



Handout One: Who Holds the Power?

Instructions:

You have 5 minutes to discuss your answers to the question below for your assigned scenario. Your small group should only discuss one scenario, not all five. Be sure to explain your thinking carefully.

After your small group discussion time, each group will have two minutes to present their scenario and answers to the larger group. You may want to identify a representative to present, but all members of the group are welcome to add comments.

Discussion Question:

Who holds the power in this scenario?

Scenario A: A female UN international staff member is discussing a UN-funded project with a local male NGO worker during a visit to the NGO office.

Scenario B: An older man is a driver for the NGO agency and a younger female is a program officer. They are both present in the community while a team is assessing potential beneficiaries.

Scenario C: A male village leader meets with a disabled farmer who walks with a cane about potential benefits available from an NGO program. The disabled farmer has two adolescent daughters, 15 and 16, who are considered of marrying age in the village, even though the legal age of marriage under the law is 18.

Scenario D: A male NGO short-term worker is helping in the local community collecting survey responses about beneficiaries' satisfaction with the program activities.

Scenario E: A male NGO program officer is presenting in a community meeting and stating that the NGO is looking to hire people for short-term positions. He shares that they are especially looking for women who will work with other local women.

Handout Two: SEA Six Core Principles

The Six Core Principles [1]

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 defence.
3. Exchange of money, employment, goods, or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior 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 benefiting 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 that 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.

[1] Inter-Agency Standing Committee (IASC) secretariat (Revision of 12.09.2019) as revised from UN Secretary General (SG) Bulletin.



Handout Three: Definitions of Sexual Exploitation, Abuse and Harassment

Exercise instructions:

- Discuss the term in your small group.
- Define the term in your own language, to make it more understandable. Use examples.
- Nominate one person to present your definition.
- You have 10 minutes.

Sexual exploitation means any actual or attempted abuse of position of vulnerability, differential power, or trust, for sexual purposes, including but not limited to, profiting monetarily, socially, or politically from the sexual exploitation of persons of concern.

Sexual abuse means the actual or threatened physical intrusion of a sexual nature, whether by force, or under unequal or coercive conditions.

Sexual harassment is any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another. Sexual harassment is particularly serious when it interferes, is made a condition of employment or creates an intimidating, hostile or offensive environment.

Handout Four: Identifying Prohibited Conduct

SEAH Scenarios

Instructions: Review your group's assigned scenarios. Use your definitions of the three forms of sexual misconduct, sexual exploitation, abuse and/or harassment, to identify the type(s) of misconduct. Refer to the *Six Core Principles Handout*, and identify by number, which Core Principle(s) have been violated. Record your responses and prepare to report out to the larger group. You have 10 minutes.

1. Sara, an NGO worker, has observed many adolescents who appear very young, under the age of 18, going to her colleague's room at the guest house at night. She also recognized one of the girls as being from a nearby community where their NGO provides services. Sara confronted her colleague about this, and he told her not to worry. He was only teaching them English in the evening. Sara believed him and decided not to report her concern.

Type(s) of Misconduct:

Core Principles Violated:

2. A beneficiary told an NGO worker, Ana, during one of her community-awareness trainings that staff at another NGO are sexually exploiting women at the food distribution center. She said women are given extra food rations if they have sex with the workers. Ana told the beneficiary she should report her concern to the other NGO. Ana is happy that this behavior is not happening at her NGO.

Type(s) of Misconduct:

Core Principles Violated:

3. Abid, who works at an NGO, is receiving unwanted personal emails from his colleague even though he does not want to receive them from her. He doesn't respond to her texts and hopes that she will stop.

Type(s) of Misconduct:

Core Principles Violated:

4. Arafa is a 16-year-old girl living in a refugee camp. She has started a sexual relationship with an NGO worker who promised to pay for her school fees.

Type(s) of Misconduct:

Core Principles Violated:

5. Paul, an HR officer at an NGO, uses the database of applicants to repeatedly call women and ask them on dates, bragging that he is an HR officer with the organization.

Type(s) of Misconduct:

Core Principles Violated:

6. Jorge has a habit of talking about his sex life in the office, and he likes to tell jokes about it. Many staff think he is funny and entertaining and are not bothered by it. Some of the women feel uncomfortable with Jorge's behavior, so they ignore him.

Type(s) of Misconduct:

Core Principles Violated:

7. A female beneficiary reported to Oury, an NGO worker, that a man in the community raped her neighbor last night. The beneficiary told her neighbor that she would report it to Oury because Oury's NGO investigates reports of sexual abuse.

Type(s) of Misconduct:

Core Principles Violated:

Handout Five A: The 5 Ws and 1H of Reporting Systems

OPTION 1 FOR FACILITATOR IN

SESSION 1: UNDERSTANDING A GOOD REPORTING SYSTEM

1. The facilitator writes the answers in 1-2 sentences for each question under each Category of Who, What, When, Where, Why and How in large type based on their organizational reporting procedures. (Example answers are provided in the Facilitator's Guide to assist trainers in identifying appropriate information.)
2. The facilitator cuts out each answer and organizes separate flip chart papers on the wall of the training room for each category, with the questions under each heading. The answers are shuffled and randomly distributed among the groups, who post their answers next to the questions.
3. For online delivery options, consider distributing electronic copies of the organizational reporting procedures, assigning each small group a Category (or multiple Categories with those with fewer questions) and then have each group present on the assigned Category(ies) to the larger group. Another option would be to create shared Documents (in Teams or Google Docs) or shared Virtual Sticky Notes (Jamboard from Google or Miro in Teams) and organize as shown in **Handout Five B: The 5 Ws and 1H**. Divide people into breakout rooms and provide each group a unique set of answers in a shared document. Each group posts their answers (by either copying/pasting into a shared Document or onto a Virtual Sticky Note) to the Master Document showing all the categories. Debrief in the large group as described below.
4. For either in-person, or online delivery, review all the answers together making sure everyone has a clear understanding of the process.

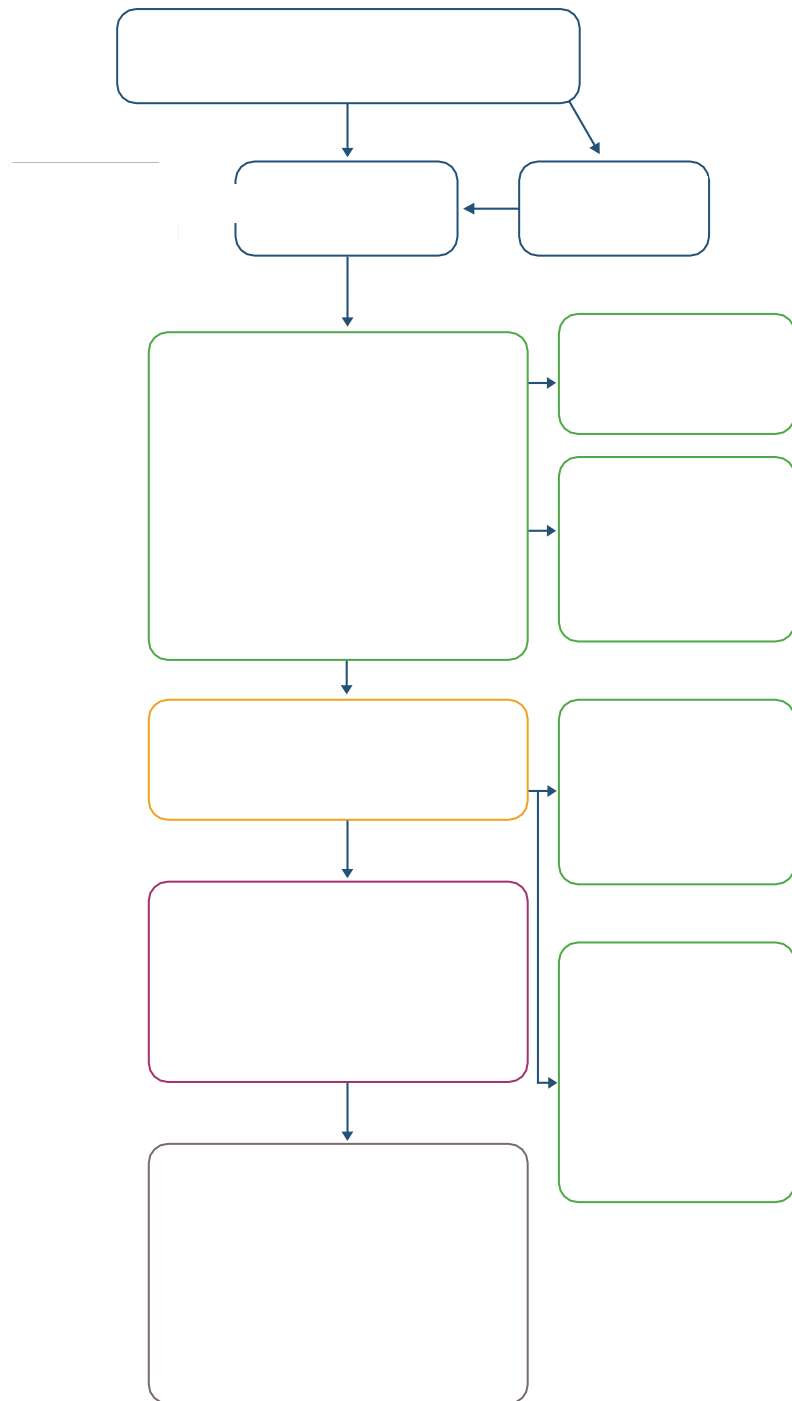
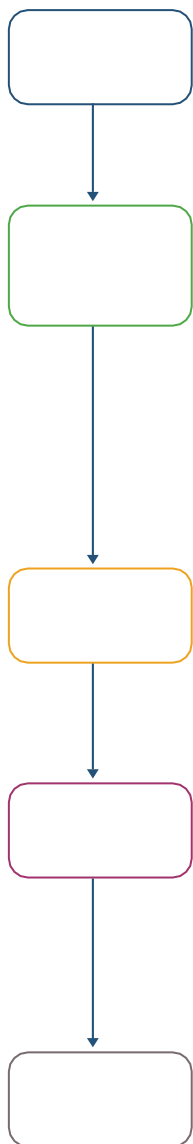
Handout Five B: The 5 Ws and 1H of Reporting Systems

Who <ul style="list-style-type: none"> - has an obligation to report knowledge or suspicions of sexual exploitation, abuse or harassment? - has ultimate responsibility for oversight of the report handling process? - conducts the investigations? - reaches conclusions and imposes disciplinary sanctions? - else should be notified about the allegations and who should notify them? 	What <ul style="list-style-type: none"> - happens after a report is filed? What are the first steps in handling the report? - happens if the report involves staff from another agency? - are the key principles used in handling the report? - are the reporter's responsibilities after reporting? - are the key steps in the investigation process? 	When <ul style="list-style-type: none"> - should you make a report? - are there any time limits for making a report?
How (are people protected) <ul style="list-style-type: none"> - is a staff reporter protected after filing a report? - are survivors supported/protected in the reporting and investigation process? 	Where (or to whom) <ul style="list-style-type: none"> - does a staff member make an initial report? (Be sure to include all options.) 	Why <ul style="list-style-type: none"> - do we have a reporting process? (TIP: Look in the purpose or objective section of the policy that expresses the importance of the policy.)

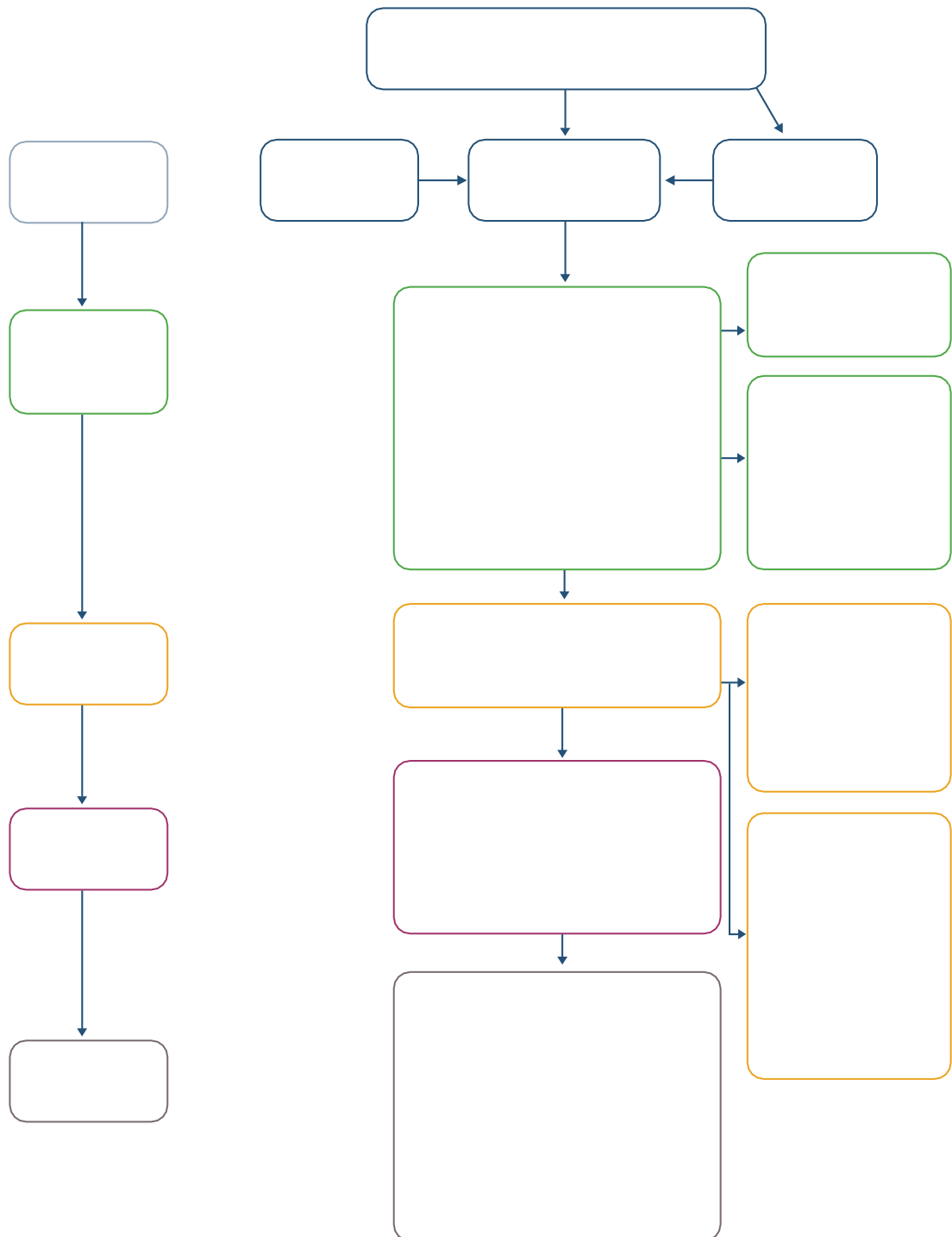
Handout Six: Example Reporting Flow Chart

OPTION 2 FOR FACILITATOR IN SESSION 1: THE REPORTING PROCESS

1. Facilitators working with smaller organizations and partners looking to strengthen their reporting system and understand where they stand against best practice can distribute page 1 of this handout and review the key steps, elements and persons involved in a good Internal Reporting system.
2. Once page 1 has been reviewed with participants, the Facilitator distributes page 2 and any written policies or procedures on reporting systems that the organization may have. In small groups, the participants fill in the blanks provided in each step, designating who is responsible for each of the steps.
3. For online delivery, this can be shared via a Shared Document (in Teams or Google) and completed electronically through document sharing and discussed in virtual breakout rooms.
4. For either online or in-person delivery, where there are gaps in formal designations, the participants may discuss the steps needed to make needed adjustments and improvements based on this activity.



Fill in the blanks for your organization, designating who is responsible for each step.





Handout Seven: Creating Empathy With Survivors

Note: Scenarios are issued from the IASC PSEA Training Package. Consider adapting scenarios to your intervention context before facilitating the training.

Scenario 1:

YOU ARE

Maria, a 20-year-old woman from Venezuela who has just arrived in Buenos Aires.

YOUR SITUATION

It is with sadness, grief, and few other options that you left your country following the tragic loss of your family.

- On the first night of your arrival in Buenos Aires, the U.N. staff member in charge of bringing you and other beneficiaries to a migrant center tried to kiss you.
- Since then, you have refused his sexual advances a few times, each of them getting harder to manage. He is growing impatient.
- You fear that on your next encounter, he will force himself on you.

YOUR TESTIMONY

You decide to go to the U.N. headquarters of Buenos Aires to report his behavior before it gets worse:

Since you don't have an appointment, you are told to make one and come back at that time.

When you mention that you have a delicate matter to report, the person insists that you tell him what the matter is in order for him to help you.

Hesitant, you trust him with your story. He takes your information and says that he will inform the right person and that you should wait for further instructions.

You must now go back to the migrant center where you may face your perpetrator again.

Scenario 2:

YOU ARE

Rita, a 16-year-old girl living in a refugee camp in Pakistan with your mother and two sisters.

YOUR SITUATION

After a long period of hesitation, you decide to go talk with a U.N. representative about your mother.

- Your mother has started going out with a national officer named Daniel who is sometimes violent with her. She endures it because the national officer promised to help your family move to Germany.
- You really don't want your mother to know you are here talking about her, which makes you sound anxious. You even stutter when talking and start having second thoughts about being here.

YOUR TESTIMONY

When you talk to the clerk:

He hardly looks at you and continues to work on his computer.

He nods his head on every other occasion to acknowledge your story, but barely speaks a word.

He doesn't ask any questions and says that he will talk to Daniel to ask him to stop seeing your mother.

He tells you not to worry and sends you home.



Scenario 3:

YOU ARE

Yousra, Yamine, and Adela—three beneficiaries employed as cleaners at a compound in Kenya.

YOUR SITUATION

Together, you have decided to report the power abuse that you and other female cleaners are experiencing at work.

- Each of you have been offered additional money in exchange for sex from two different U.N. staff members on multiple occasions.
- Some other female colleagues, beneficiaries as well, were also offered money in exchange for sex but are scared to report the situation.
- You know of at least one colleague who was fired because she refused the sexual advances of a male U.N. staff member.

YOUR TESTIMONY

The three of you have made a private appointment with a female U.N. office manager whom you trust and have insisted the appointment be held outside the U.N. compound:

When you arrive at the meeting place, you are surprised to see the manager has brought two male U.N. managers with her.

All three of you start to doubt yourselves and wonder if reporting the issue is going to do more damage than good. You were expecting to tell your story to one female manager who you know personally, not to three officers, including two men.

Together, you decide to still go ahead and disclose the abuse you are living.

The three managers are outraged when they hear your story and tell you to worry no more. The two perpetrators will be fired right away.



Handout Eight: Roles and Responsibilities

For each action, mark the column corresponding to the person who is responsible, or mark "avoid" if you think the action is not relevant.

Action	PSEAH teams	All	Avoid
Listen to the survivor.			
Verify the truthfulness of the facts.			
Develop an action plan to address the survivor's needs.			
Initiate a report to the SEAH teams.			
Question the survivor's attitude.			
Conduct surveys in the community to identify possible SEAH situations.			
Accompany the survivor to the hospital, police station, and other services needed.			
Receive a report with empathy.			
Inform the survivor about existing formal reporting mechanisms.			
Inform the survivor of the reporting obligation and what it entails.			
Look for witnesses.			
Summon the alleged perpetrator.			



Handout Nine: Tips for Receiving Reports of SEAH

DOS	DON'TS
<p>Tell the reporter that you are required to report this information and what comes next:</p> <p>When someone appears as if they might disclose an incident of SEAH, it is important to let them know what you are required to do with the information so they are aware of that before they disclose. You could say something along the lines of: <i>"If a U.N. or humanitarian worker has hurt you, I would be obligated to tell our organizational Focal Point and report what the person has done so he/she can't hurt anyone else."</i>⁶</p> <p>Let them know what happens next. Be sure to pass along any concerns about safety and confidentiality that the reporting person may have and tell them that you are sharing the concerns with the persons responsible for taking actions. If they express concerns that they don't want their name shared with anyone, tell them that you can report anonymously. The investigators may work with you to build the trust of the survivor in participating in the investigation. Be sure to identify the best and safest way to contact them, so the appropriate colleagues can follow up on their report.</p>	<p>Don't investigate or interview:</p> <p>You don't have to ask a lot of questions but try to note the basics of the information that the reporter shares: who, what, when, and where. Remember, the psychological consequences of violence on survivors can impact how people access their memories and the reporter may be sharing details out of chronological order or without sharing all the details. When you know the reporter is telling a story that makes you suspect a violation of policies on sexual exploitation, abuse, or harassment, go ahead and report it, even if the reporter doesn't share all the "when and where."</p>
<p>Ask about their concerns for personal safety:</p> <p>Be sure to ask if they have concerns about their personal safety or if they are dealing with other issues that require support services. By raising this issue, you are recognizing the hurt they may have experienced and their fears of the process. You don't need to interview or ask detailed questions, but ensure they feel safe and are given an opportunity to share their safety and well-being concerns so that you can report them.</p>	<p>NEVER ask "why":</p> <p>When the survivor is telling their story, you may be tempted to ask follow-up questions about why they did or did not take certain actions. Keep in mind that judging is not your role. Your role is to receive the information shared. Remember, being exposed to a sudden situation of violence can impair our judgment and our choices, as the "fight, flight, or freeze" instinct often takes over. Asking someone to explain actions or inactions can imply that you are judging their choices, making them feel neither seen nor heard.</p>
<p>Be open-minded and willing to alter your beliefs:</p>	<p>Don't make any promises:</p> <p>We can get wrapped up in trying to help people. Don't make promises or guarantees</p>

<p>You may be receiving information about a colleague that directly conflicts with an opinion or belief you had about them. At this stage, you don't know what is or isn't true. Be open to the possibility of it being true and report it as required.</p>	<p>that you can't keep. You can't guarantee a person will be fired, prosecuted, or jailed. You can't guarantee that they will be protected from any harm whatsoever. You can't even guarantee that there will be an investigation, depending on what information is shared.</p> <p>Be open about your own limitations, clear about who you will report the information to, and what information you will share. Tell them the organization strives to consider their safety concerns in responding to reports and that the organization Focal Point can provide referrals for any support services they need—such as medical, psychosocial, or legal referrals—with their consent.</p>
<p>Recognize the importance of your position:</p> <p>Remember that in your role as a staff member, you hold some power. You have power to have this person's report considered and acted upon by the appropriate people in the organization. You have the power to make the reporter feel seen and heard and restore some of the power that was taken away by their experienced. It is also important to use your position responsibly, ensuring the report is escalated as required so that it is followed up on and people are held accountable for policy violations. Do not share the story with others because it could negatively affect the investigation process. Even when believing survivors, we need to adhere to a fair process towards anyone accused of a policy violation.</p>	<p>Don't try to be a counselor or provide support:</p> <p>Unless you are a trained counsellor, it is not your role to provide counseling, support, or advice for what the person should do. Your role is to listen with empathy, note the facts of the report and any safety concerns, let the reporter know what comes next, and report through your organization's reporting mechanism. Let them know they will be offered the opportunity to be connected to referrals for support services by the Focal Point in the organization, with the survivor's consent.</p>
<p>If you are not able to receive the report, connect the person directly with someone who can:</p> <p>There may be times, due to your own experiences of violence, when you may not be able to receive an SEAH report from an individual. Let the reporter know you want to help but may not be the best person to do so at this time and help brainstorm other ways you can support them. For example, is there another colleague in the area who the reporter feels comfortable speaking with? Is there a reporting hotline that the person may be comfortable calling? Could you call your Focal Point to speak with the reporter</p>	

directly? While you may not be able to take the report, you do have an obligation to help that person find the support and connection they need to make the report.	
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⁶ Adapted from, *Handbook for Coordinating Gender-based Violence Interventions in Emergencies, Gender-based Violence Area of Responsibility- GBV Sub Cluster/UNFPA (2019)* , pg. 38 https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2019/06/report/handbook-for-coordinating-gender-based-violence-interventions-in-emergencies/Handbook_for_Coordinating_GBV_in_Emergencies_fin.01.pdf

Handout Ten A: Role-Play Exercise—Receiving a Report

Instructions: Work in pairs. One partner plays the role of the community member and one partner plays the role of the staff member receiving the SEAH report. When you play the role of the staff member, incorporate elements from the Tips for Receiving Reports of SEAH into your response. After the role play, discuss how you think you did and what you might do differently next time. Switch roles and conduct the role-play exercise again.

Prompt for community member: You are a young, widowed mother struggling to provide for your three children. Recently a local aid worker said that if you go out on a date with him, he will make sure that you get extra food in the weekly distribution. You said no but now are frightened that you will not get the food aid you need. You are very upset and worried that other women in the community may be tricked. You have decided to share your story with another aid worker from the same organization.

Prompt for staff member: You are shocked and disappointed to hear from a young local woman that one of your colleagues has asked her for a date in exchange for getting on a food aid distribution list. Explain to the woman that the aid the organization offers is not conditional and that she will receive the support she needs. Thank her for trusting you enough to share her story. Explain that according to the organization's reporting mechanism, you will share what happened with the Focal Point who will contact her to explain next steps.

Handout Ten B: What Would You Do? — Receiving a Report

In each of the scenarios below, you are given a choice of what you would do. Pick one and explain why you chose that, referring back to our discussions about being survivor centered, and using the Tips for Receiving Reports of SEAH to support your decision.

1. A community member approaches you while you are talking with a group and seems to want to tell you something in private. Do you:
 - A)** Make up an excuse and leave the group quickly so that they don't approach you by yourself.
 - B)** Finish your discussions with the group and slowly move away, seeing if the person comes forward to you.
2. A community member is talking with you in public view but out of hearing range of anyone else. The community member wants to share something but is very nervous about others finding out. Do you:
 - A)** Tell them they should fill out a form for the complaint box and point to it.
 - B)** Ask them if they would like to find a more private place to discuss the issue to feel comfortable.
3. A community member tells you that one of your colleagues asked her for a date to get onto the distribution list. She refused and was frightened that she wouldn't get on the list. She was relieved when she learned that she qualified. She starts crying because it caused her so much worry for nothing and she worries about other young women who may have been tricked. Do you:
 - A)** Also get emotional and promise that this colleague will be disciplined and you will personally see that he/she never works for this or any other organization ever again.
 - B)** Say, "I can see that was very difficult for you to tell me and I appreciate your trust in me. Let me tell you what I am going to do with this information and the next steps."
4. A community member interrupts you and tells you that the village chief cannot find out. He is very good friends with your colleague. Do you:
 - A)** Ask her why she didn't report this as soon it happened because no one will believe her by reporting it now.
 - B)** Ask her more about what her safety and well-being concerns are so that you can share them with the responsible people in your organization who can best address them.

5. A widowed community member tells you that her immediate family and the village chief do not get along. If the village chief finds out, she fears he will use the information to make it look like she was trying to offer herself to your colleague and shame her and her family. Do you:
 - A)** Promise absolute confidentiality and to keep her completely safe from any harm.
 - B)** Say, “I will only report this to the people in my organization who will investigate the matter in the safest way possible. At this stage, the colleague will not be informed and no one will tell anyone else in the community.”
6. The community member still expresses concern about people finding out she made a report or was subjected to attempted sexual exploitation. She was hoping that you could just watch the colleague and make sure he doesn’t do this to others. Do you:
 - A)** Tell her that her safety isn’t the concern of the organization—the organization has to get rid of this colleague no matter what. Besides, it’s not your job to watch over another colleague.
 - B)** Say, “I hear your concerns. I can share this report only with the people in my organization who will look into this. I can withhold your name from the report. What is the best and safest way that I can contact you if there are more questions for you?”

Annex One: Tips for Adapting Case Studies

Adapt to Local Context

- Use appropriate person and place names.
- Use short sentences and familiar words.
- Set in context of local operations and programs.
 - What type of program delivery? (humanitarian kits, training and development, cash, vouchers, WASH, agriculture, health, education, etc.)
 - What type of operations? (Large INGO? working with local partners? Government entities involved?)
- Check for language translation around PSEA terminology to make sure it is accurate and appropriate and avoid acronyms unless already commonly used. Visit the Translators without Borders website that has PSEA materials translated into 75 languages. <https://translatorswithoutborders.org/psea-translated/>
- Respect local sensitivities in the types of comments, statements and actions that are used in the case study. However, at the same time, use direct enough language so that everyone knows what the behavior is (for example, sexual exploitation, sexual harassment, etc.).

Ensure Learning Objectives and Learning Messages Are Maintained and Clearly Identified

- Try to keep to general points in case study, as they have been tailored to emphasize key learning points.
- If you change the story significantly, can you still match up to the key learning points and key messages identified? Or are there other learning points that you feel need to be addressed in the local context?
 - Be sure to chart out the case example with the desired learning points.
 - Be sure you are able to connect learning points back to the reference materials in the training and chart out those references.

Local Experiences Should Be Anonymized and Redacted

- Using local examples or experiences can help put things into local context, but be extremely careful to anonymize details and even change facts so that the case is not recognizable to any real case that people may be familiar with. This can be distracting as people may begin talking about the “real case” and the personalities involved, and not work on how to apply concepts in a safe learning environment in preparation for real world engagement.
- When in doubt, leave it out—if anyone could possibly be identified, do not use it, as it could cause harm to those involved.



Annex Two: Frequently Asked Questions

Annex Two is provided as a separate document.

Annex Three: Pre- and Post-Tests

This page is intentionally left blank. Pre- and post-tests begin on the following page.



Module 1 - Pre-Test Participant Form

Thank you for completing this pre-test. Your responses will help us improve future training programs, as well as assess how much knowledge you have acquired in attending this training. This information is confidential and for training assessment purposes only.

1. Describe sexual exploitation and provide an example.
2. Describe sexual abuse and provide an example.
3. Describe sexual harassment and provide an example.
4. Respect and using positions of power responsibility are key to preventing sexual exploitation and abuse of community members. Which statements best support this concept? Circle or highlight all that apply.
 - a. Treating people with respect—our colleagues and the people from the communities where we work—is fundamental to our work as humanitarian workers.
 - b. Respect means the same thing to everyone all the time and is universal
 - c. Respect is something that is earned and people must earn our respect.
 - d. Aid workers must not take advantage of the communities they support.
 - e. People in the community may not think they can say “no” to requests from aid workers, because they believe they might lose resources or services.”
 - f. Aid workers in the most senior positions in their organizations are the ones who should not abuse their power.
 - g. Aid workers are perceived to have access to and control over resources and services that the community does not have.
 - h. Abusing power and taking advantage of others is NOT respecting the personal dignity of another, and exchanging sex for aid, money or jobs is abusing power and taking advantage of others as an aid worker.
 - i. Only staff directly controlling access to resources can abuse their power and take advantage of others by directly exchanging sex for aid.

5. Name three impacts of Sexual Exploitation and Abuse on each of the following groups.

Adult survivors:

Child survivors:

Perpetrators:

Organizations:

Communities:

6. Which of the following are The Six Core Principles of Sexual Exploitation and Abuse? Circle or highlight your answers.

- a. Staff are obligated to report suspicions of sexual exploitation and abuse.
- b. All staff who are suspected of sexual exploitation and abuse have their employment immediately terminated.
- c. Exchange of money, jobs, or anything of value, including humanitarian assistance that is normally due, for sexual activity is prohibited.
- d. Sexual exploitation and abuse is considered gross misconduct.
- e. Humanitarian workers, and especially managers, have a duty to create and maintain a working environment that is free from sexual exploitation and abuse.
- f. All staff suspected of sexual exploitation and abuse will always be reported to the police by their organization.
- g. Any sexual relationship between humanitarian workers and program participants that involves improper use of rank or position by the humanitarian worker is prohibited.
- h. Staff prohibitions against sexual exploitation and abuse only apply during working hours and on the job.
- i. Sexual activity with anyone under 18 is prohibited.

7. Name three different ways you could report a concern you have about a staff member engaging in sexual exploitation and abuse.

8. Name three different ways people may act as a result of their experience of SEAH.

9. Name three things you should do (or not do) when receiving a report of sexual exploitation or abuse from someone.

Module 1 – Facilitator Test Answer Key

(70 Points Total) (For multiple choice questions, answers to multiple choice questions are highlighted)

1. What is sexual exploitation? Provide one example.

(10 Points: 5 points for the definition and 5 points for the example)

Sexual exploitation is defined as any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Examples: Exchanging money or anything of value for sexual activity Providing small gifts (food, pocket change, treats, etc.) with requests for dates, sex, then or later Promising aid ordinarily due, or extra aid in exchange for dates, sex, etc. Promising beneficiaries jobs or jobs assistance in exchange for dates, sex, etc.

(Any answer that conveys these main concepts is acceptable)

2. What is sexual abuse? Provide one example.

(10 Points: 5 points for the definition and 5 points for the example)

Sexual abuse is defined as the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Examples: Sexual assault and rape Any physical groping or touching of intimate or private areas Sexual activity with a minor, regardless of consent

(Any answer that conveys these main concepts is acceptable)

3. What is sexual harassment? Provide one example.

(10 Points: 5 points for the definition and 5 points for the example)

Sexual harassment is any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another. Sexual harassment is particularly serious when it interferes, is made a condition of employment or creates an intimidating, hostile or offensive environment.

Examples: Used in reference to staff-on-staff conduct that includes: Repeated requests for dates or comments on a person's physical appearance; Jokes, comments, gestures, of a sexual nature; sharing drawings or images of a sexual nature Unwanted physical touching; Demanding sexual activity in exchange for job benefits or to refrain from taking negative employment actions (such as termination, demotion, salary or hour reduction)

(Any answer that conveys these main concepts is acceptable)

4. Respect and using positions of power responsibility are key to preventing sexual exploitation and abuse of community members. Which statements best support this concept? Circle all that apply.

(5 points: 1 point for each correct answer)

- a. Treating people with respect—our colleagues and the people from the communities where we work—is fundamental to our work as humanitarian workers.
- b. Respect means the same thing to everyone all the time and is universal
- c. Respect is something that is earned and people must earn our respect.
- d. Aid workers must not take advantage of the communities they support.
- e. People in the community may not think they can say “no” to requests from aid workers, because they believe they might lose resources or services.”
- f. Aid workers in the most senior positions in their organizations are the ones who should not abuse their power.
- g. Aid workers are perceived to have access to and control over resources and services that the community does not have.
- h. Abusing power and taking advantage of others is NOT respecting the personal dignity of another, and exchanging sex for aid, money or jobs is abusing power and taking advantage of others as an aid worker.
- i. Only staff directly controlling access to resources can abuse their power and take advantage of others by directly exchanging sex for aid.

5. Name three impacts of Sexual Exploitation and Abuse on each of the following groups.

(15 points: 5 points for each group).

(Any answers that convey at least three of the main concepts for each group is acceptable)

Adult survivors:

Trauma
Fear
Embarrassment
Concern about reputation
Fear of reprisal from colleagues
Seen as a troublemaker
Stigma
Safety concerns
Family impact
People not believing them
Harm to health, psycho-social concerns
Emotional stress and strain
Loss of trust
Fear of losing job
Threats
Colleagues suspicious of them

Child survivors:

- Negative effects on development and health
- Psychological harm
- Emotional repercussions
- Negative reactions of family
- Family difficulty in caring for sexually abused child
- Lack of access to support
- Risk of being forced into an early marriage
- Removal or interruption of educational opportunities
- Fear of further sexual assaults, violence and possible assaults by others, friends and neighbors

Perpetrators:

- Disciplinary action
- Inability to support family
- Emotional stress
- Violence and reprisals from staff and community
- Deportation
- Criminal proceedings and incarceration
- Loss of friends
- Stigma within community
- Effect on status in community

Organizations:

- Loss of community trust
- Publicity
- Reputation
- Withdrawal of funding
- Host nation may request they stop operations
- Management of project is delayed or stopped
- Divisions in staff team and other suspicions
- Lack of cooperation by staff and other agencies
- Turnover of staff
- Difficulty in recruiting

Communities:

- Fear that international community will think badly of the community
- Fear of possible loss of funding, support, etc.
- Blaming various community members for allowing this to happen
- Suspicion of NGOs

6. Which of the following are The Six Core Principles of Sexual Exploitation and Abuse? Circle or highlight your answers.

(6 Points: 1 point for each correct answer)

- a. Staff are obligated to report suspicions of sexual exploitation and abuse.
- b. All staff who are suspected of sexual exploitation and abuse have their employment immediately terminated.
- c. Exchange of money, jobs, or anything of value, including humanitarian assistance that is normally due, for sexual activity is prohibited.
- d. Sexual exploitation and abuse are considered gross misconduct.
- e. Humanitarian workers, and especially managers, have a duty to create and maintain a working environment that is free from sexual exploitation and abuse.
- f. All staff suspected of sexual exploitation and abuse will always be reported to the police by their organization.
- g. Any sexual relationship between humanitarian workers and program participants that involves improper use of rank or position by the humanitarian worker is prohibited.
- h. Staff prohibitions against sexual exploitation and abuse only apply during working hours and on the job.
- i. Sexual activity with anyone under 18 is prohibited.

7. Name three different ways you could report a concern you had about a staff member engaging in sexual exploitation and abuse.

(6 Points: 2 points for each correct answer)

Note to facilitator: *This answer should be customized by the facilitator according to Session Five, The Reporting System, Session Two, The 5 Ws and 1 H of Reporting, to list the potential channels that a staff could use to report a concern of Sexual Exploitation and Abuse.*

8. Name three different ways people may act as a result of their experience of SEAH.

(3 Points: 1 point for each correct answer) *(Any answer that conveys any three of these main concepts is acceptable)*

- **People may continue to behave normally around someone who is harassing or abusing them, even after distressing interactions.**
- **People may avoid the issue, delay or resist reporting, be uncooperative regarding investigations.**
- **People may misdirect anger and other strong emotions (not at the actual threat).**
- **People can have impaired or disorganized memories of events.**
- **People can be reluctant to disclose or discuss events.**
- **People can feel guilty for what happened and blame themselves.**

9. Name three things you should do (or not do) when receiving a report of sexual exploitation or abuse from someone.

(5 Points: 1 point for each correct answer)

(Any answer that conveys five of these main concepts is acceptable)

- **Tell them that you are required to report this information and what comes next**
- **Don't investigate or interview: just get the main facts of what they are telling you**
- **Don't ask "why" they acted a certain way or did not act in a certain way, as it can imply you are judging them**
- **Ask about their concerns for personal safety so that you can include that information in your report and responsible persons can consider any safety issues**
- **Don't make any promises: do tell the person what will happen next**
- **Don't try to be a counsellor or provide support: listen with empathy and compassion, but don't try to counsel them on what they should or should not do**
- **Be open-minded and willing to alter your beliefs: You may be receiving information about a colleague that directly conflicts with an opinion and belief you may have had about that colleague**
- **Recognize the importance of your position: Escalate the report as required, but do not share with others who are not involved in the reporting process**
- **If you are not in a position to receive the report, connect the person directly with another way to report**



Module 1 - Post-Test Participant Form

Thank you for completing this post-test. Your responses will help us improve future training programs, as well as assess how much knowledge you have acquired in attending this training. This information is confidential and for training assessment purposes only.

1. Describe sexual exploitation and provide an example.
2. Describe sexual abuse and provide an example.
3. Describe sexual harassment and provide an example.
4. Respect and using positions of power responsibility are key to preventing sexual exploitation and abuse of community members. Which statements best support this concept? Circle or highlight all that apply.
 - a. Treating people with respect—our colleagues and the people from the communities where we work—is fundamental to our work as humanitarian workers.
 - b. Respect means the same thing to everyone all the time and is universal
 - c. Respect is something that is earned and people must earn our respect.
 - d. Aid workers must not take advantage of the communities they support.
 - e. People in the community may not think they can say “no” to requests from aid workers, because they believe they might lose resources or services.”
 - f. Aid workers in the most senior positions in their organizations are the ones who should not abuse their power.
 - g. Aid workers are perceived to have access to and control over resources and services that the community does not have.
 - h. Abusing power and taking advantage of others is NOT respecting the personal dignity of another, and exchanging sex for aid, money or jobs is abusing power and taking advantage of others as an aid worker.
 - i. Only staff directly controlling access to resources can abuse their power and take advantage of others by directly exchanging sex for aid.

5. Name three impacts of Sexual Exploitation and Abuse on each of the following groups.

Adult survivors:

Child survivors:

Perpetrators:

Organizations:

Communities:

6. Which of the following are The Six Core Principles of Sexual Exploitation and Abuse? Circle or highlight your answers.

- j. Staff are obligated to report suspicions of sexual exploitation and abuse.
- k. All staff who are suspected of sexual exploitation and abuse have their employment immediately terminated.
- l. Exchange of money, jobs, or anything of value, including humanitarian assistance that is normally due, for sexual activity is prohibited.
- m. Sexual exploitation and abuse is considered gross misconduct.
- n. Humanitarian workers, and especially managers, have a duty to create and maintain a working environment that is free from sexual exploitation and abuse.
- o. All staff suspected of sexual exploitation and abuse will always be reported to the police by their organization.
- p. Any sexual relationship between humanitarian workers and program participants that involves improper use of rank or position by the humanitarian worker is prohibited.
- q. Staff prohibitions against sexual exploitation and abuse only apply during working hours and on the job.
- r. Sexual activity with anyone under 18 is prohibited.

7. Name three different ways you could report a concern you have about a staff member engaging in sexual exploitation and abuse.

8. Name three different ways people may act as a result of their experience of SEAH.

9. Name three things you should do (or not do) when receiving a report of sexual exploitation or abuse from someone.

Outcome Evaluation – Module 1

This section helps us evaluate how effective the training was in teaching participants the desired material. We would like for you to rate your knowledge, skills, and confidence before and after the training in the areas listed below.

Please select the most appropriate response and circle or highlight your answer. If you missed the session that covered a particular topic, please select “Did Not Attend”.

Treating People with Respect and Using Positions of Power Responsibly

1. How would you rate your knowledge, skills and confidence on the topic of identifying positions of power?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

2. How would you rate your knowledge, skills and confidence on the topic of how people can abuse their power?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

3. How would you rate your knowledge, skills and confidence on the topic of behaviors that demonstrate respect?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

4. How would you rate your knowledge, skills and confidence on the topic of using power responsibly to treat people with respect?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

The Six Core Principles/Code of Conduct

1. How would you rate your knowledge, skills and confidence on the topic of the Six Core Principles to protect vulnerable populations from sexual exploitation and abuse?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

2. How would you rate your knowledge, skills and confidence on the impact of SEAH on survivors, the alleged perpetrator, the organization, and the community?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

3. How would you rate your knowledge, skills and confidence on the topic of sexual exploitation?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

4. How would you rate your knowledge, skills and confidence on the topic of sexual abuse?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

5. How would you rate your knowledge, skills and confidence on the topic of sexual harassment?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

Recognizing Prohibited Conduct and Suspicious Behavior

1. How would you rate your knowledge, skills and confidence on the topic of recognizing prohibited behavior?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

The Reporting Process

1. How would you rate your knowledge, skills and confidence on the topic of barriers to reporting allegations of SEAH?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

2. How would you rate your knowledge, skills and confidence on the topic of key principles of a good SEAH reporting system?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

3. How would you rate your knowledge, skills and confidence on the topic of the basic steps in an organization report handling system?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

4. How would you rate your knowledge, skills and confidence on the topic of identifying the responsible persons in a report handling process?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

5. How would you rate your knowledge, skills and confidence on the topic of identifying gaps in a report handling process?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

6. How would you rate your knowledge, skills and confidence on the topic of solutions to overcoming barriers in reporting SEAH allegations?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

A Survivor-Centered Approach to Receiving an SEAH Report

1. How would you rate your knowledge, skills and confidence on the topic of how to receive a report of sexual exploitation or abuse in a compassionate and empathetic manner?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

2. How would you rate your knowledge, skills and confidence on the topic of what it means to be survivor centered?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

3. How would you rate your knowledge, skills and confidence on the topic of the impact of SEAH on survivors?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

4. How would you rate your knowledge, skills and confidence on the topic of defining the 4 principles of the survivor-centered approach?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

5. How would you rate your knowledge, skills and confidence on the topic of understanding the 4 principles (respect, confidentiality, non discrimination, safety)?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

6. How would you rate your knowledge, skills and confidence on the topic of being survivor-centered?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

7. How would you rate your knowledge, skills and confidence on the topic of how to protect your own well-being (self-care) when responding to an SEAH survivor?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

Training Evaluation – Module 1

This section helps us understand how future workshops may need to be adjusted to best respond to participants' needs. Please circle the number that best describes your experience.

The training content was relevant.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training content was comprehensive.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training content was easy to understand.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Workshop handouts supported presentation material.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Training handouts provided useful additional information.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Training handouts were clear and well-organized.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training was well-paced.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training was a good mix of listening and group activities.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The group activities were useful learning experiences.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**



The facilitator was knowledgeable.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The facilitator was responsive to participants' questions.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

What did you like best about this workshop?

Do you have any specific recommendations for improving this course?

What further training or support would you like to have?

Additional Comments:
