conduct

TOTAL TIME:
30 minutes

Purpose: to help participants to understand the underlying principles upon which rules for the sexual conduct of Oxfam GB staff are based. To help them to realise the responsibility that Oxfam places on them to create and maintain conditions in which adherence to the Code can be ensured.

Timing	What YOU do	What the LEARNERS do	Resources
02.25	<ul style="list-style-type: none"> Ask participants to form groups of 5 or 6. Read out the instructions for the exercise from flipchart F8. Introduce flipcharts 8a, 8b, 8c, 8d, and 8e. Ask five participants to stick them up in separate parts of the room and read them aloud, one after the other. Give out Handout 2: Guidelines for Sexual Conduct. Tell participants that they have 10 minutes to read and discuss it. Explain that once they have read the document they will be asked, as a group, to respond to each of the questions in turn. It does not matter which question they start with, but they must have a response or a comment to make on each question. This exercise requires the groups to get up and move round the room, writing comments and questions on each flipchart. The first two or three answers on any one flipchart might take some time (3 or 4 minutes). After this you should speed up the exercise, giving groups two minutes in front of each flipchart. 	<ul style="list-style-type: none"> Get into small groups. Stick up flipcharts as requested, read aloud if asked. Read Handout 2 and discuss in groups the answers to the questions posed, or their comments on the questions. Think hard about the implications of these guidelines for themselves and for their team. Think about the need to regulate/change behaviour or thinking in any way. Get up and move around the room, writing answers or comments on the flipcharts as requested. 	<ul style="list-style-type: none"> Handout 2: one copy for each participant Flipchart F8 with instructions for the exercise 5 flipcharts (F8a, b, c, d, e) with questions already written on them
02.45	<ul style="list-style-type: none"> Ask one participant to read aloud from one flipchart the original questions and the group's written responses. Ask learners what they think of the comments and answers. Is everybody in agreement? Repeat this for each of the flipcharts. With Oxfam staff, reassure them that unresolved or difficult issues will be referred back to the 'sexplicitation' focal point or the relevant adviser in the Humanitarian Department Oxfam facilitators: keep the flipchart for feeding back to your regional focal point! 	<ul style="list-style-type: none"> Think about what others have written. Think about the implications for their own work and the work of their teams. Raise issues that they don't understand or agree with. 	
02.55			

Session 7 Brainstorm: vulnerable beneficiaries

TOTAL TIME:
30 minutes

Purpose: to stimulate participants to think about why beneficiaries in their region/country/project area might be particularly vulnerable to sexual exploitation and abuse.

Timing	What YOU do	What the LEARNERS do	Resources
02.55	<ul style="list-style-type: none"> Ask participants to form groups of 5 or 6. Uncover flipchart F9, which describes the task. Give out one piece of flipchart paper per group. Ask them to brainstorm the particular features of their region/country/ project area that would make beneficiaries vulnerable to sexual abuse or exploitation. Offer some suggestions of your own, e.g. <ul style="list-style-type: none"> women have no or little status in law chronic conflict has erased people's sense of what is normal or right the supply chain of goods for beneficiaries is inadequate there is a high level of domestic violence. Give a reminder 5 minutes and 1 minute from the end of the allotted time. 	<ul style="list-style-type: none"> Form small groups. Write up reasons why beneficiaries in their area might be vulnerable to sexual abuse, bearing in mind the specific contexts in which they work and in which the beneficiaries live. 	<ul style="list-style-type: none"> Flipchart F9
03.15	<ul style="list-style-type: none"> From one participant at a time, gather suggested reasons why women and children might be particularly vulnerable at this time or in this particular context. Ask each person for one suggestion and then move on to the next person, to ensure that all members of the group have a chance to speak and share their ideas. Invite comments from other participants. Pin the flipchart paper to the wall for later use. Oxfam facilitators: keep the flipcharts for feeding back to your regional exploitation focal point! 	<ul style="list-style-type: none"> Volunteer answers, comment on the answers of others. 	
03.25			

03.25 – 04.25 LUNCH BREAK
It is important to have time to reflect on what has been learned, so ask the group not to use the break as an opportunity to make telephone calls or return to their desks.

Session 8 Checking the objectives of the course

TOTAL TIME:
15 minutes

Purpose: to reassure participants that they are on the way to meeting the objectives of the day.

Timing	What YOU do	What the LEARNERS do	Resources
04.25	<ul style="list-style-type: none"> Ask participants to read the objectives on flipchart F1a. Ask them to tell their neighbours one thing that they learned during the morning session which accords with the objectives. Ask participants to discuss with their neighbours if and how they will change their thinking or behaviour as a result of this acquired knowledge. Ask 4 or 5 participants to share their learning experiences with the group. Ask the participants what they feel they still need to learn from the next few sessions. Reassure participants that in the afternoon sessions they will practise making decisions based on the knowledge gained this morning. 	<ul style="list-style-type: none"> Read flipchart F1a. Think about what they have learned this morning and discuss it with a neighbour. Think about how this learning will change the way they think or act. Share a learning point with the group if asked. Think about what still needs to be learned in order to achieve the objectives Share this with the group if asked. 	<ul style="list-style-type: none"> Flipchart F1a (objectives)
04.40			

Session 9 Case studies (2 pages)

TOTAL TIME:
60 minutes

Purpose: to practise using new-found knowledge and confidence. To discuss cases where management decisions or judgements need to be made and what they should be.

Timing	What YOU do	What the LEARNERS do	Resources
04.40	<ul style="list-style-type: none"> Ask participants to form groups of 5 or 6. Uncover flipchart F10, showing the instructions for this exercise. Tell learners to follow the instructions for each case study and write their answers on flipchart paper for sharing and discussing later. Give one copy of Handout 3 to each participant. Assign at least two case studies per group, in such a way that every case study is covered by at least one group, if possible. Ensure that you have read, several times, the 'answers' to the case studies (Supplementary Information 3). Note that it is not always possible to give a completely definitive answer to the questions posed. Your job as facilitator is to encourage open discussion in which every member of the group participates. At the end of each discussion, you may choose to add a correction, <i>but it is not your role to give 'the answer'</i>. Note that S3 is not intended as a handout – it is provided to aid your own understanding as a facilitator. It is very difficult to decide on appropriate sanctions in many of these cases. Rather than spending much time on this task, try to concentrate on what the managers would need to do to resolve the problem in its early stages and ensure that it does not recur. Obviously the sanctions play a part in this, but only a small part. Circulate, intervening and prompting when necessary, and trying to ensure that everyone has a chance to speak, and that the discussions do not go too far off track. 	<ul style="list-style-type: none"> Concentrate on the case studies that they have been allocated, and follow the instructions for each case study carefully. Write down their responses in order to share them with the rest of the group later. 	<ul style="list-style-type: none"> Flipchart F10, (instructions for the exercise) Handout 3: one copy for each participant Flipchart paper for each group of participants Supplementary Information 3: Case Study 'answers'

Timing	What YOU do	What the LEARNERS do	Resources
	<ul style="list-style-type: none"> Remind people that they have 10 minutes left, then 5, and then one. 		
05.20	<ul style="list-style-type: none"> Ask the groups to report back on their discussions, starting with case study number 1. If more than one group has considered a particular case study, choose one group to present their responses and ensure that the other group(s) who have spent time on it get a chance to comment fully. There will be plenty of discussion during the feedback session. Allow this to happen, but try to ensure that the debate covers all the items on the 'answer' sheet, and that the contributions to the debate are relevant to the central theme. Make sure that one version of a generally 'correct' answer is clearly written up on a flipchart and displayed prominently on the wall. 	<ul style="list-style-type: none"> Report their own responses, and discuss the answers/comments of other groups. 	<ul style="list-style-type: none"> Flipchart paper for feedback
05.40			

Session 10 Story telling in groups

TOTAL TIME:
15 minutes

Purpose: for each small group to choose one real-life story, to serve as the basis for the following session.

Timing	What YOU do	What the LEARNERS do	Resources
05.40	<ul style="list-style-type: none"> Ask the participants to form new groups of 5 or 6, working with people different from those with whom they worked in the previous session. Tell groups that they have only 15 minutes to decide on the best story from the examples brought by the participants. The group will work on this story at greater length after the break. In addition, remind all participants that, as stated in the preparatory memo (Supplementary Information 1) sent before the course began, confidentiality is absolutely essential. There will be no naming of people or places, so that confidentiality is ensured. Failure to respect this rule will be a disciplinary offence. 	<ul style="list-style-type: none"> Very briefly, tell their stories and choose the most appropriate. 	
05.55			

05.55 – 06.10	BREAK
It is important while training to have time to reflect, so ask the group not to use the break as an opportunity to make telephone calls or return to their desks.	

Session 11 Group work on chosen stories

TOTAL TIME:
65 minutes

Purpose: to practise new knowledge and decision-making skills in real-life case studies. To increase the stock of case studies by collecting all the stories brought to the workshop.

Timing	What YOU do	What the LEARNERS do	Resources
06.10	<ul style="list-style-type: none"> Ask participants to return to their small groups. Ask each group to write up the example that they chose before the break. They should indicate where managers' decisions need to be made; the issues that managers must consider; and then the decisions that they as a group would have made as managers. With Oxfam staff, tell them that they will be asked to present this 'worked example' to the group as a whole, and to submit it to you, to help Oxfam to build up a 'bank' of good, real-life examples to use on further training courses. Remind all participants that confidentiality is absolutely essential. There will be no naming of people or places, in order to ensure confidentiality. Failure to respect this rule is a disciplinary offence. Refer them to flipchart F6. During the discussions, circulate among the groups in order to become familiar with all the examples. Guide the discussions as appropriate. Collect the stories that participants brought with them. Tell participants when 10 minutes remain, then 5 minutes, before the end of the session. 	<ul style="list-style-type: none"> In small groups, work through their chosen examples, following instructions; e.g. <ul style="list-style-type: none"> What aspects of the story should concern managers? What should they do about this concern? What could be used as reference points, information points, or back-up to support the decision-making process? What other aspects of the context need to be brought into consideration? What decisions would you as managers have made if you had been in this situation? Write down their answers for submission to the facilitator and for presentation to the whole group. Give to the facilitator a copy of the case study / example that they each brought with them. 	<ul style="list-style-type: none"> Flipchart F6 Plenty of flipchart paper for participants to use
06.50	<ul style="list-style-type: none"> Bring participants back together. Instruct groups in turn to present and discuss their jointly chosen story. Facilitate/mediate discussion as necessary, try to find 'right' answers. Collect written copies of all the examples used. 	<ul style="list-style-type: none"> Listen to and comment on others' presentations. Present one example per group. Comment on others' examples. 	
07.15			

Session 12 Evaluation

TOTAL TIME:
25 Minutes

Purpose: to help participants to think of ways to improve their own performance, or that of others, in order to reduce the risk of beneficiaries being sexually exploited or abused. In Oxfam workshops: to generate ideas for information and action that the facilitator should send to the regional focal point.

Timing	What YOU do	What the LEARNERS do	Resources
07.15	<ul style="list-style-type: none"> Put up flipchart F11. Give the participants 10 minutes to think about and answer the seven questions asked. Give seven people the seven flipcharts (F11a, b, c, d, e, f, and g). Ask them to read the questions aloud, one after the other, and then stick them on the wall. Give each participant has a handful of post-it notes. Start the exercise. When it is completed, ask everybody to sit down again and comment on the results Make your own comments, focusing on the following: <ul style="list-style-type: none"> Issues which make people feel comfortable. Issues which make people feel uncomfortable. Any surprises. 	<ul style="list-style-type: none"> Read the questions thoroughly. Ask for clarification if necessary. Mark their response to the questions asked. Look at all the 'answers' and analyse how well the objectives have been achieved. Think about the next step to help people to improve their performance where necessary. Make suggestions to the group when asked. 	<ul style="list-style-type: none"> Prepared flipcharts F11 and F11a, b, c, d, e, f, and g Plenty of post-it notes.
07.20			
07.35	<ul style="list-style-type: none"> Ask participants to suggest ways of improving their performance. 		
07.40			

Session 13 Review and summary

TOTAL TIME:
20 minutes

Purpose: to assess how the course worked for the participants, to find out if they have all the information that they need.

Timing	What YOU do	What the LEARNERS do	Resources
07.40	<ul style="list-style-type: none"> Remind participants of the contents of Handouts 1, 2, and 3. Encourage them to go away and consider seriously the issue of sexual abuse and exploitation as it affects their work and the work of their teams. Re-read Flipchart F3, on roles and responsibilities. Ask them how they might do things differently in the future. Reiterate that the main point of the whole day is to try to ensure that people are competent and confident to make decisions, using the Code of Conduct as a tool to regulate their own sexual conduct and that of Oxfam GB staff, and others. Tell Oxfam staff that further advice can always be sought from their line manager, the regional focal point for sexual exploitation, and/or the humanitarian programme adviser in Oxfam House in Oxford. 	<ul style="list-style-type: none"> Make sure they each have a copy of all the handouts. Make suggestions about future events – content, delivery, exercises, etc. Ensure that they know who to turn to in future if they need help or support. 	<ul style="list-style-type: none"> Further copies of Handouts 1, 2, and 3 Flipchart 3
07.55	<ul style="list-style-type: none"> Give out copies of Handout 4 and ask the group to fill it in and hand it back to you before they leave. Tell the group that feedback is important, because it will help us to improve the training sessions in future. 	<ul style="list-style-type: none"> Fill in the feedback form. 	<ul style="list-style-type: none"> Handout 4 (feedback form)
08.00	<ul style="list-style-type: none"> Collect the feedback forms. Oxfam facilitators: keep these for feedback to your regional focal point. Thank the group for their time/energy etc. and assure them that answers to their questions on the 'parking' flipchart will be sent to them as soon as possible. 		

Handout 1 (4 pages)

Oxfam GB Code of Conduct

INTRODUCTION

As an Oxfam GB staff member, you are required to abide by the organisation's policies and procedures, and the terms and conditions of your employment (as outlined in your employment contract), and to ensure your conduct is in keeping with the organisation's beliefs, values and aims.

The aim of this Code of Conduct is to give you guidance regarding the key issues that you need to be aware of as an Oxfam GB staff member, and the standards by which you may need to behave in certain circumstances. The Code applies to all Oxfam GB staff, regardless of location, and in accepting appointment you undertake to discharge your duties and to regulate your conduct in line with the requirements of this Code. The Code is designed for your guidance and protection, although a breach may result in disciplinary action (including dismissal in some instances) and, in some cases, may lead to criminal prosecution.

Whilst recognising that local laws and cultures differ considerably from one country to another, Oxfam GB is a British-based International NGO, and therefore the Code of Conduct is based on European and international legal standards, as well as being written to reflect the organisation's fundamental beliefs and values (as outlined below), to support its mission to work with others to overcome poverty and suffering, and its commitment to ensuring that staff members avoid using possible unequal power relationships for their own benefit.

OXFAM GB – MISSION, BELIEFS, AND VALUES

Oxfam GB's Purpose - To work with others to overcome poverty and suffering.

Oxfam GB's Beliefs - The lives of all human beings are of equal value.
 In a world rich in resources, poverty is an injustice which must be overcome.
 Poverty makes people more vulnerable to conflict and natural calamity; much of this suffering can be prevented and must be relieved.
 People's vulnerability to poverty and suffering is increased by unequal power relations based on, for example, gender, race, class, caste and disability; women, who make up the majority of the world's poor, are especially disadvantaged.
 Working together we can build a just and safer world, in which people take control over their own lives and enjoy their basic rights.
 To overcome poverty and suffering involves changing unjust policies and practices, nationally and internationally, as well as working closely with people in poverty.

Oxfam GB's Diversity Policy - Oxfam GB recognises that our beliefs on equality are also relevant to our ways of working. They relate to the way that we treat, work with and value those who are different from ourselves. We recognise that those who are different from ourselves should be treated with respect, have something positive to offer, and have an equal right to access resources and opportunities.

Oxfam GB's Anti-Harassment Policy - Oxfam GB views all forms of harassment as incompatible with its aims and beliefs in the dignity of all people, and undermining to its vision of equal opportunities. Consequently, Oxfam GB will not tolerate the harassment of staff, volunteers, contractors, partner organisations, beneficiaries or any others.

CODE OF CONDUCT – STANDARDS

As a staff member of Oxfam GB, I will:

1. **Be responsible for the use of information and resources to which I have access by reason of my employment with Oxfam GB.**
 - I will ensure that I use Oxfam GB information, funds, and resources entrusted to me in a responsible manner and account for all money and property, following the appropriate policy and procedural requirements. Resources and property include
 - Oxfam GB vehicles
 - Telephones, photocopiers, fax machines and stationery
 - Other office equipment or equipment / resources belonging to Oxfam GB
 - Computers, including the use of email, internet and intranet
 - Oxfam GB accommodation (including Oxfam housing in international locations)
2. **Ensure the safety, health and welfare of all Oxfam GB staff members, volunteers and contractors.**
 - I will adhere to all legal and organisational health and safety requirements in force at the location of my work.
 - I will comply with any local security guidelines and be pro-active in informing management of any necessary changes to such guidelines.
 - I will behave in such a way as to avoid any unnecessary risk to the safety, health, and welfare of myself and others, including partner organisations and beneficiaries.
3. **Ensure that my personal and professional conduct is, and is seen to be, of the highest standards and in keeping with Oxfam GB's beliefs, values, and aims.**
 - I will treat all people fairly and with respect and dignity.
 - When working in an international context or travelling internationally on behalf of Oxfam GB, I will observe all local laws and be sensitive to local customs.
 - I will not work under the influence of alcohol or use, or be in possession of, illegal substances on Oxfam GB premises or accommodation.
 - I will seek to ensure that my sexual conduct does not bring Oxfam GB into any ill repute and does not impact on or undermine my ability to undertake the role for which I am employed.
 - I will not enter into commercial sex transactions with beneficiaries. For the purpose of this Code of Conduct, a transaction is classed as any exchange of money, goods, services or favours with any other person.
4. **Perform my duties and conduct my private life in a manner that avoids possible conflicts of interest with the work of Oxfam GB and my work as a staff member of the organisation.**
 - I will declare any financial, personal, family (or close intimate relationship) interest in matters of official business which may impact on the work of Oxfam GB – e.g. contract for goods/services, employment or promotion within Oxfam GB, partner organisations, civil authorities, beneficiary groups.
 - I will behave in a manner that does not undermine national or international perceptions of Oxfam GB's impartiality.
 - I will seek permission before agreeing to being nominated as a prospective candidate or another official role for any political party.
 - I will not accept any additional employment or consultancy work outside of Oxfam GB without prior permission from management.
 - I will not accept significant gifts or any remuneration from governments, beneficiaries, donors, suppliers and other persons which have been offered to me as a result of my employment with Oxfam GB.
 - I will not abuse my position as an Oxfam GB staff member by requesting any service or favour from others in return for assistance by Oxfam GB.

5. Avoid involvement in any criminal activities, activities that contravene human rights, or those that compromise the work of Oxfam GB.

- I will contribute to combating all forms of illegal activities.
- I will notify Oxfam GB of any unspent criminal convictions or charges prior to employment.
- I will also notify the organisation if I face any criminal charges during my employment.
- I will not engage in sexual behaviour with children under the age of 18, regardless of local custom.
- I will not abuse or exploit children under the age of 18 in any way and will report any such behaviour of others to my line management.

6. Refrain from any form of harassment, discrimination, physical or verbal abuse, intimidation or exploitation.

- I will fully abide by the requirements of Oxfam GB's equal opportunities, diversity, and anti-harassment policies.
- I will never engage in any exploitative, abusive, or corrupt relationships.

I have read carefully and understand the Oxfam GB Code of Conduct and hereby agree to abide by its requirements and commit to upholding the standards of conduct required to support Oxfam GB's aims, values and beliefs.

Name

Signature

Date

APPLICATION OF THE CODE OF CONDUCT

The Code of Conduct is intended to serve as a guide for all Oxfam GB staff in making decisions in their professional lives and, at times, in their private lives. By following this Code of Conduct, it is intended that all staff will contribute to strengthening the professionalism and impact of the work of Oxfam GB.

The Code of Conduct forms part of the terms and conditions of employment of all staff. Further information and detail on specific aspects of this Code can also be found in Behaviour at Work in Oxfam GB's Policies and Procedures.

1. All staff will be given a copy of this Code and required to familiarise themselves with its requirements, by reading and discussing the Code with their manager or colleagues.
2. All staff will be required to confirm this by signing their agreement to the Code of Conduct and by keeping a copy. A further copy of the signed agreement will be kept on the staff member's personal file.
3. Further information on the provisions within the Code can be found in Oxfam GB's policies, procedures and guidelines. If needed, staff can also seek further clarification from their manager or a member of the Human Resources team.
4. For staff relocating to another country of work, guidance will also be given in relation to local specific customs and legal requirements, in order to inform the behaviour that they will be expected to adopt.
5. Further guidance and information will also be distributed to each office and work place and may also be found in related documents (e.g. Local Security Guidelines).
6. Managers have a responsibility to ensure that all staff, including newly recruited staff, are provided with a copy of the Code of Conduct, understand its provisions clearly, and sign their agreement to its terms.
7. Managers also have a particular responsibility to uphold the standards of conduct and to set an example.
8. In the recruitment and selection of staff, managers should seek to ensure that candidates selected support the beliefs and values of Oxfam GB and do not have a work history that contravenes the requirements of this Code.
9. Any staff member who has concerns about the behaviour of another staff member should raise these with the appropriate line manager. Any concerns will be treated with urgency, consideration and discretion.
10. Any breaches of the requirements of this Code of Conduct will be subject to investigation and possible disciplinary action in line with Oxfam GB's disciplinary procedure.

HANDOUT 2

Guidelines on Sexual Conduct

(from Oxfam GB's Code of Conduct)

Oxfam's Code of Conduct provides guidelines for the way Oxfam intends its staff to behave. The guidelines are necessarily broad, covering all aspects of behaviour, use of equipment, and guidance on relationships with others at many levels and in many situations.

The Code draws on and makes reference to many of Oxfam's policies: use of computers, harassment etc.; but there is no policy on sexual conduct or child protection. Below you will find a distillation of how Oxfam requires its staff to behave in this regard.

The underlying, non-negotiable principles that we expect to govern your behaviour and that of those around you are:

- i. No exploitation or relationships that are exploitative as a result of your position within Oxfam.
- ii. No actions that bring the organisation into disrepute.

Therefore

- iii. No underage sex (because it is exploitative by nature).
- iv. No sex with beneficiaries (because it is potentially exploitative by nature).

To clarify

- v. When we say 'no sex', we mean no sexual contact whatsoever.
- vi. There is equally little tolerance of either demanding *or accepting* sex or sexual contact in return for goods or services from you or Oxfam.

It is really important to stress that

- vii. It is your duty and responsibility to report, via the systems that exist, behaviour that you feel is not in accordance with the above edicts.**
- viii. It is also your responsibility to actively promote and maintain an atmosphere or environment in which staff feel that they can and will live up to the expectations clarified above.**

Handout 3 (3 pages)

Case Studies: Use of the Oxfam GB Code of Conduct

The following case studies are fictional, but each is based on elements of fact.

1 Use of Oxfam laptop to access pornographic websites

1a First Scenario

A local staff member has admitted accessing pornographic websites via an Oxfam laptop. The staff member is known to have received a full and correct induction, which included a good briefing on the Code of Conduct and a detailed explanation and discussion of illegal/illicit use of Oxfam's equipment.

1b Second Scenario

A local staff member has admitted accessing pornographic websites via an Oxfam laptop. The staff member has not received a briefing by either the line manager or Human Resources staff.

1c Third Scenario

A local staff member has admitted accessing pornographic websites on an Oxfam computer. His defence (which he doesn't really think he needs) is that it is culturally acceptable in his country (and the country in which he is based) to do this, and he doesn't understand why Oxfam finds fault with this. You cannot be sure that he has received a full and useful briefing on Oxfam's Code of Conduct.

What would be your action/guidance in each of the above circumstances? Please indicate where you think that KEY management decisions need to be made. Include follow-up actions as appropriate.

2 Personal relationships

It comes to the attention of the Regional Programme Manager (you) and the Regional Director that rumours are circulating regarding an expatriate Programme Coordinator in Country X. It is claimed that the staff member, who is male, has been having a relationship with a local woman who is rumoured to be a prostitute. Prostitution is illegal in Country X. Due to local custom and the small and remote location of the town in which Oxfam is based, both the relationship and the rumours are causing tension among local staff and arguably bringing the organisation into disrepute. You know that the staff member has been fully and adequately briefed on Oxfam's Code of Conduct both by you and the Human Resources team in the country.

Please think through the options given below, and decide which path you would take. Discuss the various decisions that need to be taken, and the reasons for your choice.

Would you ...

Decide that this behaviour is something that needs action in some way? *Why?*

Decide that this is something you can safely ignore and not do anything about it? *Why?*

Would you ...

Phone the staff member in question and confront him with your thoughts? *Why?*

Find an opportunity to recall the staff member to the Regional Management Centre and have a meeting with him? *Why?*

Find the earliest opportunity to visit the field office and try, without prior prejudice, to understand the situation? *Why?*

Would you ...

Make the process formal or informal at this stage? *Why?*

Would you ...

Listen to staff member, take his point of view into account and find a way forward together? *Why?*
State your concerns and launch an investigative procedure immediately? *Why?*

Would you ...

Launch investigative procedures? What do you need to find out?

If the rumours proved to be totally unfounded ... *what would your course of action be?*

If the rumours that the woman was a prostitute proved to be unfounded ... *what would you do?*

Are there additional crucial points in the process – what are the decisions or questions that might arise from them?

3 Sex for goods

Josie is an adolescent girl in one of the camps. Samuel, one of the food-distribution staff employed by Oxfam GB, has offered to give her a little extra food during distributions if she will be his 'special friend'. She agrees willingly. They agree to start a sexual relationship and neither of them thinks there is anything wrong. Josie hopes that the relationship will be a passport to a new life out of the camp. Samuel does nothing to discourage these hopes.

Who is in the right? Who is in the wrong? As Samuel's manager, what actions would you take? What broader actions you could you take to reduce the likelihood of this happening again?

4 Challenging the behaviour of colleagues

You begin a 6-month contract as Project Manager in an emergency programme. This small country has suffered more than 10 years of violent civil war, with 100,000 killed and up to 50 per cent of the remaining population displaced, their livelihoods shattered. Around 74 per cent of households are dependent on food aid.

On your first night you find a very 'macho' atmosphere among colleagues (both female and male). With little to do after work, they spend their evenings drinking beer and telling stories of threats to security on this and other assignments. Your male colleagues speak knowledgeably about gender issues and they always ensure that gender equality is considered when drawing up programme planning proposals. However, you are uncomfortable about their behaviour when dealing with female colleagues, particularly junior members of staff. It's hard to define what exactly bothers you, but when you try to raise the issue with the men, they are dismissive and patronising. As the evening wears on, someone tells an offensive, sexist joke, followed by a quick apology directed at you and a request not to 'take me too seriously'.

The working and living atmosphere is very 'closed'. There is no peaceful solution for the conflict in sight, and aid agencies operate emergency programmes in shelter, food distribution, and health care. Operations are confined to certain areas of the country (mainly close to the capital city) deemed safe enough to work; this changes on an almost daily basis as security concerns dictate.

It is an extremely stressful working environment, with high burnout and turnover of staff. All expatriate and senior local staff (15 people in all, mostly male) live together in secure accommodation close to the office in the capital city. Due to insecurity, fields trips are short. Overnight stays outside the city have been judged to be unsafe by the UN/NGO security group. A curfew operates between 6pm and 7am.

What do you do in this situation?

What are the issues you need to consider for the future?

5 Sex with young girls

Country X experienced a brutal conflict in the early 1990s, with warlords battling over the country's rich resource base until the last one was left standing. At the time of your visit, a tentative peace agreement is in place, but the capital remains tense and full of displaced people. It is a deeply impoverished and desperate existence for many.

There is a bar close to the office that is deemed safe to visit, and many international staff meet there in the evening. You go there with colleagues and are surprised to see a lot of young girls (about 12 years old) hanging around. One of your colleagues tells you that they are prostitutes, many from rural areas with no means of income, and often without family support, driven to prostitution. But apparently the real reason that girls so young are 'in demand' in preference to older women is the local belief that if a man sleeps with a young girl he has no chance of contracting HIV.

Later you are shocked to see an international staff member of another reputable INGO leaving with one of the young girls in his car. The Country Representative of the organisation in question is distressed about this and asks for advice from other agencies.

What should you have done after witnessing this act?

What should that manager do with the staff member concerned?

Are there other measures that the head of this, and other, INGOs should take in contexts such as this?

Would there be any difference in the tone and content of your discussions and decisions if the staff member who is exploiting local, underage children is himself a member of the local community?

6 Local driver

Joey is a locally hired driver working for Oxfam GB. He transports relief items from the warehouse to camps where they are distributed. On one of his trips he recognises a 15-year-old girl walking along the side of the road and gives her a lift back to the camp. Since then, to impress her and win her over, he frequently offers to drive her wherever she is going and sometimes gives her small items from the relief packages in his truck, which he thinks that she and her family could use. The last time he drove her home, she invited him inside the house to meet her family. The family was pleased that she had made friends with an NGO worker. Joey really likes the girl and wants to start a relationship with her. He knows her family will approve.

What is Joey doing wrong?

What might the consequences of his actions be?

What would you do if you were Joey's line manager?

7 Sleeping in the camp

Staff working on a fast-paced, first-phase emergency response programme are travelling at least 4 hours a day to reach the camps in which they are delivering an integrated water and sanitation programme. They feel that the travelling is reducing their effectiveness to an unacceptable level. Their programme co-ordinator, based several hundred kilometres away in the provincial capital, receives a formal request from the team to move their living quarters from the small and inhospitable town where they currently live to the largest, and most central, of the refugee camps. This, they feel, will make them safer, less tired, and far more effective in their jobs.

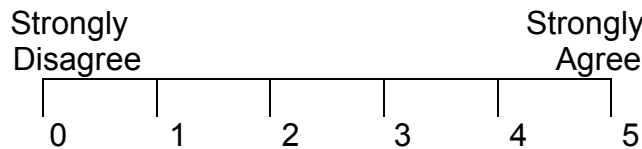
If you were the programme coordinator, what would your response and your actions be?

Handout 4: Feedback form

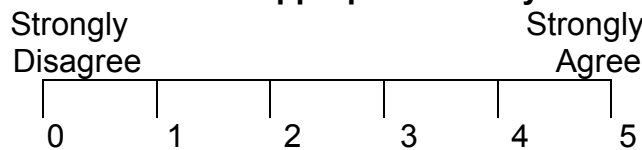
Name (optional): _____ Date: _____

For each question where there is a scale, please circle the relevant number.

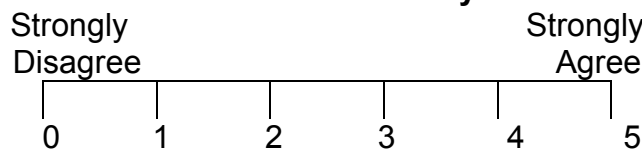
- 1. This course came at the most useful time for me to learn the maximum**



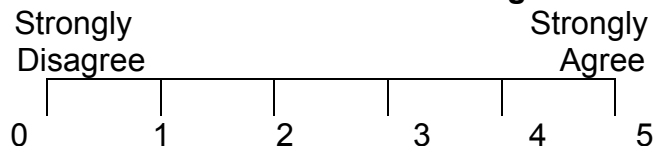
- 2. The materials and exercises were appropriate for my needs**



- 3. I have a strong sense of what I will do differently in the future**



- 4. Having to do some preparatory work before the course is a good idea that made me think about the course content before attending.**



Is there anything that could be done differently to raise any of the scores you have given?

How could the facilitator improve his/her skills in helping others to learn?

Flipchart 1a

Objectives of this course

As a result of this workshop,
participants will know more about
Oxfam's internal code of conduct for staff
and be better able to comply with it.

Managers will feel more confident to use the code,
and staff will understand the responsibilities
that it implies and demands.

Flipchart 1b

Objectives of this course (continued)

As a result of this workshop, we will:

Know ...

the principles that underpin Oxfam GB's Code of Conduct and the Guidelines for Sexual Conduct

Feel

confident to make judgements and decisions on the sensitive and difficult subject of sexual exploitation and abuse.

Do ...

Study cases of sexual exploitation and abuse in order to see where decisions needed to be taken and, in some cases, how they could have been improved.

Reflect on personal cases; discuss and analyse them to identify important issues, decisions, and judgements, and write these up for further use.

Flipchart 2

Rules from Oxfam's Code of Conduct

No sex with anyone under 18.

No commercial or transactional sex
with beneficiaries.

Flipchart 3

Responsibilities laid down in Oxfam's Code of Conduct

It is your duty and responsibility to report,
via the systems that exist,
behaviour that you feel is not in accordance
with the rules shown on Flipchart 2.

It is also your responsibility to actively promote
and maintain an environment
in which staff feel that they can fulfil
the organisation's expectations of them.

Flipchart 4a

Agenda for the full-day course

Introduction

Story telling

Quiz

Presentation

BREAK

Exercise 1: Oxfam GB Code of Conduct

Exercise 2: Oxfam GB Sexual Conduct Guidelines

Brainstorm: Vulnerable beneficiaries

LUNCH

Checking on the objectives

Case studies

Story telling in groups

BREAK

Group work on chosen stories

Evaluation

Review and summary

Flipchart 4b

Agenda for the half-day course

Introductions

Quiz

Presentation

Exercise 1: Oxfam GB's Code of Conduct

Exercise 2: Oxfam GB's Sexual Conduct Guidelines

BREAK

Case studies

Evaluation

Flipchart 5

Parking:
questions that will be answered later

Flipchart 6

Confidentiality

We are discussing and sharing sensitive information.
We must all respect the confidentiality of colleagues
and programmes.

No names of people or programmes will be used
during our discussions.

Failure to respect the confidences of others
during or after this course
will be considered a disciplinary offence.

If you have information that you wish to share
concerning a colleague's behaviour,
you should talk to your manager,
or your manager's manager,
or your nearest Human Resources team.

Flipchart 7

Exercise – Oxfam's Code of Conduct

You have 30 minutes for this exercise.

- 1 Read pages 3 and 4 of Handout 1.
- 2 With the person next to you,
find ...
three things that the Code definitely forbids
and three things on which you feel the Code needs
more clarity
- 3 Write them down for feedback to the group.

Flipchart 8

Exercise – Oxfam Guidelines on Sexual Conduct

You have 20 minutes for this exercise.

Form groups of 5 or 6.

Read Handout 2 carefully and discuss it with your group.

After 10 minutes, go to Flipcharts 8a, 8b, 8c, 8d, and 8e and add the comments of your group.

Sit down only when you have commented on ALL the questions.

Flipchart 8a

**Are these guidelines exactly
what you expected
from Oxfam?**

Did anything surprise you?

Flipchart 8b

**What will be the most difficult
part of the guidelines
for you to implement
as managers?**

Flipchart 8c

Have you had to deal with staff behaviour
that breaks these rules?

Do you know of other managers
who have had to do this?

Flipchart 8d

Do you feel confident
that Oxfam would support you
if you had to deal with staff
who break these rules?

Flipchart 8e

**If you could add one more rule,
what would it be?**

Flipchart 9

Vulnerable beneficiaries

You have 20 minutes for this exercise.

Write down any particular features
of your region /country/ project (as appropriate)
that make beneficiaries vulnerable to abuse.

Flipchart 10

Case Studies

You have 40 minutes for this exercise.

Your group will be assigned two case studies.

Consider them carefully and answer the questions that they pose.

Write the answers down, ready to share them when all the groups have completed the exercise.

If you finish before the 40 minutes have elapsed, you may continue with any other case study, as you wish.

Flipchart 11

Evaluation

You have 10 minutes for this exercise.

Take plenty of Post-it notes and a pen with you.

Get up and walk around the room,
looking at flipcharts 11a - 11g.

Stick a Post-it note with a comment on it
on the line under each question,
in the place that best reflects how you feel
about the question.

Sit down only when you have answered
all seven questions.

Flipchart 11a

Do you think that you now know enough
about what Oxfam GB
expects from you in terms of sexual conduct?

NO YES

Flipchart 11b

As a manager, would you feel confident
to investigate a complaint
about inappropriate sexual behaviour?

NO YES

Flipchart 11c

How confident do you feel that Oxfam GB
is committed and able
to address cases of sexual misconduct?

NOT AT ALL VERY

Flipchart 11d

How well do you think the
'Guidelines on Sexual Conduct'
help you to regulate your behaviour
and that of those around you?

NOT WELL VERY WELL

Flipchart 11e

How well do you think the
'Guidelines on Sexual Conduct'
help you to understand your own responsibilities
while working in this sector?

NOT WELL VERY WELL

Flipchart 11f

How capable do you feel of explaining
Oxfam GB's policy on sexual exploitation
and abuse to people with whom you work?

NOT AT ALL..... VERY

Flipchart 11g

How capable do you feel of taking responsibility
for creating and maintaining a climate
which can uphold Oxfam's
'Guidelines on Sexual Conduct'?

NOT AT ALLVERY

Supplementary material (1)

Preparatory text for participants

To: Participants in training session on Prevention of Sexual Exploitation and Abuse –on
... facilitator to add appropriate date here
Fm: The Facilitator
Re: Preparatory work, compulsory, for attending the training session

You will be participating in a workshop which will train you to prevent sexual exploitation and abuse within the teams and sectors in which you work. In order for you and Oxfam to gain as much value as possible from this workshop, you need to do a small amount of preparatory work. Start by reading the following information and advice carefully, to ensure that your participation is as useful as we would all like it to be.

Confidentiality

During the workshop you will be thinking and talking about behaviour that is sometimes illegal and often contravenes Oxfam GB policy. It is possible that this behaviour could be linked to colleagues, past or present, or acquaintances known to many people. It is essential that you act, within this seminar and outside it, with the utmost discretion.

In your preparatory work and in your discussions during the training session, you are forbidden to mention the name of anyone or attribute behaviour (good, bad, or otherwise) to any named individual. In addition, when describing situations, you must avoid mentioning the name of a country or location. We insist that you take these precautions to protect people's reputations and identities. Failure to do this, either within the training session or outside it, will result in disciplinary procedures being taken against you. We are very serious about this: please do your utmost to ensure that you fulfil our expectations of you.

Preparatory work

At the training session you will be asked to describe to a small group of people at least one example of sexually exploitative or abusive behaviour that you have seen in your work or everyday life, whether might either be a 'minor' or a major incident. Choose an example that you can explain clearly and on which you have an opinion.

Write down the experience, mentioning the things that seemed wrong to you, and the things that managers or others could or should have done to stop or prevent it happening.

Try to limit your story to two or three paragraphs maximum. Bring it with you to the training session. You will need this in order to participate fully, so please do write it and remember to bring it with you. If you have problems finding an example, ask your closest Human Resources person or your line manager to help you to think of something appropriate. Do not worry: everybody has at least one example to share, but it may take a bit of time to find it in your memory.

When writing down your example, please observe the guidelines given above about confidentiality: do not mention any people or places by name.

In Oxfam workshops, the facilitator will collect the examples that participants bring with them, so that they can be added to the pool of information, case studies, and examples that we (and our partners eventually) can use to learn and improve our performance.

Thank you. I look forward to seeing you at our training session.

Supplementary information (2)

Sample stories

(Not a handout: intended for facilitator's use only)

Example 1

Ignatius is a middle-ranking civil servant in country X who has been posted from the capital city to the far northern district, where he has been assigned to supervise government registration of the refugees who have come *en masse*, fleeing conflict over the border.

The refugees, many of whom are women separated from their male relatives, are extremely vulnerable, having been on the move for several weeks, and subject to attacks. They have arrived in a very poor area of the host country, where they find that people of their ethnic identity and religion are unwelcome.

Oxfam is setting up a humanitarian operation and relies on keeping good relations with the host government. However, staff are beginning to hear rumours that Ignatius and his colleagues are sexually exploiting refugee women. There is no direct evidence, because the alleged abuse takes place at night, when Oxfam staff are not allowed into the makeshift camps.

Example 2

An INGO was running a long-term programme in support of commercial sex workers in a country that had been wracked by an extremely violent civil war for more than two decades. The aim of the programme was to offer commercial sex workers some choices in their lives and also offer some safety and dignity while they were working.

It took a long, long time to gain the trust of the women involved. Many of them had horrific stories to tell and not much confidence in other people, not even those who really wanted to help.

Early one morning one of the sex workers was seen, by a colleague, leaving the room of the male programme co-ordinator. This colleague confronted the programme co-ordinator, who denied any impropriety.

Example 3

While on a field trip to IDP camps, an expatriate gender adviser observed that throughout the course of her meetings with camp inhabitants her driver sat in the shade and chatted with young women, presumably residents of the camp.

On the journey home she asked the driver what he had been talking about with the women. The driver took offence and said that nothing bad had been going on. The gender adviser assured him that she had not believed that this had been the case, but she was interested in the fact that unaccompanied young women could feel at ease talking to a 'stranger'. The gender adviser then went on to explain that it was important for everybody to understand how vulnerable women in camps were – how little support or power they had, and how difficult it was to remain safe in such harsh circumstances.

On returning to base, she discussed this with some of her expatriate colleagues. Some of the male field-workers told her that she didn't know what it was like to work in the camps. "The women come up to us all the time, offering to be our girlfriends." "They say 'look around you, there are no men, you can be our men'. They say this all the time."

Again it took quite a lot of discussion for some colleagues to realise how vulnerable women and children were in the camps, how much they needed, and what this might push them to do. The gender adviser has the impression that this might be the first time some of her colleagues have really thought about this situation from the point of view of the women in the camps.

Example 4

The wife of an accompanied staff member made complaints that two colleagues were bringing prostitutes to an NGO compound where she, her family, and the two colleagues lived.

The Head of Mission, after taking advice from Human Resources, spoke informally with both men. She emphasised that their actions, although not forbidden by their NGO's Internal Code of Conduct, caused distress to the family of a colleague, and risked bringing Oxfam into disrepute. She emphasised that further complaints would necessitate formal disciplinary action.

The staff members continued to use prostitutes, but discreetly, and not on the NGO's property. Senior staff members checked regularly with the family who had raised the complaint, to ensure that their concerns had been resolved.

Example 5

An expatriate male manager of a small programme team lived alone in a big house in the town in which his NGO had an office and some programmes. He was well known in town, because there were few expatriates living there, and fewer still 'aid' cars.

On several occasions, other staff visited the programme, staying overnight in the programme manager's house. Sometimes when staff stayed there, he would come home very late, often quite drunk and occasionally with a 'girlfriend'. Only when several staff members had the occasion to meet did they compare their stories of staying in the programme manager's house and then they realised the extent of the problem. Putting all the stories together, it seemed that the programme manager was going out drinking three or four nights a week, and on most of those occasions he brought home a different girl.

Still nothing was done about trying to curb or regulate this behaviour; he was not even challenged on it. The issue did not come to a head until one of the visiting senior members of staff was approached by someone in the street one day with a written request to mend a garden wall that had been allegedly knocked down by the manager while he was driving home drunk.

It was decided that, as the programme manager had only two more months until the end of his contract, he should not be dismissed, but he should not be offered an extension. Nothing was said about his drinking or his sleeping with so many local girls.

Example 6

During a recruitment process, an NGO was about to recruit an extremely well-qualified and experienced expatriate Programme Manager. However, the Country Head of Mission had heard rumours in the region about this Programme Manager's personal behaviour: reportedly he was using prostitutes and drinking heavily. There was no evidence of this at the interview, however, and when the question of his conduct was raised with the candidate,

he said that he was aware of the NGO's policy and he assured the Head of Mission that he was happy to abide by it. Reassured, the Head of Mission chose to appoint him.

Three months after the Programme Manager took up his post, rumours reached the Country Office of an inappropriate relationship between him and a junior female member of staff, thirty years younger than he was. Upon discreet investigation, two guards asserted that the female staff member had stayed overnight at the Programme Manager's house on at least one occasion. Three staff asserted that the relationship was common knowledge; a number of other field staff refused to comment.

The Head of Mission and their Deputy went on a field visit, during which the Head of Mission witnessed the Programme Manager attempt to kiss the junior staff member, who resisted him. It was also noted that the junior staff member had a very high rate of sick leave. Both the Head of Mission and the Deputy verbally reasserted the NGO's policy on line-staff relationships to the Programme Manager. (An appropriate Internal Code of Conduct had not then been introduced.)

The Head of Mission asked the advice of his line manager, and was told that such behaviour was unacceptable and should be addressed. Rumours of the relationship continued to circulate among national staff. When the Programme Manager passed through the Country Office prior to his Rest & Recuperation break, he and the Head of Mission met together to review the probationary period. The Head of Mission asked about the rumours, which the Programme Manager denied, asserting that the relationship was just a close friendship. The Head of Mission chose not to confirm the Programme Manager in post, and he was asked not to return after his R&R. The grounds for non-confirmation were 'incompatible beliefs'.

When he reached the UK, the Programme Manager raised his concerns about his treatment with a number of senior managers. There was no witness to his meeting with the Head of Mission, and the case and process had been poorly documented. The Programme Manager threatened to take the NGO to an employment tribunal for wrongful dismissal, and threatened to sue for defamation of character.

Senior managers in the NGO agreed to give the Programme Manager a good reference, in return for an agreement not to take his legal actions further. They also paid for him to make a return visit to the country, and to his field office. They did not ask for written statements from any of the programme staff or management involved, or speak to any in-country staff involved, apart from the Head of Mission. The line manager of the Head of Mission supported the decision.

After a period of some months, the Programme Manager was re-employed in another programme run by the NGO. The sickness record of the junior member of staff involved improved significantly following the departure of the Programme Manager.

Example 7

Aid-workers in a remote small town in central Africa have limited access to other expatriates, do not speak local languages well, and are in desperate need of more social interaction! The arrival of small numbers of peace-keepers creates great excitement. They welcome the UN blue-berets happily and arrange a couple of evenings of entertainment at their respective homes before venturing out into town together.

This all seems like nice, innocent fun – but what might the repercussions be?

Supplementary information (3)

‘Answers’ to Case Studies described in Handout 3

(Not a handout – intended for facilitator’s use only)

1 Use of Oxfam laptop to access pornographic websites

1a First scenario

From Oxfam GB’s Internet Use Policy:

‘The following are some examples of misuse which would be classified as acts of gross misconduct under the disciplinary procedures and as such may result in summary dismissal, without prior warning and notice. The list is not exhaustive:

- violating the privacy of other users;
- corrupting or destroy other users’ data or disrupting their work;
- creating, accessing or displaying any criminal, offensive, obscene or indecent images, data or other material.’

Therefore this is an act that deserves sanction through the disciplinary procedures. The staff member has broken the terms of his contract and has not followed Oxfam GB’s procedures, instructions, and policy as set out in the Internet Use Policy. Decisions about what sanction(s) to apply are left to the line manager, but it is clear that, if he remains with Oxfam, at the very least his ability to abide by Oxfam’s Internal Code of Conduct will become a Performance Management issue.

There have been cases of immediate dismissal for gross misconduct of staff members who access pornographic websites.

In addition to dealing with the staff member concerned, the manager(s) should take the opportunity of a staff meeting to remind staff about the Internal Code and the guidance on Sexual Conduct. For further training, they should consider using case studies appropriate to the context.

1b Second scenario

This, for the staff member committing the ‘Oxfam crime’, is still a disciplinary offence, because the policy above states that this is so. The offending staff member probably deserves a formal, verbal warning with a note in his file to record that this has been done. In addition, the staff member’s manager, for failing to ensure that the code of conduct was given to the employee, should be held responsible for this transgression and should probably receive a formal, verbal warning also. The manager’s failure to conduct an adequate induction should become a performance-management issue.

The staff member must, immediately, be given a copy of the Code of Conduct and should be given training to understand the responsibility that the Code requires. The staff member’s manager must be made very aware of his or her responsibility to promote and maintain an atmosphere in which staff can and will observe Oxfam’s guidelines and rulings on sexual abuse and exploitation and sexual conduct. Employees’ willingness and ability to do this is a performance-management issue and should be closely monitored.

Every effort must be made to reinforce key messages about Oxfam’s rules on the use of equipment, and the responsibility of all to promote and maintain conditions in which staff can and will uphold the Internal Code.

1c Third scenario

As with the answer given above, a formal, verbal warning would probably be the most appropriate primary response – both for the staff member concerned and for the manager (with notes added to their files to record that this has been done). However, in addition, it is obvious that some work needs to be done with the staff member to help him to understand, and live up to, Oxfam GB's Internal Code of Conduct and guidelines for sexual conduct.

It must be clear to all staff, whatever their level, that Oxfam GB is fully aware that the global culture that we are promoting is sometimes not in accordance with local culture. On this issue, in all circumstances, Oxfam GB culture should override local culture – always.

It would probably be a good idea to conduct training/reminder sessions with all staff at an opportune moment. The judgements made by Oxfam GB on what is acceptable behaviour and what is not may differ, quite radically, from a local 'norm'. Although these differences are interesting, and much can be learned from debating them, the fundamental point is that Oxfam GB has thought long and hard about these issues and has prescribed rules and guidelines that it feels are necessary and appropriate. Staff members must be able and willing to promote and maintain these rules and guidelines; if not, they, and their managers, should recognise that they are working for the wrong organisation, and they need to leave.

2 Personal relationships

One or two whispers of the same rumour should be quite enough for the manager of this Programme Co-ordinator (PC) to act. This is for two reasons: (a) prostitution is illegal in country X, so the PC is breaking the law; and (b) sleeping with a prostitute, in this given situation, shows extremely poor judgement, because of the inevitably negative effect on Oxfam's reputation.

(Managers should note that if they hear even one rumour that sexual activity is taking place with children – i.e. anybody under the age of 18 – then they must act immediately. It is not necessary to wait for two or three more rumours to come trickling in.)

In this case the actions constitute misconduct according to Oxfam's Code of Conduct, which commits every member of staff to the following obligations:

'Avoid involvement in any criminal activities, activities that contravene human rights or those that compromise the work of Oxfam GB.

Contribute to combating all forms of illegal activities.

Seek to ensure that my sexual conduct does not bring Oxfam GB into any ill repute and does not impact on or undermine my ability to undertake the role for which I am employed.'

So in this case, as soon as the manager is reasonably sure that this is a case of misconduct, he or she must travel to the area where the Programme Co-ordinator works and confront him with the rumours. In addition the manager might consider whether to suspend him pending investigation. Suspension, it must be made clear, implies no judgement about the truth of the allegations. Suspension is necessary in order to remove the person (or people) most involved from the immediate vicinity, in order to protect them while an investigation takes place.

It is important, from the very beginning, to keep a written record of what is said and what is done.

If the Programme Co-ordinator denies the rumours and there is evidence to support him, then life can return to normal. But the manager needs to find the source of the rumours and investigate why they started and, very importantly, what needs to be done to rebuild team spirit, cohesion, and confidence.

If the PC admits that the rumours are true, the recommended course of action would be to dismiss him immediately and ask him to leave the programme without delay. It would probably be difficult to find an interim replacement for him, but not sacking him would demonstrate to staff and others that Oxfam GB lacks the conviction to act on its internal guiding principles; and that would set a very bad example.

If he denies the rumours but there is evidence to support them, the manager has a big problem. The precise response to it will depend on the particular context, and it is difficult to prescribe the correct course of action without further information. The manager could initiate an investigation, but should be aware that investigative procedures are lengthy and costly in time, energy, and resources – to such an extent that they are often not cost-effective. It is probably best in these circumstances for the manager to inform the PC that he is not believed, and for what reasons. The PC needs to know that the manager (and colleagues in the PC's team) no longer trust his judgement and leadership, and that it will be very difficult to make the management relationship work again.

A formal investigation, however, can sometimes be a useful way to establish the facts and clear the air. If one needs to check the veracity of the rumours, it is important that **ONLY** first-hand evidence is considered. Hearsay, or reporting what someone else might have said or might have seen, is not good enough and not admissible.

Making decisions like this is not easy, but managers should remember that they can, and must, request support whenever they feel the need for it.

It is important to realise that, whether it is true or not, this 'story' has damaged staff morale and trust, and work will be needed to repair the damage. In addition the Code of Conduct needs to be reintroduced, to ensure that it is known, understood, and used as a management tool in the future.

If trust within the team has completely broken down, it may be necessary to move the PC out of his present job. It may also be necessary to deal with any staff members who were responsible for spreading malicious rumours.

3 Sex for goods

Samuel is exploiting Josie and abusing Oxfam property for his own personal benefit. Josie is a beneficiary and she has the right to expect that Oxfam staff will exercise their full duty of care for her. In addition, Samuel is stealing from Oxfam. These are both acts of gross misconduct, in contravention of Oxfam's Code of Conduct, and Samuel should expect to be dismissed.

4 Challenging the behaviour of colleagues

There are no easy right answers to this question, because there are many complicated things going on. Ideally one would talk, either in public or in private, to the staff member who had made the offensive, sexist joke and try to get him or her to understand that Oxfam GB does not tolerate this type of behaviour.

In addition, sessions could be held to reinforce general awareness of the organisation's Anti-Harassment Policy, the Code of Conduct, and the Gender Policy. It would probably be best to deal with this problem as a team.

Attention should probably also be paid to the policy on Rest and Recuperation and, over time, to the gender balance of the team.

Continued behaviour of the kind described in the case study must be considered as harassment, and any staff member concerned has the right and the responsibility to bring grievance or disciplinary procedures against the offending staff member, as appropriate.

5 Sex with young girls

The Oxfam GB staff member who witnessed this act should have written to the in-country head of the NGO concerned, describing exactly what he had witnessed. The letter should have been copied to the in-country head of his own agency.

The Oxfam staff member is responsible only for reporting what he witnessed. The most senior Oxfam GB manager in the location is **duty-bound** to ensure that the incident is considered and addressed by the senior manager of the 'accused' organisation. Our legal obligations in terms of the actions of other organisations are very few; but if one member of an organisation is doing something very wrong, we all have a duty to inform a senior manager, in order that the case can be dealt with.

In future one will also be able to report such a concern to '*focal points*' for sexual exploitation and abuse. These agency staff will form networks and meet regularly with each other to discuss relevant issues, and they will advise agency heads on policy and practice.

In this case, the manager of the staff member concerned should consider, first, the health and safety of the young girl. If the 'offending' staff member admits that he has slept with her, or if he denies it but his manager does not believe him, every effort must be made to ensure that the girl has access to all appropriate support services.

This is clearly an allegation of gross misconduct. The staff member should be suspended until the facts of the case are established to the senior manager's satisfaction. If it is proved that the staff member has been sleeping with a girl who is under age (defined as 'under the age of 18' in UN guidelines and the Convention on the Rights of the Child), he should be summarily dismissed. If the allegations remain unproved, the senior manager should probably encourage the staff member involved to move on to another job.

If a senior manager does decide that it is necessary to move a staff member to a new job (or encourages him or her to leave the organisation), it is essential that they should discuss and agree the matter between them. Under no circumstances should the relationship break down to such an extent that it is impossible to have such a discussion. Managers who do not discuss, honestly, the reasons why they have lost confidence in a staff member or feel they that the staff member is no longer the best person to do the job are failing in their responsibility to their organisation.

It is a manager's responsibility to ensure that staff know the Code of Conduct and any related policies that regulate staff behaviour, and that they fully understand the implications for their behaviour – both in terms of what they do, personally, and what they are responsible for (creating and maintaining an environment in which the Code is understood and adhered to).

6 Local driver

Joey is in the wrong, already, for several reasons:

- He should not give lifts to somebody who is not a member of staff and who is not authorised to travel in an Oxfam vehicle. A stern warning, if not disciplinary procedure, is appropriate.
- He should not be giving her 'gifts' that are not his to give, even if he has asked for nothing in return. A stern warning, if not disciplinary procedure, is appropriate.
- If he starts a relationship with her, he will be guilty of exploitation – both for sleeping with an under-age girl and for exchanging goods for sexual favours. It will be classed as gross misconduct, and formal disciplinary procedures will be immediately started. Joey will be suspended from work until the case is proved or disproved. If it is proved, he will immediately lose his job.

In all likelihood, many managers would feel the need (and under most circumstances would be advised) to dismiss Joey (with due process) for giving unauthorised lifts and gifts to a beneficiary, even without proof of a sexual relationship.

7 Sleeping in the camp

The manager should immediately and firmly refuse to allow staff to stay overnight in the camps. This is for a number of reasons. To name but a few:

- Conditions in the camp are likely to be very dangerous for aid workers, with little chance of improving the standards of security.
- As aid workers living in the camp, they would get no peace whatsoever. They would constantly receive requests for support and assistance and would find it almost impossible to protect themselves against this.
- They would inevitably become a target for those seeking a way out of the camp. Offers of sexual favours would become difficult to ignore, and behaving in the fair and transparent way that Oxfam GB expects would become increasingly difficult.
- There is certain to be a high level of HIV infection among the camp population, and any sexual activity would expose staff to severe risks.
- The presence of relatively high-earning aid workers with seemingly endless resources would create jealousy and poor perceptions of the workers and/or organisation involved, which may well lead to difficulties in programme implementation.

Supplementary information (4)

Frequently asked questions: some thoughts

(Not a handout: intended for facilitator's use only)

‘But in my country the age of consent is lower than 18 and it is culturally acceptable to marry girls as young as 15.’

In many countries this is the case. Some staff feel that setting our age limit higher is inappropriate and will be too difficult to implement. But the facilitator should point out that nearly all international NGOs accept the terms of the UN Convention on the Rights of the Child (to which virtually all countries are signatory), which enshrines the principle that childhood should be defined as continuing up to the age of 18.

‘My colleague X has been married for the last two years to somebody who is now only 17. Are you going to fire him?’

It is unlikely that this will be legally possible. But, now that Oxfam GB has adopted 18 as the age of consent, we will not tolerate any member of staff, whether newly appointed or long-established, starting a relationship with a child. When recruiting new staff in some countries, we will be able to ask about marital status at interview. In others this will not be legally permissible, but we will make every effort to find out the information. Our recruitment procedures will be much more robust, to enable us to offer maximum protection to people in our care. When advertising vacancies, we will make very clear our position on the protection of children. And then we will rigorously follow up candidates' references and investigate their employment history and criminal records where possible. In addition we will increase the level of attention that we pay to these issues in our day-to-day work, and managers and staff alike will be more confident and competent to make our working environment safe for vulnerable people.

‘Prostitution is legal in this country. Many people pay for sex with sex workers. There is little stigma attached to it.’

Yes, we know. We are not banning the use of sex workers, but we are **strongly** recommending people to avoid using them – for many reasons. First of all there is the fundamental principle that any transaction of this sort is the result of an unequal balance of power and is therefore exploitative. There is every possibility that indulging in transactional sex will bring the organisation into disrepute, and there is often the distinct possibility that it will increase security risks for individuals and Oxfam alike. There is also every chance that it will have direct security implications for the sex workers themselves.

‘If Oxfam takes such a strong stance on gender equity, why hasn't it banned the use of sex workers? I would feel much happier if it did.’

No, we haven't banned the use of prostitutes, but we **strongly** discourage it. We don't ban it, because we cannot infringe on people's civil liberties, and we know it would be impractical to try to enforce a total ban. Also, in a number of countries we support partner organisations that support sex workers to claim their basic rights; we are definitely not in any position to tell sex workers how to live their lives.

‘You might think that my relationship is exploitative, but it doesn’t feel like that to me, or to my partner. You are not in a position to pass judgement.’

This might be true. But if this relationship involves a minor or a beneficiary, then our fundamental principles tell us that this situation is, by its very nature, exploitative and is not something that Oxfam will condone ... indeed, disciplinary action can and should result immediately.

If the relationship does not involve a minor or a beneficiary, there is less justification for Oxfam GB to intervene or pass judgement. But if you, as a manager, feel that there is something exploitative about the relationship, then you are probably right. Therefore it is worth investigating.

‘If we are so keen to protect children, why do we not have tighter checks on people as they enter the organisation?’

We appreciate the need for this, and we work to improve our procedures is already underway. We are taking advice from other specialist agencies in the field, and the new procedures that we draw up will reflect our absolute duty of care to those in our charge, and also the need for greater resources in order to implement more robust procedures.

‘Yes, I am having a relationship with a beneficiary, but I haven’t given anything in exchange, so I am not exploiting the power that I have or the position that I hold within the organisation.’

Maybe not. But others will probably not either see or appreciate this fact. So, in order to avoid any damage to Oxfam GB’s reputation, sexual relationships with beneficiaries are forbidden. We need to guard ourselves and our beneficiaries against the *potential* for abuse, as well as the abuse itself.

‘I know many Oxfam GB staff who are having relationships within their management line. What does Oxfam feel about this, and what guidance can it offer to me, or others, if we find ourselves in this situation?’

Oxfam GB does not forbid relationships within the management line, but it does insist on transparency. If you are having a relationship with somebody whom you manage, it is **your** responsibility to inform **your** manager. It is then up to the manager (and maybe others) to decide whether the relationship could result in a potential conflict of interest. In all such cases it is not acceptable for one partner to manage the performance of another, and Oxfam GB would need to find an alternative procedure.

‘The Oxfam Code is vague about sexual conduct and is not prescriptive enough to help managers.’

It is not so much vague as rather broad. In addition, we don’t yet have a policy on sexual conduct, so we can’t refer you to it for further clarity and guidance. What we do have are the ‘Sexual Conduct Guidelines’, and this training pack; and soon Sexual Exploitation Focal Points will be appointed in each region and project area, as appropriate. Meanwhile Oxfam staff should feel free to contact Yo Winder (ywinder@oxfam.org.uk) or Justine Tordoff (jtordoff@oxfam.org.uk) and/or their closest Human Resources team for further guidance.

Quick Quiz – PPT1

Power imbalance / risks /
what to do?

What is in the Code of Conduct?

- A brief summary of behaviour that Oxfam GB expects from staff.
- A list of all the other policies that you should read or know about.
- Your signature to show that you know what is in the Code and that you understand it and will do what it says.
- Rules on the sexual conduct that Oxfam GB expects from staff.

To whom does the Oxfam GB Code of Conduct apply?

- All Oxfam GB staff members and volunteers in the whole world.

Does Oxfam GB tolerate abuse of power?

- No
- There will always be those who have more 'power' than others. But this power should not be abused. In particular it should not be used to make people do things that go against Oxfam's values and beliefs.

What is power?

- **Force**
- **Influence**
- **Strength**
- **Pressure**
- **?**

Who holds power?

- Men or women
- Driver or manager
- Adult or child
- Beneficiary or government official
- Military or civilian
- Beneficiary or relief worker

What is power imbalance?

- When one person has a lot more leverage or opportunity to make another person do something.
- Result?
- The ability to make a person feel that he or she must do or believe what another person says.
- The ability to make somebody do something that they do not want to do or know to be wrong.

How does Oxfam GB try to ensure that power is not abused?

- Oxfam GB's internal Staff Code of Conduct.
- Oxfam GB 'whistle-blowing' policy.
- (What is whistle-blowing?)
- The action of reporting, correctly, behaviour of a colleague that in your view breaks Oxfam GB policy or that you find offensive.
- Performance Management process.

Which particular abuses of power cause Oxfam GB the greatest concern?

- Staff behaviour towards other staff.
- Staff behaviour towards beneficiaries.

Presentation – PPT2

Prevention of sexual abuse and exploitation
of beneficiaries by Oxfam GB staff

Incidents of sexual exploitation and abuse

- Liberia, Sierra Leone, Guinea in 2001
- Nepal in 2001
- Democratic Republic of Congo in 2003
- By relief/aid workers, sometimes by Oxfam staff
- Oxfam has dismissed staff for exploiting or abusing beneficiaries or members of the local community in virtually every recent humanitarian response.

Why does sexual exploitation and abuse of beneficiaries happen?

- Because of the imbalance of power between aid workers and beneficiaries.
- Because beneficiaries need resources to survive.
- Because it comes to be thought of as ‘normal’.

Why is Oxfam concerned to prevent exploitation and abuse of beneficiaries of humanitarian programmes?

Because

- we know there is a huge imbalance of power
- it is gross dereliction of our 'duty of care' to our beneficiaries
- it affects those who are already most vulnerable

What would be the consequences for an organisation whose staff committed this type of offence?

Very bad for

- its reputation
- its programmes
- its funding
- its faith in itself
- In fact, it is very bad for the **relief community in general**, for all the reasons stated above.

So what has Oxfam GB done to reduce the risk of staff committing acts of exploitation and abuse?

- Strong leadership and clear communication from the Director.
- The Code of Conduct has become part of the contract and induction process.
- Responsibility for ensuring adherence to the Code is clearly ascribed to line managers.
- Training packs, tools, training support are available.
- Regional Focal Points exist who ‘champion’ this work in addition to their normal jobs.

What is expected of you as managers and leaders?

- Take responsibility for the behaviour of your staff.
- Promote and maintain an environment where staff know what behaviour you expect from them.
- Ensure that staff always act with respect towards beneficiaries and each other.
- Know what is going on in your programmes.
- Take decisions and action when necessary if behaviour or attitudes contravene the Code of Conduct.
- Ask for help as and when you need it!

What support is available for you to prevent sexual exploitation and abuse?

- Your Human Resources team or staff member.
- Your regional/country/programme focal point.
- For Oxfam staff: the Oxfam GB intranet.
- For Oxfam staff: the staff Code of Conduct and Sexual Conduct Guidelines.
- For Oxfam staff: training packs and other tools to support the adoption of the staff Code of Conduct and Sexual Conduct Guidelines.
- Focal points in the UN or other agencies.

What should the organisation think of doing next to continue its prevention work?

- Think about donors' expectations of staff behaviour?
- Think about whether it is appropriate (and how) to get partners to align with our Code of Conduct?
- Listen to managers and focal points: adapt/produce more tools/deliver more training as necessary.
- Ensure that countries/programmes at risk have nominated focal points.