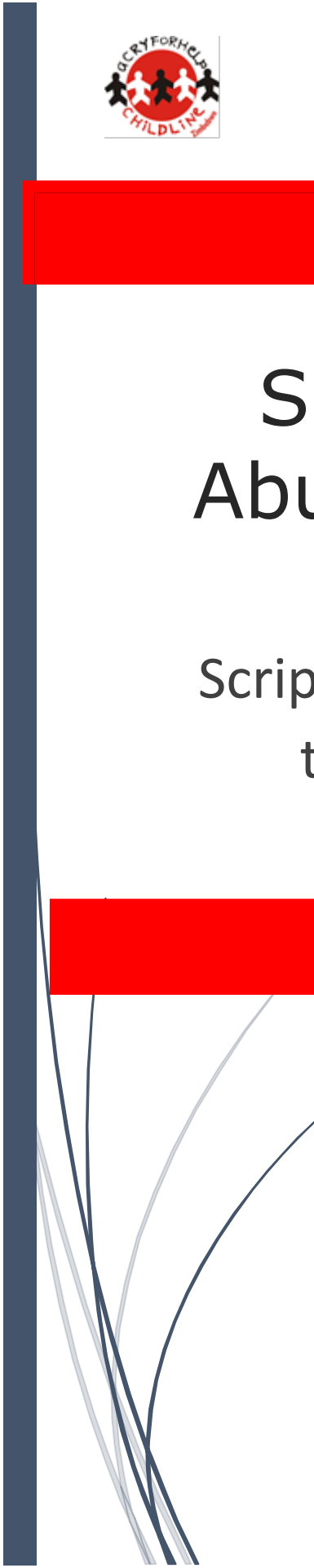




# Sexual Exploitation & Abuse (SEA) Community Drama Club Guide

Script Adaptation from experiences in the Tongogara Refugee Camp





# Acknowledgements

It is with great pleasure that Childline Zimbabwe presents the Drama Club Guide on Sexual Exploitation and Abuse (SEA). SEA has become a leading cause for concern across the world more so in areas where vulnerable populations are found.

Communities continue to be exposed to SEA as organizations respond to both developmental and humanitarian needs. Amplifying available safe and confidential reporting platforms like the free phone 116 is a necessity in fighting SEA. Using the art form of drama, Childline in consultation with the Tongogara Refugee Camp community developed this drama club guide. The guide is an educational tool, that can be used by children, young people and adults in role playing various scenarios that are faced by communities in relation to SEA.

Childline Zimbabwe would like to thank the Tongogara Refugee Camp Community in leading the development of the drama club guide.

Thank you to ICVA, IASC and UNHCR for funding the exercise and the invaluable support from the Department of Social Development, Childline staff and the drama club guide consultant Mr Bruce Mashingaidze.

#Zero tolerance to Sexual Exploitation and Abuse!!!

Stella Motsi

**(Childline National Director)**



## Acronyms

<b>ICVA</b>	International Council of Voluntary Agencies
<b>SEA</b>	Sexual exploitation and abuse
<b>SRHR</b>	Sexual reproductive health and rights
<b>TRC</b>	Tongogara Refugee Camp
<b>UNHCR</b>	United Nations High Commission for Refugees



## Definition of terms

**Asylum seeker** is someone whose request for sanctuary has yet to be processed

**Helpline 116** is a free emergency telephone service and confidential reporting platform operated by Childline. It provides counselling services and a referral pathway to victims and survivors of sexual, physical, emotional and online abuse.

**Humanitarian Aid** is material and logistic assistance to people who need help. Humanitarian aid and assistance is intended to save lives, alleviate suffering and maintain human dignity during and after crises and disasters.

**Humanitarian worker** implements projects and emergency response in areas affected by disasters, wars and other complex problems

**Refugee camp** a temporary facility built to provide immediate protection and assistance to people who have been forced to flee due to conflict, violence or persecution

**Sexual abuse** means the actual or threatened physical **intrusion of a sexual nature**, whether by force, or under unequal or coercive conditions. It includes sexual slavery, pornography, child abuse and sexual assault.

**Sexual exploitation** is defined as an actual or attempted **abuse of someone's position of vulnerability** (such as a person depending on you for survival, food rations, school books, transport or other services), differential power or trust, to obtain sexual favours, including but not only, by offering money or other social, economic or political advantages. It includes trafficking and prostitution.

**Sexual harassment** affects personnel and is defined as any unwelcome conduct of a sexual nature that causes **offense or humiliation**. Sexual harassment may occur in the workplace or in connection with work. While typically involving a pattern of conduct, sexual harassment may take the form of a single incident. In assessing whether the conduct causes offense, the perspective of the victim shall be considered.



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# Introduction

Tongogara Refugee camp is located in Chipangayi area of Chipinge District, Manicaland province. The United Nations High Commission for Refugees (UNHCR) estimates that there are about 14 100 refugees at Tongogara Refugee Camp. Statistics at the refugee camp shows that more refugees are from the Democratic Republic of Congo, Mozambique, Rwanda, Burundi, Somalia, Ethiopia and Eritrea. As at the 31<sup>st</sup> of October 2020, Tongogara refugee camp had 22,031 refugees, 5041 households and 15 458 registered population. Of these 53% are males and 47% are females. Of the 22,031 females are 9,209, 12,222 were asylum seekers. The refugees in TRC are from, Mozambique, the Democratic Republic of the Congo, Rwanda, Burundi, Somalia, Ethiopia, Eritrea and other countries. Asylum seekers cross into Zimbabwe through the border posts or unofficial points of entry and make their own way to Tongogara, with exception of Nyamapanda border in Mutoko where the International Organisation for Migration (IOM) assists,

The camp's location makes it susceptible to natural disasters like droughts and floods. There are many development partners implementing within the camp and this has increased exposure of the community to Sexual Exploitation and Abuse.

Childline has been implementing a project supported by ICVA to raise awareness on SEA and strengthening the reporting platform 116. This has been done with the aim of ensuring that communities are able to identify SEA, report it and prevent it.

## Sexual Exploitation and Abuse

Sexual Exploitation and Abuse is a particular form of gender-based violence that has been reported in humanitarian contexts, specifically alleged against humanitarian workers. **Sexual exploitation** is defined as an actual or attempted **abuse of someone's position of vulnerability** (such as a person depending on you for survival, food rations, school books, transport or other services), differential power or trust, to obtain sexual favours, including but not only, by offering money or other social, economic or political advantages.<sup>1</sup> It includes trafficking and prostitution. Sexual abuse means the actual or threatened physical intrusion of a sexual nature, whether by force, or under unequal or coercive conditions. It includes sexual slavery, pornography, child abuse and sexual assault.<sup>2</sup>

Sexual exploitation and abuse (SEA) by aid workers represents a protection failure on the part of the aid community and directly contradicts the principles upon which humanitarian action is based. It undermines the work that humanitarian and development agencies are doing the world

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<sup>1</sup> Interaction (2010) Step By Step Guide to Addressing Sexual Exploitation and Abuse on <https://psea.interagencystandingcommittee.org/media/894/download> accessed 20 November 2020

<sup>2</sup> IASC (2016) Protection from Sexual Exploitation and Abuse: Inter-agency cooperation in community-based complaint mechanisms



over, as such humanitarian workers have to uphold the highest standards of personal and professional conduct all the time in order to protect the beneficiaries of aid.

### **Inter-Agency Standing Committee 6 Core Principles relating to SEA**

The Inter-Agency Standing Committee is committed to protecting affected populations from sexual exploitation and abuse within all the humanitarian response operations.

1. "Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
2. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defense.
3. Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to beneficiaries.
4. Any sexual relationship between those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work.
5. Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.
6. Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment."

## **Tongogara Refugee Camp Community highlighted drivers of SEA**

Childline conducted a feedback session with community representatives within TRC on some of the leading drivers of SEA based on their lived experiences. These were some of the drivers identified, poverty, desperation, survival instinct and culture.

**Reliance on aid for household sustenance.** In general, most refugees are fully reliant on food assistance provided by UNHCR. According to the UNHCR monthly food rations consist of 10 kg maize meal per individual, 2kg of sugar beans, 2kg of corn-soya blend, 2 kg of rice, 750 ml vegetable oil, 500g of sugar and 250g of salt. The current food basket provides



1,928kCal/person/day. Most of the people in the camp highlighted that the provisions were not adequate to feed their families, they usually ran out 5-8 days before the end of the month. This shortfall created vulnerabilities within the community as many sought ways to either get support to supplement the shortfall or to try and gain an advantage from the aid distributors during distributions thus leaving them vulnerable to sexual exploitation.

**Status determination.** Upon arrival in the camp, asylum seekers are settled in the reception centre within the camp where they await refugee status determination conducted by the Zimbabwe Refugee Committee (ZRC). The ZRC sits in Tongogara camp once a month and once accorded refugee status, they are then registered in UNHCR's database. Asylum seekers whose claims are rejected during the initial hearing can appeal to the Minister to have their cases reviewed. The large number of people who remain without refugee status creates problems as more and more people are desperate for the opportunity. The refugee status means a lot for the Tongogara community as it is an opportunity to be able to make something of themselves.

**Lack of economic options for refugees and asylum seekers.** There are limited economic activities making them vulnerable to SEA as they seek to advance their incomes. According to the feedback gathered during consultations for the development of the SEA Drama Club Guide, the engagement of some members of the community as assistants during programming (translators, facilitators etc) by development partners within TRC has resulted in the selected individuals being targets of SEA because there is a general belief that they have an added advantage to the general community members and thus can facilitate for the acquisition of whatever support is being offered for the organization they are assisting.

## Why the drama club guide

Social behaviour change is key to addressing community perceptions and attitudes towards SEA. Childline Zimbabwe has developed the drama club guide as a resource tool used by community facilitators to facilitate drama clubs which will be focusing on dramatizing SEA followed by discussions after. As an art format, drama is engaging, relatable and uses both verbal and non-verbal communication. The drama club guide will be not only a resource tool for dramatisation but an awareness tool for SEA.





# SEA Community Drama Facilitation Guide

The guide is meant to be used in the community to raise awareness on SEA within a refugee camp. In this case the guide was developed for use in Tongogara Refugee Camp through dramatization, directed towards creating behavior change. The Drama guide was based on community facilitators conducting drama sessions with groups; going session by session with key lessons being shared at the end of every act. The group may consist of 20-25 participants to ensure that discussions are fruitful and maximum participation. The sessions could last 5-6 weeks to ensure that the discussions are enriching for the community and the drama club does not disrupt other social activities and responsibilities. The community only has to commit one hour per week for the drama club and each session/act brings in key discussion issues.

**Time:** The guide times are provided for each scene.

**Wardrobe:** Just as the old saying goes, 'a picture is worth a thousand words', one look at a scene should have the audience sold and engaged.

**Music:** song and dance are a crucial part of community drama and help capture the audience. There is a need for songs in the local language that the community associates with, both the positive and negative as when used appropriately they incite the appropriate emotions within the crowd. There is need to identify appropriate songs that can be used to begin and end each scene.

**Cultural context and sensitivity:** As a facilitator or coordinator of the community drama, there is a need to review the content within the context of community norms. As a cross cultural tool there is a need to ensure that in as much as it battles negative social norms, it also reinforces the positive ones. It is also important to note that the connotations and meanings should be maintained even when translation to other languages is being done.

**Key messaging:** at the end have people share key messaging that they grasped during the drama.

**Characters:** as a drama club there is a need to ensure that by the last session every participant has had the opportunity to play a role within the whole drama and that no one monopolizes the play as it is meant to be a community activity and in acting the lessons are discerned. It is also important that each character reads out the script exactly as it is in the manual to ensure that the meaning and the core lesson is not lost.



# Community Drama Club Actors Support Guide

## The Purpose of a Warm-up

1. To *relax* and relieve any Tension.
2. To prepare the *voice* for speaking.
3. To prepare the *body* for moving.
4. To get *creativity* flowing.
5. To *focus* your mind on the task.
6. To *communicate* with others.

## **Relaxation**

Most people experience mental and physical tension and have come to accept this tension as a part of their natural condition. As people age, tension accumulates and we forget how it is to feel relaxed. Tension produces undue fatigue, breaks down concentration ability, and makes it difficult to maintain a patient and calm exterior.

## **Vocal Warm-Up**

A Vocal warm-up prepares the voice for speaking. You need to warm up the vocal chords just as you would warm up any other muscle in your body. They need to be ready for long duration of use and without proper vocal preparation, you can damage the chords.

## **Vocal Exercises**

- Do a few tongue twisters. Focus on pronunciation and enunciation:
- Practice reading aloud any material you want.



# Warm up Games and Exercises

## **The machine of emotions**

Everyone writes emotions down at least 5 on a piece of paper (anger, fear, anxiety). Take turns to pick 5 from the pile and act out a line that expresses that emotion.

## **Role Model**

We all watch movies and have role models that we identify with. Have everyone come in front and imitate their role model from a famous scene in their movie – capture the speech, pose, gesture, voice and emotions.

## **Change of roles**

Easiest way to make your acting lively. In this exercise you will be asked to try out 5 very different roles e.g.

- I. A very boring lecturer
- II. Shopping pensioner
- III. Angry boss
- IV. Charismatic leader
- V. Funny bus conductor

Make sure you stay in each role at least 40-50 seconds at a time.

## **Impromptu**

Everyone writes down different topics and you take turns to talk for about 3-5 minutes on the topic on your piece of paper.

- I. Weather
- II. Trees
- III. Cars
- IV. President

## **Interview**

Each participant prepares a list of interview questions and then the person to be interviewed is chosen randomly. This improves improvisation skills. The questions should be answered as fast as possible and the questions should be very personal and unexpected.



# Cast of Characters

<b>Mary</b> – the main character whose life the play focuses on. She is an innocent girl who is looking to secure a decent future for her family and in doing so honor her father’s memory.
<b>Jane</b> – Mary’s right hand and go to person. They have been friends ever since Mary arrived in the camp. She is strong willed and had been in the camp for most of her life.
<b>James</b> – works as a humanitarian worker within the camp & takes advantage of Mary.
<b>Memory</b> – classmate who clashes with Mary. She is the typical class gossip making up lies and always being at the centre of all the class drama.
<b>Mrs. Njolo</b> – Mary’s mother and a strong traditionalist having been brought up within a traditional family and having herself been married off at an early age in line with local customs in Democratic Republic of Congo.
<b>Mrs Banda</b> – One of Mary’s teachers who is keenly interested in Mary as she is a high performing student whose performance begins to dip with no apparent explanation.
<b>G&amp;C Teachers 1 &amp; 2</b> – Guidance and Counselling Teacher at the local school.
<b>Blessing</b> – Peer Facilitator who runs Childline peer education groups within the camp.
<b>Emma</b> – Mary’s classmate who is known for instigating fights and squabble in school.
<b>Sandra</b> – Childline Social Worker at the Tongogara Refugee camp who guides and supports Mary through her tough times and links her to key services.
<b>Sister Tammy</b> – the local nurse who supports Mary through the medical processes and the delivers the bulk of bad news.
<b>Nancy and Thelma</b> – both girls in the Peer led groups who share their personal and family experiences with SEA in the Tongogara camp.

## Time

The Present

## Synopsis

Mary is a Zimbabwean based refugee who ran away from war-torn Somalia, she goes through a lot with her family and they finally settle in Zimbabwe’s Tongogara refugee camp. Upon arrival Mary becomes friends with Jane and they share a lot of experiences together. The challenge then comes as the family pursues their resettlement case, she also adopts the camp mentality relationship with a humanitarian worker in the hopes that this would hasten their resettlement case. She goes through a lot and has no power in the relationship even to negotiate for safe SRHR practices. The abuse came to light after interactions with Peer led interactions in the camp and this leads to the eventual reporting of the case and support for her as a survivor of sexual exploitation. Mary then joins the Peer support movement and aims to put out her story as testimony to help and support other girls who come into the camp.



# Act 1: Understanding what SEA is!

**Time:** 10min

## **Introduction:**

**SEA** remains a key challenge within vulnerability contexts the world over and Tongogara Refugee camp has not been spared. It is important for the community to comprehensively understand all the aspects around it before an effective campaign against SEA can be driven at community level. The session aims to shed more light on SEA and what it means for the young girls that find themselves trapped within it.

## **Session Aims:**

- Support the group in understanding what SEA is.
- Contextualizing SEA within Tongogara Refugee Camp
- Sharing SEA experiences from a survivor point of view.

Actors in Act 1	
Mary	Memory
Jane	Mrs Banda

**Narrator:** Mary is in class and is experiencing challenges with her classes and since she was a performer previously, the teacher picks a keen interest in finding out what is going on in Mary's Life and what she could be experiencing.

**Jane**

So how is the relationship going with our hot guy, James?

**Mary**

*(Chuckles)* Its going okay he treats me well. But I am really worried, I don't understand what I am feeling these days. I am just always sick.

**Jane**

*(Laughs)* I see less and less of you these days so I thought you and James are having fun. How are you feeling?

**Mary**

I am also confused Jane. One moment I am fine the next I just feel tired and I don't feel like doing anything. I now have trouble sleeping. I just can't place it.

**Memory** (classmate sitting on the next desk)



*(mocking laugh)* And I thought that you would not turn out like your mother, look at you, fatherless because she desperately wanted refugee status and now you too falling for the same trap.  
(Laughs) Is it a family weakness? And now you say that you are pregnant.

**Mary**

*(angrily jumps and slaps memory)*  
Pregnant???? Where do you get off making such accusations? Mind your own business and stay out of my life!

**Memory**

*(slaps back)*  
You think you can beat me, come here

**NARRATOR:** The fight is then broken up by the teacher who comes in for the next lesson. They are then both taken to the Guidance & Counselling (G&C) Department and provided with individual counseling.

**Mrs Banda**

Mary, in as long as I have known you, you have never been violent? what is happening?

**Mary**

Nothing Ma'am we just had a small mis-understanding that is all. You know that Memory can be confrontational. She was saying a lot of things about my family and I lost it.

**Mrs Banda**

Yes, I know she has a way of bringing out the worst in people.

She still needs to have said something extremely horrible for you to react the way that you did.

This violent behaviour and a drop in performance that I have observed over the last 2 terms is a major cause of concern for us. I feel that you are going through something maybe at home?

**Mary**

No, it's nothing to worry about, Memory is just a bad person and managed to get personal with me, that why I reacted as such.

I don't have any challenges to talk about. It is just that she really set me off.

**Mrs Banda**

well, I am glad that everything is okay.

I however feel that something has changed, you are not the same Mary that arrived here more than a year ago.

I have also been hearing a number of rumours making the rounds, something about you being in a relationship or something? I am worried that a lot of people have the potential to take advantage of young girls like



yourself, in this camp we have aid workers and service providers, these could be teachers like myself, pastors and priests from the local church, basically all those meant to be protecting you can take advantage of that position of power to exploit unsuspecting girls like yourself.

**Mary**

Whaaat? (*acting surprised*)

You have never been the rumour mongering type Ma'am!

It is such rumours that are being spread by Memory, which is why we are here today. You know I am not in any relationship Ma'am.

**Mrs Banda**

It is okay Mary, I hear you. But I still feel there is a lot happening in your life.

I just wanted to remind you that if you ever need anyone to talk to about anything, I am there to support you.

**Mary**

Thank you, I will keep that in mind.

**Mrs Banda**

Whilst I still have you, I just felt that I had to have a one on one with you and go through this with you though we have talked about it as a group.

If you feel you do not want to talk to us as your teachers you are more than welcome to use the other systems in place in the camp, it could be for a conversation or reporting any challenges that you may be facing. Outside of the school there are several other organizations and institutions present to support you, the Department of Social Development, the Police – specifically the Victim Friendly Unit, UNHCR, Childline. There are also community level structures such as Case Care workers under the DSD, there are also community level suggestion boxes and telephones including the 116, 24-hour National Helpline.

Are you clear about the free support services on offer for everyone in the camp?

**Mary**

Yes Ma'am, I know of all these.

**Mrs Banda**

Every girl in the camp who has experienced Sexual Exploitation and Abuse always reiterates that they thought they were different, they thought they were really loved but none of the stories I have heard ended up with refugee status being processed for any of the girls. I know that is the bait that they dangle in front of ambitious young girls who still want to achieve a lot with their lives. They have all been used and have nothing to show for it. Most of them fell victim to these men who prey on their need to have their paperwork fast tracked and yet they have no power to pull through on their end of the deal.



Furthermore, Sexual Exploitation and Abuse is something that is real and a lot of young girls are falling prey to false promises and are taken advantage of because they are in desperate situations. Humanitarian workers and service providers working within the camp are not allowed to be in relationships or to be involved with refugees or asylum seekers as they are vulnerable and in need of support. Most of them take advantage of the vulnerability to get the young girls to give them sex in exchange for favours that they use their influence and authority to overpower these young girls and threaten to make their lives a living hell if they refuse their advances, they threaten them with exclusion from distribution lists knowing full well that they are fully dependent on these for food and survival and they also threaten to thwart their refugee status application.

Before they are deployed in their various area, aid workers receive a specific training in Prevention of Sexual Exploitation and Abuse to ensure they understand that the power they hold is not to be abused and they have a responsibility to safeguard communities that need their support. Getting into a relationship with you is a direct violation of the training and pledge that he made. So, they know very well what they are doing and that they are violating their code of ethics. It is important that you have all this background as you go into the world and are empowered.

### Mary

Thank you very much Ma'am I have understood where you are coming from. I am now running late for the next lesson which should be math and Mr Ndlovu does not take excuses for being late.

### End of Session Discussion Points

How does Jane's perception of Mary's boyfriend affect the fight against SEA? She refers to him as hot and has keen interest in Mary's relationship, Do you think if she had the opportunity she would also want to be in such a relationship?

What can be done to spread SEA Education within the community so that everyone knows and understands what it is. Are there particular platforms that can be utilized or resource people that can be tapped into?

Refugee status is a repeating theme within most of the stories of SEA, how relevant is it within the Tongogara community as a key driver of SEA? Is it basic human nature to want to fast track or take shortcuts in the pursuit of refugee status?

Do you think that the training that aid workers are said to receive before deployment is adequate to prevent them from taking advantage of the power that they have over the more vulnerable populations?





## Act 2: Impact of SEA

Time: 10min

### Introduction

The impact of SEA is extensive and the fact that the community is vulnerable makes it even worse. Zimbabwe has also been hit by subsequent humanitarian crises and these have further exposed the already vulnerable populations. The impact of SEA is felt at different levels from the individual, family, right up to community level. The chapter seeks to explore these different levels and how they are each affected.

### Session Aims

- Enhance understanding of how SEA impacts people's lives.
- Understand what drives young girls into SEA situations
- Impact of camp life on worsening SEA

Actors in Act 2 Scene 1	
Mary	Jane

**NARRATOR:** Mary has no one to confide in and only has her friend Jane who she can talk to. Jane then refers her to receive support from professionals who helped her when she had challenges in her life.

**Jane**

Hi Friend! You know whom I always ask after first!! How is James??

**Mary**

(forced laugh) Hahaha, you need to quit with that!

**Jane**

You know everyone envies you! He is soooooo Hott!

**Mary**

well, its not all its cropped up to be!

**Jane**

what? what's wrong girl?

**Mary**

ohhhh (realizing she had let slip more than she wanted) Nothing really

**Jane**



You know that I am there for you right!  
well, and I always want to know what is happening in your life.

**Mary**

I know my friend, I know (takes a few seconds to compose herself)  
Its just that things are not going the way I intended.

**Jane**

Okay what does that mean, I don't understand

**Mary**

I mean things have been going so well all this while

**Jane**

So what's wrong?

**Mary**

well, last month things kind of changed.

**Jane**

Changed? How?

**Mary**

You promise to keep things between us!

**Jane**

Of course, that's an always!

**Mary**

Ok. You know how he has been trying to help us get our paperwork in order?

**Jane**

Yes, has he come through

**Mary**

No, not yet!

He came last month and said that things were well on course and within the next 3 months we should have our paperwork in place. He however looked stressed and all, so I asked what was wrong and he just said that work had its pressures and worse still helping us was an added risk as he was putting his job on the line for me and my family. I then asked what I could do to help. (Takes small break)

He said that he wanted something special from me, which would take his mind off work and also serve as motivation as he pushes our papers and he said he wanted to sleep with me to also show me how much he loved me. But I said that I was not yet ready for that and it was something very special to me that needed to be just right. It quickly became a fight



about how much he was sacrificing and how I couldn't do this one thing for him and he began claiming that I was using him to get our refugee papers in place and that I would leave him afterwards. He began threatening to pull out our paperwork from the process.

The fight got so heated that in the course of the fight he just pushed me onto his bed and ... (tears trickling down her cheeks) ... and he forced himself on me.

**Jane**

Am so sorry girl, (goes and hugs her) but he does not look like the type to do that! So, you have kept all this to yourself all this while? How are you doing girl?

**Mary**

It's okay, I was just taking it one day at a time. And there is nothing that I could do because my family desperately needs that refugee status.

**Jane**

I know that but it was still not right.

**Mary**

Yes, but there is nothing that we can do about it.

This entire month has been horrible for me. I really thought he loved me but it all changed that night.

**Jane**

Is that what all these presents have been about this entire month?

**Mary**

Yes, he has been apologizing ever since and he begged me not to tell anyone about it.

**Jane**

woooooow but ain't that sweet of him. Most of these idiots here in the camp would not even apologize they would be bragging across the camp about their conquest.

**Mary**

No! He broke the bond of trust that we had. I don't think I can ever forgive him. Ever!

**Jane**

Okay I see it really hurt you.

**Mary**

Yes, he did, I can't live with myself it has been a struggle this past month. I have had many different thoughts, I have considered running away and starting afresh where no one knows me and have re-looked at my life and whether it is worth even living, nothing seems to be on course.



**Jane**

I can really see that you are going through a lot. I feel that you could benefit from a chat with that lady from Childline who helped me through that dark time in my life.

**Mary**

I don't know if I can talk to anyone else. I mean it was a struggle to even share with you.

**Jane**

I hear you, but she was simply the best! She did not judge me but took time to hear me out and also helped guide me and realize my value in life.

**Mary**

Yah, I know you talked about her that last time.

**Jane**

You can even start by attending one of the educational groups that are run by their local peer facilitators, one of them is a friend of mine. I am sure I can talk to her and you attend one session with no strings attached, you will not even be compelled to attend more groups. I can even take you there for moral support.

**Mary**

Thanks girl you are the best. Yes I guess I would prefer the group first and see how that goes.

**Jane**

Glad I could help.

## Act 2: Scene 2

**Time: 5min**

Actors in Act 2 Scene 2	
Mary	Blessing
Nancy	Thelma

**Narrator:** Jane takes Mary to the group through her friend the peer educator. The Peer Educator has already focused the session on supporting Mary in what she is going through. They go through their usual reflective sessions and at the end they have a session on the hidden impact that SEA has had on the various families within the camp.



## **Blessing (Childline Peer Facilitator)**

Right girls, as we conclude and have our last session, I want us to focus on all of us understanding the impact of SEA on our community and families. I find that personal experiences are the best in terms of adapting lessons for everyone else. Let us feel free to share what we have gone through, what our families have gone through so that they can serve as lessons to the greater community. So, who has a story to share?

### **Nancy**

well, my sister Denise was well known for her relationship with one of the guys in the administrative offices. She really enjoyed it whilst it lasted, she would get all these gifts and was the envy of all the girls in the camp. She held onto the promise of being supported to gain refugee status by her boyfriend. However, in the process she fell pregnant, that is when things took a turn for the worst, all that love she was being showered with disappeared. He began threatening her to terminate the pregnancy and he was not yet ready to start a family and how he would lose his job and would not be able to support the child then.

If she dared keep the child, he would ensure that her life in the camp was unbearable. She became so overwhelmed and had no one to talk to about her problem and ended up giving in to his request. He then brought these tablets with him and told her to drink. She became so sick but would not tell anyone as she kept it to herself. She died during the abortion and there was no way of knowing what he had brought her to drink and he had made sure that she would delete all their communications including phone calls hence he could not even be linked to her death. SEA has robbed me of my sister, all because he could use his influence to control her life and I will never get her back.

My immediate family and neighbours understand what vulnerability is and how we are exposed to further exploitation because we have to still get aid and support from the same person who caused my family so much hurt. We now believe that there is no one who helps without an agenda, so whenever we have to work with humanitarian workers or service providers in the camp, we urge all those in our community to keep an eye out because any sign of vulnerability and they can be taken advantage of and exploited, so this experience has brought us together as a community.

### **Blessing**

Thank you, Nancy, for sharing. I know it was a very painful experience that you went through and we take strength in the lessons that we gain from sharing such experiences. I hope that we are able to put ourselves in the shoes of some of these victims so that we reflect on what we would do and what SEA would mean for our lives and the plans that we have mapped out for our future.

who wants to share next?



## **Thelma**

My story can also serve as testimony for others to learn from. I was also in a relationship with one of these aid workers, I will not share their name or where they worked but they have since left the camp. Like any other of the other stories that I have heard, these young men were appealing in the way that they dress and the respect that they have within the community and of course there is always the added appeal of additional favours and prospects at an accelerated refugee status process. All these just drew me to him, but I could only see things from my point of view, I never one moment thought about what he could also want from me. I could envision our relationship and the love that we shared and how we would get married and have our own children. However, that is not what fate had in mind. He had a way of emotionally blackmailing me, leveraging on all the things that he has done for me and how I was ungrateful and I ended up sleeping with him despite promising myself that I would keep myself for him on our wedding night.

After sleeping together, a couple of times I missed my period but did not panic thinking it was one of those normal shifts in cycle but after another month and still nothing I began to fear the prospects of being pregnant and my worst fears were confirmed through a home pregnancy test. When I told him the news he was outraged and blamed me for wanting to trap him into marriage when he was not ready. He told me to get rid of it but I would not have it, I told him he can commit when he is ready but I was keeping the child. He tried threatening me and all but my beliefs would not allow me to abort the baby. The going has not been easy, I have had to drop out of school and put my dreams on hold as I sought to take care of my child. She has been a blessing in my life and everything I do in my life I do for her. All my dreams and aspirations have had to be put on hold but I look forward to pursuing school again.

## **Blessing**

Thank you ladies, for sharing, we hope that what we have shared here helps us be vigilant and avoid the same pitfalls that others before us have encountered. I hope that we are able to steer others away from making such mistakes. When they have already encountered such challenges, it is my hope that we can be a shoulder to cry on and that we are able to guide them and steer them in the right direction. Should any of you require further support or encounter girls that need support then you can also refer them to Childline social workers within the camp.



### End of Session Discussion Points

**Is it possible to negotiate for safe Sexual Reproductive Health Rights (SRHR) practices in a SEA relationship?** The power and authority that humanitarians hold in their work spills into these relationships and work against the girls! One of the major challenges that face SEA relationships is the issue of rushed / forced sex even when the girl is not ready.

**How true is the claim that most of the affected girls adopt self-destructive behaviour?** The impact of SEA is so extensive that a lot of the times, the girls actually contemplate suicide or run away against camp rules.

**What negative health outcomes are experienced by young girls as they come across SEA?** - the girls are often young when they get into these SEA relations. A number of health challenges are also associated with SEA, these include teenage pregnancies which breeds teenage mothers and 'fatherless' children, there is also an increase in maternal mortality rates within the community, illegal abortions also spike all of which compromise on the health of the young girls.

**How far can an aid worker compromise the lives of the Tongogara community?** Threat of compromising aid support that the family is receiving. There is also a threat of delaying refugee status papers, a lot of the power wielded by aid workers or service providers is based on this threat.

**How do parents and guardians view the concept of SEA and having their children involved?** Reflectively, parents or guardians push young girls towards SEA situations - because the humanitarian worker is an already established and successful person and also in a desperate bid to hasten refugee status so that their children including the young girls can have a bright future ahead of them. Moreover, as we reflect on the lives of girls does the hope for a better future balance with the current threat to their wellbeing?

**Everything in life is a two-way street - what does the other party want within the SEA relationship?** If he is to process your refugee papers for you how big a price do you think you will have to pay? Is there a price that is too high or you should be willing to do anything?



# Act 3: Indicators of SEA in the community

Time: 5 min

## Introduction

In an environment plagued by SEA there is a need for an empowered community. At the heart of empowerment is knowledge, therefore the need for the community to know what to look out for when fighting SEA. The session aims to teach communities to safeguard their children through being able to identify red flags. Since it is not an exact science some of these are pointers for parents to monitor closely the movements of their children and on the other side their absence does not guarantee that nothing is happening. Parents should always be on the lookout and guard their children jealously.

## Session Aims

- Support the community in identifying possible instances of SEA
- Create community support systems that leverage off each community member's commitment to ending SEA

Actors in Act 3 Scene 1	
Headmaster	G&C Teacher 1
G&C Teacher 2	

**NARRATOR:** The school has also identified the growing challenge of SEA within the camp. The scene starts at a staff meeting with all the teachers and the G&C teachers raise key concerns about the rampant nature of SEA and how some of the girls in the school openly bragging about it.

### Headmaster

If that is all and there is no other item on the agenda we can call an end to this meeting.

### G&C Teacher 1

There is one matter which we have brought to your attention before but I feel that it has once again taken centre stage. We continue to have a lot of students drop out of school because of relationships with adults, particularly aid workers in the camp. I think there is a need for the school to do more in terms of safeguarding the future of the girls that we have in the school, I don't know what other teachers think? I have received another case of a girl that I am teaching who showed such a huge potential but whose grades have already started to suffer and I fear that we will lose her before the year is up.

### Headmaster





Yes, I know we have talked about this before and more cases are coming up. Maybe as a department you can update the entire staff on just how big the predicament is within the camp and how it impacts our students.

#### **G&C Teacher 1**

This abuse of power by service providers and aid workers in the camp presents a particular challenge. We have been able to tackle Gender Based Violence and Sexual Abuse within the camp after protracted campaigns however SEA is a unique challenge in that the power dynamics are extreme with those who are vulnerable being at the extreme end of the vulnerability spectrum and they have a lot to lose if they refuse or speak out against humanitarian workers.

#### **G&C Teacher 2**

True and the impact of SEA on the community is immeasurable. What makes it worse is that it is also often hidden and easily swept under the rug when parents or even duty bearers get to hear of it because of the threats that they use and the connections that have with duty bearers such as the police. Dropping out of school is just the beginning for these girls and their families as a lot happens, a number of families have resorted to running away and seeking greener pastures in defiance of camp rules which restrict movement for undocumented asylum seekers. The nurses also report a rise in medical complications over the last 2 years, abortion complications and birth related complications for young mothers such as obstetric fistula among others.

#### **Headmaster**

I hear the depth of the challenge, but as the key entry point for such issues, do you as a department have a strategy that you think we can pursue as we look to do our part in ending SEA within the camp.

#### **G&C Teacher 2**

We think that the community and parents in particular have a larger role to play in discouraging and protecting young girls from these predators because it seems like they have a pattern that recurs. There is a need for the parents to be educated so that the protection system is community owned and hopefully becomes sustainable. We propose that we all support an initiative towards a positive parenting session which aims to empower the parents. Instead of trying to gather them we could take advantage of the AGM and have a session at the end of the meeting, it saves on resources and time as we are already providing them with lunches for the AGM.

#### **Headmaster**

I think that is a good initiative and my office will do all that it can to support you, so whatever you need just forward to my office. Bring in the proposed framework for discussion so that we review it as admin.



## Act 3 Scene 2:

Time: 10min

Actors in Act 3 Scene 1	
Headmaster	G&C Teacher 1
G&C Teacher 2	Parent 1
Parent 2	Parent 3
Pastor	

**NARRATOR:** The parents have attended the AGM and all the school business has been discussed and then a new child protection component is introduced on the agenda and will be a part of every other AGM going forward. Since there are no reports for the year, the session is dedicated as a positive parenting effort and it focuses on community prevention and response of SEA.

### Headmaster

Now for the last part of our AGM, like we mentioned earlier we will be having a new session. The G&C Department will be taking over.

### G&C Teacher

Good day parents. We are glad we could have this opportunity to talk to you. This discussion has been on the cards since a long time ago. We are here to discuss issues around the safety of our children. We are particularly concerned about the welfare of the girls. Sexual exploitation poses a particular risk to them, the school has noted with growing concern that more and more girls are falling prey to men that use their influence and authority to force them into relationships. The camp has a considerable number of service providers and humanitarian workers who are taking advantage of the authority vested in them to manipulate young and naïve girls and sexually exploiting and abusing them.

### Parent 1

This is something that we have seen within our community. It's becoming more and more common. This new generation actually brags about such.

### Parent 2

These men have been taking advantage of our vulnerable children and lure them with promises of a great tomorrow. They never deliver on that promise, in fact they leave them worse off than before.

### Parent 3

I actually have a child that was left pregnant and I have had to take care of that grandchild alone. This is a matter very close to my heart.

### G&C Teacher 2



Do we as parents have a role to play in ending SEA within our community?

### **Pastor**

Maybe I can also come in there, our community is vulnerable and as such riddled by many additional challenges surrounding the issue of SEA. I think what is key to highlight is that in as much as we stand here and demonize SEA most of us have taken part in encouraging SEA or even yearned that our own children would take the initiative to land themselves an aid worker specifically in the administrative office that works with the refugee status paperwork.

(the entire hall bursts out in a laughter of acknowledgement)

I will go on to say that the fight against SEA requires more than paying lip service, we should all take an active role. There is a need to end the spirit of corruption and short cuts as that is what drives our children into these relationships or being taken advantage of. How else do they respond to any advances or opportunities to entice these young men when that is all we talk about at home, how so and so was able to leverage such relations to get the family all set up. We have to ensure that we set proper examples for our daughters, examples we wish for them to emulate and make us proud. A lot of the girls who come to me often come when its too late and things have already started to go wrong one way or another and they have so much regret. They all claim to have done it for their families and wanting to secure a future for them. Ladies and gentlemen at what cost, would you even enjoy the life knowing that your daughter had to sacrifice her innocents for you to be where you are.

### **G&C Teacher 1**

Thank you very much for that Pastor, I think that allowed us all to reflect on our perceptions of sexual exploitation and what the young girls are sacrificing for the promise of a good life which seldom comes. The Refugee status processes are very fair and review each case based on its merits especially since more than one agency is involved. So, all these promises of getting support or assistance are taking advantage of the girls being naïve. There is a need for those who seem to have succeeded in being granted refugee status to really reflect and see that their applications were due for approval and the coincidence is what pushes parents to also sell out their children in search of that piece of paper.

### **G&C Teacher 2**

Lets all understand that the cost of repairing broken children cannot be matched by the prospects of a decent future. Our applications are all a part of the system which will get to us though it seemingly takes time. Humanitarian workers and service providers also take advantage of that community perception to take advantage of the community, they threaten our young girls with being blacklisted in distribution and other benefits but all those services are free for everyone and it is all accounted for therefore any discrepancies can easily be identified and they would be in trouble if they were seen to be withholding aid for



personal vendettas. We must all understand that we have rights like everyone else who is human and chief among them in here is the right to be protected.

As such reporting systems are in place for all the organizations that work within the camp and every case or suspected case of abuse or exploitation is taken extremely seriously. So, let us be clear that the humanitarian workers and support service providers do not own us but are accountable to us for the service that they provide and they are supposed to ensure that we are protected at all times.

### **G&C Teacher 1**

There is a need to ensure that we always keep an eye on our children and know what they are going through all the times. We should be so close with our children such that we are able to identify any changes in their behaviour no matter how slight, this could include a change in friends, sudden changes in homecoming time patterns. Parental monitoring is really what lacks these days, and its understandable with the hectic work schedules that parents also have to commit to in order to supplement family income. It is however important that we put in a little bit of additional effort to ensure that the family we are working so hard to provide for are protected from all threats around us. Community protection systems are also a weak point within modern society, there is no way as parents we can be watching our children at all times as such a community presents value in supporting each other to take care of our children so that there is always an eye looking out for all out children, though this should be carried out with effective safeguards because perpetrators have also been known to take advantage as well.

### **Headmaster**

I believe that a lot of work still needs to be done to safeguard our most priced possessions which are our children. We should not forget that who we toil for day and night is them and we do not do it so they have to make sacrifices that we have had to make in our lives. Let us protect them like the jewels that they are. Allow me to conclude the AGM at this juncture however the subject of safeguarding is far from concluded so those that have ideas as to how we can tackle this problem at community level please feel free to get in touch with our G&C department or even my office is open for such deliberations so feel free. Thank you and enjoy the rest of your afternoon.



### End of Session Discussion Points

What role do schools play in the fight against SEA? Schools can be early warning identifiers - Red flags in school include, drop in grades & losing interest in school & eventually dropping out. Awareness can also start from the schools and cascaded to community through school children in dramas and road shows. Schools also have community reporting mechanisms - postal boxes.

There is a need for a Multi-sectoral approach to identification of these trends in SEA and other Sexual violence cases, schools come up with these monitoring systems for drop outs and clinics identify these underage births and possible abortion cases in a bid to identify SEA.

Why do parents find it difficult to identify SEA or anything that goes wrong with their children until oftentimes it is too late? Culture that children should be seen and not heard means that parents do not engage their children in meaningful conversation and therefore do not know what their children are going through. How long do African parents spend with their children where they are just catching up on each other's lives.

In the drama, Parent 2 emphasize the fact that SEA Perpetrators 'never deliver on their promise' - it presents problem as it is implied that there would be no problem with SEA if the perpetrators delivered on their promises, especially pertaining to refugee status.

What role does tradition and culture have in perpetuating SEA? The tradition of arranged marriages tends to lead to community acceptance of some of the SEA practices as they humanitarian workers are viewed as successful men by the vulnerable communities.

Children are children! They should not bear the burden of the family or should not be responsible for family success, they should only complement the efforts. What do you think about this assertion?



# Act 4: Available Reporting Mechanisms

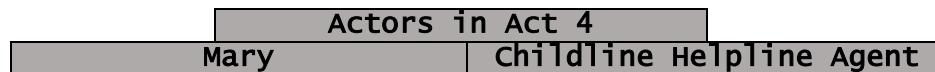
Time: 10min

## Introduction

In the effort to consolidate efforts against sexual violence and SEA in most communities, certain safeguards have been put in place. Tongogara Refugee camp is no exception having a number of reporting platforms available. The systems leverage on those that are used in the fight against GBV. The act aims to understand all the key services on offer to allow for reporting of SEA and the processes that follow thereafter.

## Session Aims

- Help the community identify the key reporting platforms for SEA
- Support community in understanding the key services for SEA survivors and their importance.
- Establish the linkages between services for an effective multi-sectoral approach.



**NARRATOR:** Following the Peer Educator led group that Mary attended, Jane is able to convince her to seek the support of the Childline, however since Mary is still intimidated by face-to-face counselling Jane suggests making use of the Childline Helpline. Mary waits a time when she is alone and no one can overhear her phone call.

### Childline Helpline Agent

Good evening and thank you for calling Childline Zimbabwe! How may I be of service to you today?

Mary

Good evening, how are you?

### Childline Helpline Agent

Fine thanks and, how are you? who am I talking to?

Mary

My name is Tendai.

### Childline Helpline Agent

Ok Tendai, I am here to listen and support you in any way that need. Please feel free to talk to me, our conversation is confidential and will not be shared with anyone.



Mary

Okay thank you

**Childline Helpline Agent**

what do you want to talk about today?

Mary

I just wanted to find out if the line works as advertised?

**Childline Helpline Agent**

Okay, thank you for the effort, I hope that you now have faith that the line works and we are there for you any time.

Mary

Yes, I do and will also be sure to share with others.

**Childline Helpline Agent**

So where are you calling us from? Is there anything that you would want to talk to me about today?

Mary

I am calling from Tongogara Refugee Camp. Uhmhhh (hesitant) not really.

**Childline Helpline Agent**

Woowooooow that's wonderful, all the way from Tongogara! That's brilliant. Which country do you come from?

Please feel free I am here to help as best as I can, I sense a bit of hesitation but want to reassure you that what you share with me is safe as it will not be shared with anyone.

Mary

I am from Somalia, I just wanted to find out if you can help my friend out?

**Childline Helpline Agent**

Alright what is your friend's name and how may I help them?

Mary

Her name is Mary and her story goes like this, Mary is in a relationship with this other boy and recently he kind of forced himself onto her and now she is no longer sure how she feels about him.

**Childline Helpline Agent**

Thank you Tendai for having the confidence to share with me your friend's story. So as her friend what had you advised her so far?

Mary

well, I had told her to seek someone to talk to professionally but she is still unsure about disclosing to anyone.



**Childline Helpline Agent**

Well-done Tendai! I commend your advice as it is important for her to seek support and there are many service providers available to support her. What she is going through must be very difficult and it is great that she has a friend like you looking out for her.

**Mary**

Thank you

**Childline Helpline Agent**

So that I have a greater appreciation, when you say he forced himself onto her, what do you mean?

**Mary**

It's quite a sensitive issue and I don't really like talking about what he did to me.

Ohhhh I mean to Mary!

**Childline Helpline Agent**

Okay I really understand that and know that it is very hard to talk about such issues. It is only that I am trying to have a clearer understanding of what really happened so that I am best able to help you to help your friend.

**Mary**

Okay he invited her over to his house as he usually did but as the evening went on, he kind of forced her into having sex with him.

**Childline Helpline Agent**

When you say kind of, what exactly do you mean? Did he use protection?

**Mary**

Well, since Mary also loved him, she also wanted to have sex with him but she just was not quite ready when he forced her to indulge. He locked her in his house and forced himself onto her. No, he didn't use protection since he knew she was still a virgin.

**Childline Helpline Agent**

I will need all the background information so that we are on the same page.

**Mary**

Like I mentioned we live in the refugee camp, so this boy works within the camp and is a humanitarian worker. He has a lot of influence within the camp setup from distribution of food to refugee status outcomes. So since he was helping me ...

Ohhh I mean since he was helping Mary with her family's refugee status he also asked for a favour which she could not then deny him.

**Childline Helpline Agent**





I hear that there have been a number of slip ups in your explanations and these possibly point out to you being the one experiencing the story you are telling me about your friend. I will remind you that I will not judge you, all that I ask is that you be honest with me so that I help you to the best of my ability. It is still okay if the discussion we are having happened to you.

**Mary**

Yes, I am the one going through all that. My real name is Mary, I am sorry for lying about it. But its very difficult for me to talk about it.

**Childline Helpline Agent**

No that is fine, I also understand your fears in sharing your experiences with a stranger.

So how have you been coping with the experience, especially since this was against your wishes?

**Mary**

I am still numb to the experience, I never anticipated that he could do that to me since I considered that we were in love.

**Childline Helpline Agent**

Do you understand that forcing someone to sleep with you is a crime?

**Mary**

Yes I do, but I still think I love him and have not found the strength to report him.

**Childline Helpline Agent**

The challenge with the case that you present is that he has broken a lot of trust and regulations. Firstly, he used his influence to corner you into a relationship which is a key aspect of SEA, he did this knowingly because before working in the camp they receive trainings about how to behave and a relationship of any sort with anyone in the camp is not allowed and the fact that he was forcing you to remain silent about it further reinforces that he knew that what he was doing was wrong.

The worst part of all this was that he forced himself onto you which is considered as rape because whether in a relationship or not, even for married people, when one partner does not want to have sex they have a right to say no and going against that is a criminal offense. Sexual violence of that nature should not be tolerated even in a relationship. You should not have to deal with the emotional and physical effects of the violence on your own. Do you understand all that and the fact that he knowingly took advantage of you?

**Mary**

Yes I am clear about all that

**Childline Helpline Agent**



How old are you Mary?

**Mary**

I am turning 17 this year

**Childline Helpline Agent**

How old is he?

**Mary**

Am not sure but last time he said mid 20s and refused to disclose his exact age

**Childline Helpline Agent**

You see that he has also broken another law in the country which does not allow an adult to have sex with a minor or anyone below the age of 16. By law, he is answerable for a number of major crimes. As a person who should be protecting vulnerable people I feel that he should be held accountable to ensure that other girls are protected and he can serve as an example to others who would think along those lines.

Our priority however today is you, so what have you done since the abuse, have you sought any support services outside of this call? Have you managed to get any medical assistance?

**Mary**

No, I have not, you are the first person outside of my friend that I am even talking to.

**Childline Helpline Agent**

Okay I hear that. There is a need for you to receive support since the abuse was traumatic for you. Key services in this moment would be first medical assistance since no protection was used and it is also an opportunity to make sure that no physical damage was suffered. You will also need to receive psycho-social support which I feel will help you through everything. Do you feel that you are up for it?

**Mary**

I think this talk has helped me reflect and yes I will go seek the support we are talking about.

**Childline Helpline Agent**

Okay that's brilliant so do you think you can go it alone because I think your friend can support you through it.

**Mary**

Yes, she has offered to come with me.



**Childline Helpline Agent**

When do you think you will be able to visit the clinic so that you visit the Childline drop in centre in the camp to chat with the social worker there and she will link you up for help at the clinic in a discreet manner?

**Mary**

I can do it tomorrow on my way back from school.

**Childline Helpline Agent**

Okay Mary, it has been a pleasure chatting with you, from here I hope to hear that you have been able to visit the clinic and received support there. I commend you for the inner strength that you have which helped you make this call and will continue to push you as you seek further support. I also want to reinforce that the abuse that you faced at the hands of this man is by no way your fault in any way. You should hold your head high as you seek support and remember that you are a strong young woman who still has her entire life ahead of her.

**Mary**

Okay thank you I will do that!

**Childline Helpline Agent**

Please feel free to make use of the Freephone 116 any time that you need. You can talk to any agent and they will help you. Furthermore, remember that there are other reporting mechanisms that are also available locally within the camp, from the Camp Administration offices, the police within the camp, the Department of Social Development office all of which are set up to support reporting or facilitating any discussion along those lines. In case you have any challenges getting a hold of Childline these are available for you to simply walk in and report within the camp. Did you already know that these systems were in place to support you.

**Mary**

Yes, we have been taught in school about these.

**Childline Helpline Agent**

Okay then, enjoy the rest of your evening. Bye

**Mary**

Okay, Bye



### End of Session Discussion Points

**\*Mapping exercise\*** have the group draw a site map of Tongogara refugee camp, then identify where they can report and mark that out on the map. How safe and friendly are current reporting mechanisms? Are there any challenges in reporting SEA to the police? After the discussions you can use different colour codes on the map – e.g., green to signify areas that are safe to report and red for those people are afraid to use as reporting systems.

Does the presence of a 24-hour national helpline support reporting of SEA, especially in light of the fact that it is confidential? It can be used for information, reporting and key service referrals and is always available.

Is disclosure an easy thing, can you readily share a painful secret? For the participants to understand that reporting is not an easy thing, you can start by giving them pieces of paper and then asking them to write their deepest darkest secret there, assure them that it is only for their eyes. When they have done so, ask them to share them with the person seated next to them. There should be a lot of hesitation as people find it hard to share their secrets, there is no need for them to actually share them but the point has been made and they can destroy their secrets and ensure that the pieces of paper cannot be pieced together later. The exercise should help them understand the support that survivors need and the amount of effort it takes for them to report.



# Act 5: Benefits of early Reporting

**Time: 10min**

## Introduction

Reporting SEA through the various platforms available is very important. Key to the fight against any forms of sexual violence reporting is timely reporting. there are key medical timings that should be met in order to maximize positive health outcomes for the survivors. The community should therefore understand that early reporting is key in safeguarding the health of the survivor and they should rush to seek medical attention as soon as possible.

## Session Aims

- Help participants understand time sensitive services within SEA support for survivors
- Understand the impact of delayed reporting in the lives of survivors

<b>Actors in Act 4</b>	
<b>Mary</b>	<b>Jane</b>
<b>Sandra</b>	

**NARRATOR:** The following day Mary then goes with Jane to the Childline Drop-in Centre where she is assisted by Sandra the Social worker there. Sandra takes her through everything that she needs to understand and all the key services that are on offer to Mary for free.

**Sandra**

Good morning girls and welcome to the Childline Drop-in Centre. I hope you feel comfortable, this is a safe space for everyone who comes through.

**Jane & Mary**

Thank you.

**Sandra**

I see that you are travelling together, does the issue you have come for concern the both of you?

**Jane**

Nope am accompanying my friend Mary here.



**Sandra**

Okay that's commendable continue being each other's support throughout all in life. However, for the session that I am going to have I am going to have to ask that I go into the counselling room with Mary alone then we will call you in a little later. Is that ok girls?

**Jane & Sandra**

Okay that's fine

**Sandra**

Mary if you will come through (as they walk to the counselling room)  
Please take a seat (directing Mary towards a chair)

**Mary**

Thank you

**Sandra**

So, Mary, what brings you here today?

**Mary**

I called your Helpline and they directed me here.

**Sandra**

Okay that's great. Can I have your full name?

Mary Njolo

**Sandra**

Okay give me a second to find your case details. (leaves the room to find case file)

Okay I have found it and appreciate what you discussed with the Helpline Agent.

I am sorry I have taken you away from your friend, I just thought there may be issues that you want to talk about in her absence. But if you strongly feel that you want her here, we can ask her to join us. An additional issue would be that we need to ensure that your parents are involved in the whole process seeing as you are still a minor, we can continue with this particular session however we need to engage them before we go through a lot of the processes.

**Mary**

Don't worry we can proceed without Jane. Its only my mother and she does not yet know about what happened.

**Sandra**

But there will be a need for her to know so that she is also supporting you from home as well. Do you have a problem with her knowing?

**Mary**



It's okay she will find it hard to believe but we can involve her.

**Sandra**

Thank you. I understand what you have gone through and it's something that is very painful. How are you feeling about what happened?

**Mary**

I don't know how I feel, I am still in shock, I am pained at what he did to me, it is all just mixed up.

**Sandra**

I know it's a very difficult time and what you are going through is normal. You are allowed to be angry and in pain because what he did is wrong and against the law of the country. I know you may be in doubt especially after what you and your family went through to get to Zimbabwe, but let me reassure you that you have your rights which are similar to anyone else in Zimbabwe and you should be protected from such violent behaviour.

As girls it is important to be empowered and the first step towards that is acceptance that it happened, yes its not a positive experience but even from bad experiences we recover and use them to catapult us forward.

How do you feel about this man who took advantage of you?

**Mary**

I hate him at the moment but I also fear the hold he has over a lot of aspects in my life. I would rather avoid seeing him and do all that I can to avoid him.

**Sandra**

I know that's how you feel but in order to get not only closure but also justice there is a need to do something about it. Would you enjoy playing hide and seek with him for the rest of your life, there is a need to ensure that you have access to your basic rights and understanding that aid is free, no one should threaten to take that away. Reporting such men is important for you as it gives you back control and you get to dictate your own destiny plus you also get to protect other girls out there who may be the next victims. Am sure you don't want anything like what happened to you happening to another girl.

**Mary**

No, I would never wish that upon anyone, it's a very painful experience! However, I also have my family to think about, we have a lot to lose from going after this guy. It is a well-known fact that pursuing the course of justice delays or compromises your refugee status. Out of spite he is capable of doing anything to mess up our lives even through his network of contacts within the camp.

**Sandra**

As Childline that is why we are here, we are there to hold your hand and support you through the entire process and beyond. We work closely with



other stakeholders within the camp to ensure that justice is served including the police. So as soon as the police report is made, the organization he works for is obliged to conduct their investigations on the matter and make a determination which may include dismissal if the person is found guilty and also ensure that he does not interfere with your family. The justice processes also do not slow down any administrative processes on the refugee status front, so there is not a lot to worry about. Now we want to focus on you and what helps you heal from this.

**Mary**

Okay I hear you, but only if it does not backfire on us and since you say you will support us through it all then maybe we can report.

**Sandra**

Okay that's great then. So, our first stop will be the clinic where a number of processes will be done, there they will check whether the sexual violence caused any physical damage, you will also have an HIV test to ensure that he did not pass it on to you, a pregnancy test as well. The report that is generated at the clinic is also part of what will make our police report, the processes run concurrently. Then from the clinic we can proceed to the police to file a police report. There the police will collect your statement as to what transpired between the two of you and this could go back as far as how you met and the nature of your relationship. This is routine questioning and you just have to respond as honest and as best you remember, where you do not remember you should highlight rather than make something up because our case is based on the facts that you present and the moment there is an inconsistency then that's the end of our case. There is no need to be afraid you just say your truth as you know it. After that the case should be passed onto the courts where you might need to retell your story in front of a judge but we can talk about the courts further as the case progresses, and as I have emphasized, we will be supporting you throughout the course of your case until such a time as we both feel you no longer have a need for our support. That is how we shall be proceeding together, I don't know if you are in agreement with this map forward?

## Act 5: Scene 2

Time:15 min

Actors in Act 4	
Mary	Sister Tammy
Mrs Njoma	

**NARRATOR:** Through the support of the Childline social worker, Mary is then taken to the clinic where she undergoes medical tests and is supported by her mother who is at her side. She is advised on the





importance of early reporting, as soon as sexual abuse occurs it should be reported as its interventions are time specific.

**Sister Tammy**

Hie Mary, have you ever been here before?

**Mary**

Yes, I was just here last month with the cold

**Sister Tammy**

Okay, have you ever had an HIV test.

**Mary**

Yes, I have and am negative

**Sister Tammy**

Okay when you were sexually abused did you receive any medical assistance?

**Mary**

No this is the first time that I am getting any.

**Sister Tammy**

Okay no problem let us proceed.

You can wait outside I will call you back in when I am ready for you again.

**NARRATOR:** These are the longest 30min of Mrs Njolo's life as the anxiety is getting to her. They are the called in for a group session with Sister Tammy, Sandra and Mrs Njolo

**Sister Tammy**

Mary, your test results are complete now.

Let me start by emphasizing the importance of early reporting of cases of sexual abuse. From a medical perspective a number of concerns are catered for with an early report. Firstly, we are able to treat any physical injuries that may come with the violence. More importantly for people that have been exposed to unprotected sex we are able to administer Post Exposure Prophylaxis (PEP) to reduce the chances of contracting HIV in case the abuser was HIV positive. Then we are also able to terminate any possible pregnancies as soon as possible. Most of these processes require that they be performed within 3 days of the abuse having happened.

**Mary**

That is also what we have been taught in school.

**Sister Tammy**



I am sorry I have a bit of bad news, your results tested positive for HIV.

**Mrs Njoma**

Ohhhhhhhh my child. Noooooooooo! why Lord, why my child?

**Sister Tammy**

I know it is difficult to appreciate now but times have changed and it is now a manageable disease and Mary can go on to lead a normal life and her status does not have to affect her. As her mother you will have to support her through all this.

Then additionally we also found out that the abuse also led to her getting pregnant.

**Mary**

(Mary is now in tears and her mother is trying to console her)

what have I done to deserve this? what deed could be so terrible as to punish me like this?

**Sandra**

I can only imagine what is going through your mind right now. This will definitely test your faith, as it all seems hopeless however as we discussed earlier, there is a need for inner strength and resolve. I know its not an easy pill to swallow but this event does not have to define you for the rest of your life. I know right now it seems as though a dark shadow has been cast upon your life, however I hope that with time we can still work together to get your life back on track.

**Mary**

We can work towards all that for now let us complete what we had planned for today. Let us go to the police.

**Sandra**

I can tell that you are determined. Let me also take this opportunity to remind you that I understand that you really want to see him go to prison for what he did but what is important as we go to the police is to be honest and answer their questions truthfully and tell your story as it happened without adding anything, most people throw away the case by adding information in an attempt to make sure the crime sticks.

**Mary**

Yes, I will tell it as it happened

**Sister Tammy**

So, let me conclude with Mary as we talk about her management of HIV.

**Sandra**

Thank you, Sister Tammy.



### End of Session Discussion Points

Let's talk about the major factors why reporting should be done early?

- Physical injury treatment and evidence gathering for sexual violence case
- HIV prevention

Despite emphasis on early reporting, it should also be emphasized that reporting should be done and support services sought despite how long ago the abuse happened.

Understand that the impacts of SEA are not all physical and might not be visible to the eye however there is a need for psychosocial support to deal with all the trauma and uncertainties in the survivor's life.



# Act 6: Life after Reporting

Time: 5min

## Introduction

In reflection it is important for survivors of SEA to understand that what happened to them was not their fault and that they still have a life to live even after having experienced SEA. Those dreams and aspirations that they have should remain resolute to fulfilling them, they should understand that despite the stumbling blocks that they come across and delays that they may face, they still have the opportunity to fulfil their potential.

## Session Aims

- Share the positive path beyond SEA
- Uphold the responsibility to inspire others on the right path

**NARRATOR:** 12 months later, Mary has accepted what has happened to her and is now conducting an educational group with 15 new girls in the camp. She is now using her experiences to help other girls avoid the same pitfalls she was not able to.

### Mary

Thank you all for being a part of this group, the objective is that we learn and share experiences that bring us together as girls whilst also helping each other achieve our goals and dreams. Today we are here to talk about sexual exploitation and abuse which is when a person

SEA has left a lot of lives ruined for young girls in this camp, many futures have been destroyed. Many girls have been impregnated and left on the basis of being assisted to access services that are ordinarily provided for free. These predators have managed to coax girls into offering them sex for favours or risk being cut off from basic services such as food distribution. The main cause of the SEA within the camp has also been centred around resettlement cases, a huge number of girls have fallen prey to being promised acceleration of their cases and they have given up everything in anticipation of a better life, however none have delivered on their promises and the girls remain in the camp and continue to provide them with sexual favours whenever they require and so goes the never-ending cycle.

It is important that you know what awaits you in this camp so that you navigate with a clear picture of what predators lurk in the darkness. Some of us fell for it thinking we were in love however it always ends in disappointment. So, it is important to always remember that all UNHCR services are for free and that no one can accelerate or delay processes at will. Let us be each other's keepers and protect each other from exploitation and abuse, we all have rights and are entitled to fair service.



It is important that we are patient and understand that our dreams are within our reach all we need is to be patient

**NARRATOR:** So the girls go on to learn a lot of things on SEA within the camp and the highlight of the lessons is Mary's life story which brings out a number of key lessons.

### End of Session Discussion Points

\*\*\* Dream Map \*\*\* Give the participants pieces of paper and have them answer the following question - what do you dream of achieving with your life? when they have responded you can then ask them each how they think SEA can impact that plan should they be exposed to it?

What would you do if you were approached by a service provider saying that they can assist you with attaining refugee status? Who would say no?

\*\*\* Spread the Hope \*\*\* Having gone through the entire drama and having understood the various lessons that come with Mary's story, what message would you want to pass on to others in the community who have not yet come across the play or do not understand what SEA is.



**NO TO SEXUAL EXPLOITATION  
AND ABUSE**

**NO TO SEX  
FOR HELP**

**NO TO AID FOR SEX,  
NO TO SEX FOR AID**

**SPEAK OUT**

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