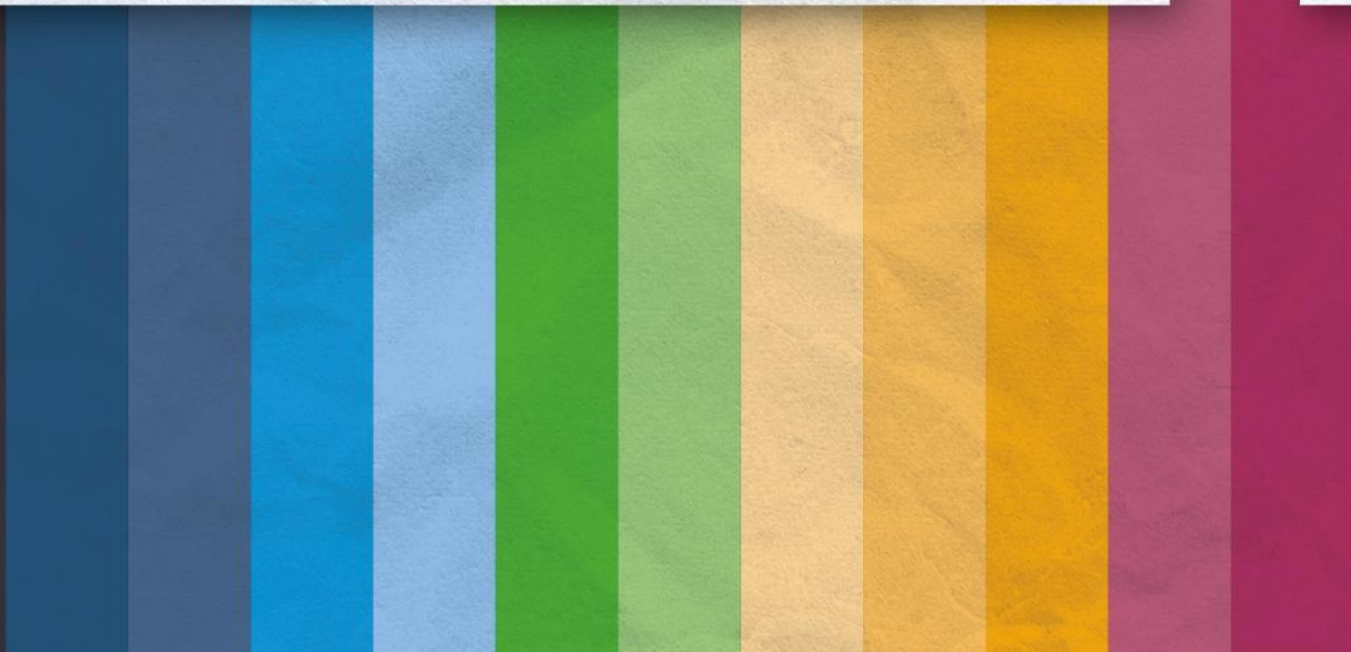




# Facilitator's Guide

## Prevention of Sexual Exploitation and Abuse (PSEA)

Module 1: PSEA Standards and Response



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# Forward

InterAction has long supported its membership and the broader humanitarian sector in preventing and responding to sexual exploitation and abuse (SEA) of beneficiaries and community members by aid workers. Since 2003, with the issuance of the U.N. Secretary General's Bulletin on *Special Measures for PSEA*, the NGO community has been working to eradicate all forms of sexual exploitation and abuse by its own staff, an especially extreme violation of dignity committed against the community members that NGOs seek to serve through their humanitarian interventions.

After the #MeToo international movement gained momentum in addressing all forms of sexual violence against women, especially those associated with the working environment, it also reinvigorated efforts in the humanitarian sector to increase attention to addressing SEA. In 2021, we know that SEA is still a problem that continues to be underreported and unaddressed. We need new approaches if we truly wish to see its eradication from our humanitarian operations.

InterAction has undertaken a complete updating and revisioning of its *PSEA Basics Training Guide*, which was first launched in 2013. This new approach consists of three comprehensive Modules: 1) *PSEA Standards & Reporting*, 2) *Prevention* and 3) *Managing Risks in PSEA Investigations for Senior Management*.

Module 1 is designed for all staff, addressing the PSEA standards of conduct, while also taking a deeper dive in understanding why the standards matter to our work as humanitarians and how violations occur through the abuse of power and failure to respect people's full dignity. This Module also presents a framework for facilitators to discuss their organization's own system for staff to report misconduct that they witness or are told about and how all reports are handled from receipt to conclusion of any investigation. Finally, this Module also empowers staff working in communities to understand how to receive reports of SEA from the community and escalate those reports in line with their organizational reporting system.

Module 2 is focused on Prevention, an area that has been prioritized as key to a new approach to SEA but previously lacked comprehensive training tools. Because effective prevention efforts should address both individual and organizational responsibilities, the sessions contained in this Module are intended for different audiences. Bystander Intervention is for all staff and teaches about the behavior continuum, the bystander effect and how all members of an organization play a role in speaking out against inappropriate and harmful conduct through active bystander intervention tools and techniques.

Safe Recruitment is intended for H.R. staff, hiring managers, and senior managers, and teaches strategies that consider the risks of SEA from staff during every stage of the recruitment process from drafting job position duties, to advertising, interviewing, and reference checks. Safe Programming is intended for program managers, proposal development teams and senior managers, and teaches how to conduct programmatic risk assessments for SEA and create effective mitigation strategies.

Module 3 has an even more limited audience, designed specifically for senior management teams with responsibility for Managing SEA Investigations. This is NOT a full investigations training, but training designed for senior management who are involved in managing safety and other risks on the ground during SEA investigations, which are conducted by competent and trained SEA investigators.

Finally, while these materials focus on the heightened obligations to protect beneficiaries and community members from SEA, all Modules do address the role that tolerance of sexual harassment in the workplace (a term describing staff-on-staff conduct) has on creating an environment more conducive to exploiting and abusing beneficiaries. This training is not meant to fulfil an organization's responsibility to train its staff on its organizational sexual harassment policy, but should be viewed as a complement to that training.



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# Module Information

## Module Rationale

The 2021 version of InterAction's PSEA training material adds value to existing content in the sector in two special ways: 1) by placing an emphasis on the role that power dynamics play in the perpetration of sexual violence and 2) by offering tangible ways that humanitarian aid and development practitioners can safely and effectively prevent the occurrence of PSEA at an individual level, through active bystander intervention, and at an organizational level through safe recruitment, selection, and programming practices. This training mainly focuses on sexual exploitation and abuse (SEA); however, harassment is addressed as it relates to creating an environment where SEA occurs. For example, when sexual harassment occurs, it creates a permissive environment in which more severe acts of sexual violence such as SEA can occur. It is important to note that this training **does not meet the requirements of any mandated sexual harassment training**, although organizations could find ways to integrate elements of mandatory compliance training into this training if desired.

## Module Description

This module contains six sessions and creates the foundation for all staff on the standards of conduct for PSEA and builds the confidence of staff in using their organizational reporting process to report SEA concerns. Session one is the introduction and empowers participants to learn and share openly about the difficult topic of sexual exploitation and abuse. It uses the InterAction video "No Excuse for Abuse" to begin that discussion. Session two focuses on the importance of treating everyone with respect, identifying positions of power and using power responsibly. Session three examines the IASC's Core Principles and key terms related to SEA, as well as understanding its relation to sexual harassment in the workplace. Session four explores how sexual exploitation and abuse, as well as sexual harassment, may appear in real-life situations. Session five addresses the key principles, elements, and steps in an organization's internal reporting system for staff who witness, are told of, or become aware of a potential SEA violation. Session six covers a survivor-centered approach for staff members who receive a SEA or harassment report.

# Sample Agenda

Topic/Activity	Description	Duration	In-person Timing
<b>Welcome</b>	Welcome Participants, Facilitator Introduction	2 minutes	<b>Day 1 Morning</b>
<b>Icebreaker</b>	Share about Yourself (length of time depends on number of participants)	5 – 20 minutes	
<b>Module Overview</b>	Self-care advisory, Session Expectations, Learning Objectives	10 minutes	
<b>Session One:</b>	Introduction: No Excuse for Abuse Video	20 minutes	
<b>Session Two:</b>	<b>Treating People with Respect and Using Power Responsibly</b> Topic One: Identifying Actions to Demonstrate Respect Topic Two: Identifying Positions of Power Topic Three: Using Power Responsibly Total time	25 minutes 45 minutes 20 minutes 90 Minutes	
<b>Session Three:</b>	<b>The Six Core Principles</b> Topic One: Understanding the Principles Topic Two: Understanding the Terms Total time	50 minutes 45 minutes 95 minutes	<b>Day 1 Afternoon</b>
<b>Session Four:</b>	<b>Recognizing Prohibited Conduct and Suspicious Behavior</b>	50 minutes	

Facilitator's Guide // Prevention of Sexual Exploitation and Abuse // Module 1			
<b>Session Five:</b>	<b>The Reporting Process for Staff</b>		<b>Day 2 Morning</b>
	Topic One: Key Principles of a Staff Reporting System	15 minutes	
	Topic Two: Key Elements and Steps for a Staff Reporting System	45 minutes	
	Topic Three: Barriers to Reporting and Solutions to Overcoming Barriers	60 minutes	
	Total Time:	120 minutes	
<b>Session Six:</b>	<b>A Survivor Centered Approach to Managing SEAH Report</b>		<b>Day 2 Afternoon</b>
	Topic One: Understanding the needs of survivors of SEAH	80 minutes	
	Topic Two: Your role in receiving reports of SEAH	50 minutes	
	Topic Three: Receiving a Report of SEAH with a survivor-centered approach	85 minutes	
	Topic Four : Practicing self-care when receiving an SEAH report	25 minutes	
	Total time	240 minutes	

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# Target Audience

This module can be used as an introductory training unit on PSEA with all headquarters (H.Q.) and field-based staff. While it has a modular approach, because the sessions build upon each other, it is most effective when run as a full 1½-day training (a 2-day training when including Bystander Intervention from Module 2) to empower and inform contracted staff and longer-term volunteers about PSEA standards and reporting process for staff. Trained staff can then more effectively have regular conversations and briefings on PSEA with short-term hires and volunteers, as well as community members and partner staff. Embedding knowledge of PSEA in organizations requires the capacity-building approach used by this training, which aims to have the desired effect of beginning to change culture in our organizations, rather than another “one-off” training. This Module can also be used as a PSEA refresher training. All staff should be receiving some form of annual training on PSEA. Finally, this module is also appropriate when working with new implementing partners to build their understanding of PSEA standards of conduct and strengthening their own internal report-handling system.

## Facilitator Competencies

The training requires that the Facilitator not only recite PSEA standards but also address difficult questions and discussions on complex issues regarding gender, power dynamics, and sensitive topics on sexual relations that are often challenging to discuss openly in certain contexts. Not every Facilitator, no matter how experienced, is suited to conduct training on sexual exploitation and abuse (SEA). Therefore, we recommend that the facilitator have the following technical and facilitation-related competencies.

### Technical competencies:

- Technical expertise in at least one of the following areas: Protection from Sexual Exploitation and Abuse (PSEA); accountability to affected populations (AAP); protection; human rights; child protection; gender-based violence/victim assistance; staff misconduct and discipline - monitoring, evaluation, accountability, and learning (MEAL).
- Has a keen cultural awareness and is familiar with local issues of concern and how they are situated within the context of international standards. This includes things such as transactional sex, early marriage, relationships between staff and beneficiaries, and other controversial issues that could arise when training on this topic.
- Demonstrated professional competence, well respected among colleagues and proven integrity.
- Demonstrated sensitivity to cultural diversity, discrimination, and gender issues.

### Facilitation-related competencies:

- Experience in communication, facilitation, and training, with excellent interpersonal skills.
- Comfortable openly discussing gender norms, power dynamics, and local and internationally used terms to describe different types of SEA and harassment.
- Able to facilitate a productive and honest session that may be difficult and uncomfortable for some participants.
- Skilled at redirecting a conversation when participants have gone off topic or become argumentative.

## Module Objectives

This interactive module focuses on the PSEA standards of conduct, the impact that abuse of power and failure to respect people's full dignity has on beneficiaries and communities, and the responsibility of staff to report SEA concerns. Staff learn how to identify SEA and sexual harassment, how to receive SEA reports, and how to appropriately pass on those reports in line with their organizational reporting system. They should also understand how their organization handles those reports.

### On successful completion of this module, participants will be able to:

- Recognize how respect and the responsible use of power are fundamentally linked to preventing sexual exploitation and abuse.
- Describe the IASC's six core principles (or their organization's Code of Conduct) relating to sexual exploitation and abuse and explain the impact that violations of these standards can have on individuals, organizations and communities.
- Define the key terms of sexual exploitation, sexual abuse and sexual harassment, and discuss related local terms to deepen an understanding of sexual exploitation, abuse, and harassment (SEAH) conduct in their cultural context.
- Identify the different ways sexual exploitation, abuse and harassment can appear in a real world setting and how to recognize suspicious behaviors.
- Describe an organization's internal reporting procedures for staff who witness, become aware of or are told about potential incidents of SEAH and how those reports are handled.
- Describe how to receive SEAH reports, and report SEAH concerns according to the organization's reporting system.



# Instructional Approach

This module is designed as a participatory, discussion-based training for in-person or online remote delivery.

## Instruction involves:

- Open-ended questions
- All-group discussions
- Scenario-based application exercises
- Small group discussions

The Facilitator's Guide uses plain language throughout for ease of translation and recognizes places where adaptations should be considered for cultural relevance.

These modules also stand out from existing content in the sector because they are designed to be delivered in person or remotely via webinar. Remote participants will use virtual breakout rooms for group discussions to promote interaction. This facilitator's guide contains instructions for both in-person and remote facilitation.

For remote delivery, it is strongly recommended that the main facilitators are supported by a "producer" who can assign remote break-out groups and generally manage the webinar logistics. We have divided the material into six sessions for remote delivery. In order to support participant engagement, no more than four hours of remote training should be delivered per day and participants should have at least a 10-minute break after every 90 minutes of session time. Suggested tools to make the session more interactive and dynamic include:

- Zoom breakouts for small group discussions
- Mentimeter for live polling and word cloud generation
- Google Jamboard for virtual sticky notes
- Google Drive for document sharing and real-time viewing



## Pre- and Post-Testing


There are pre- and post-tests to help the facilitator assess how much knowledge has been acquired in the training. The post-test also allows the participants to rate their own level of knowledge, skills and confidence in the learning topics, before and after the training, and rate the training experience in general. The post-test should be administered as soon as possible after the end of the training Module, ideally when the participants are still present. The tests should be confidential. After participants complete the post-test, the answers should be provided to them for their own learning assessment. Pre- and Post-Tests can be found in Annex 3.



## Materials and Preparation Needed

- Flipchart paper labelled "Parking Lot," extra flipchart paper, markers and sticky notes placed on tables around the room.
- Handout One: Who Holds the Power?
- Handout Two: SEA Six Core Principles or your organization's Code of Conduct.
- Handout Three: Definitions of SEA and Sexual Harassment.
- Insert appropriate names and contextualize Handout Four: Identifying Prohibited Conduct – SEA and Sexual Harassment Scenarios.
- Decide in advance if you will present the organization/s Internal Report Handling System (Option 1) or work with an organization to help strengthen their Internal Report Handling System (Option 2). If you are presenting the Organization System (Option 1), follow the instructions on Handout Five A: The 5Ws and 1H of Reporting for preparing the exercise. You may also want to complete Handout Six: SEA Reporting Flow Chart, or use the organization's own reporting flow chart. If you are working with an organization to help strengthen their Internal Reporting System (Option 2), be sure to print out copies in Handout Six: SEA Reporting Flow Chart and the Fill-in-the-Blank Flow Chart for participants to complete and assign appropriate responsibilities.
- Handout Seven: Creating Empathy with survivors
- Handout Eight: Roles and responsibilities
- Handout Nine: Tips for Responding to SEA
- Decide in advance if you will conduct the SEAH role-play exercise of the What Would You Do? Activity at the end of the Survivor-Centered Approach session. Print copies of Handout Ten A: Role-Play Scenario or Handout Ten B: What Would You Do Exercise? Depending on which option you choose. Insert appropriate names and contextualize.
  - Refer to Annex One: Tips for Contextualizing Scenarios for guidance.
  - **For remote delivery**, send worksheets to participants a day or two in advance of the sessions with the instruction that there is no need to review them before the session. It is recommended all handouts be kept in a shared drive or cloud drive so that the producer can easily share document copies or links with participants during the training.

# About this Facilitator's Guide

This facilitator's guide is organized with screen shots of the PowerPoint slides on the left side of the page. Suggested facilitator scripts (identified by this icon ) and activity instructions (identified by this icon ) are on the right. All associated handouts are at the end of this document.

Notes for the producer who is responsible for managing remote facilitation logistics will be identified by this icon ()

Throughout this Facilitator's Guide there are sections called "Culture Notes" (identified by this icon () ). This marks activities that need to be evaluated for cultural relevance and appropriateness in the local context. "Language Notes" (identified by this icon () ) are sections where the translators should pay particular attention prior to session delivery and during delivery as appropriate by checking for understanding.

## Self-Care and Respecting Privacy/Confidentiality

The beginning of this module includes important messages regarding self-care and respecting privacy/confidentiality as well as notes about the facilitator's obligation to report. If you choose to omit Session One, or deliver the sessions out of order, please be sure to include this crucial content.

## Talking Points

Where the facilitator's guide includes the instruction "facilitator says" followed by instructional content, these are intended talking points, not scripts. *The facilitator should familiarize themselves with this language and deliver the sessions in their own words.* Reading from the Facilitator's Guide or trying to memorize the talking points is not recommended.

## Use of Pronouns

The facilitator's guide includes scripts that use "she" and "her" pronouns, "he" and "him" pronouns, and "they" and "them" pronouns. The aim is not for the modules to be gender-neutral, but rather gender-inclusive. People of all gender identities can experience and commit SEAH. and



**Facilitator Script**



**Facilitator's note**



**Note for the Producer**



**Culture Note**



**Language Note**

## Victim vs survivor

The terms 'victim' and 'survivor' are often used interchangeably to designate people who have been, or who are, subject to sexist and sexual violence. Interaction prefers the term survivor to that of victim. The term survivor is used to emphasize the individual's strength and his/her refusal to subscribe to a process of victimization. Survivor therefore implies the notion of resilience. This process of rebuilding is, however, not linear and someone who has been subjected to violence may feel like a survivor at some points and a victim at others. From a legal perspective, the term 'victim' refers to the person who undergoes personally and directly the prejudice, whether it be physical, moral, or material, as opposed to the one causing the prejudice (the perpetrator).

# Facilitation Notes

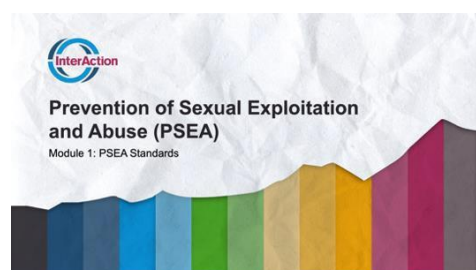
## Session One: Introduction

Duration: 45 minutes

**Session Objective:** Set the goals and expectations for the training and creating a safe environment to discuss sensitive topics

### Slide: Module 1: PSEA Standards

#### Welcome and Introduction



**Duration for this slide:** >1 minute



My name is [NAME], and I will be your guide for today's session. I have been a [TITLE] for [ORG NAME] for [X] years and have really enjoyed my time here. I am excited to be leading this session today.



#### **Note to facilitator:**

Welcome participants.

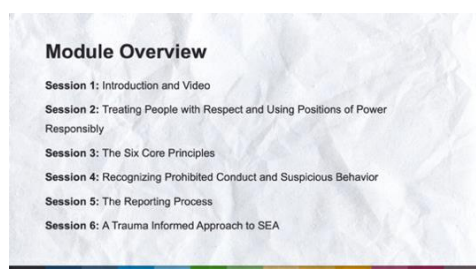
Provide a brief introduction for yourself and allow any co-facilitators to do the same.

Your introduction should be 1-2 sentences maximum and take less than a minute.

Prepare your opening in advance and practice it so you can deliver it confidently without notes.

**Language Note:** The acronym of PSEA is routinely used in English in place of the full phrase "preventing sexual exploitation and abuse" and is used in this manual. When translating into other languages, if the **corresponding acronym does not** make sense in the target language, use the entire translated phrase for "preventing sexual exploitation and abuse." To ensure proper translation of this concept and related terms, you can review the materials prepared by Translators without Borders available in 75 languages. <https://translatorswithoutborders.org/psea-translated/>

### Slide: Module Overview



**Duration for this slide:** 1 minute



#### **Facilitator says:**




Welcome to the PSEA Standards module where we will be discussing how we can prevent sexual exploitation and abuse in our organizations and what our obligations are when we see it happening or someone tells us about it.

This module sets the foundation for PSEA training by establishing that everyone deserves to be treated with respect. The sessions in this module introduce the importance of recognizing and addressing power dynamics and gender imbalances in order to prevent SEA in the humanitarian aid sector.


		<p>The concepts of power dynamics and respect will be revisited throughout other modules in this training. This module will establish what the required and prohibited behaviors are, where they come from, and why these standards are important in our work.</p> <p>The module is broken down into six sessions, with multiple activities in each session.</p> <p><b>Session 1:</b> Introduction to the Training</p> <p><b>Session 2:</b> Treating People with Respect and Using Power Responsibly</p> <p><b>Session 3:</b> The Six Core Principles of PSEA</p> <p><b>Session 4:</b> Recognizing Prohibited Conduct and Suspicious Behavior</p> <p><b>Session 5:</b> The Reporting Process</p> <p><b>Session 6:</b> A Survivor-Centered Approach to Receiving a Report of SEAH</p> <p>A couple of notes on logistics before we begin. We will aim to answer questions as we move through the session. If you have questions that do not get answered please write them down and place them on the flip chart paper labelled 'Parking Lot'. We will do our best to address them at the end.</p>
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**Note for Online Delivery:** "Parking Lot" questions should be privately shared via chat with the **producer** who can share them with the facilitator to address at the end of the session. Sometimes questions arise that are related to content that will be presented later in the session. These should be added to the Parking Lot, and participants should be told that the question will be addressed later.

<p><b>Slide: Icebreaker</b></p> 	<p> <b>Duration for this slide/activity:</b> 5-20 minutes depending on the number of participants</p> <p> <b>Facilitator says:</b></p> <p>Let's take a few moments to get to know each other before we begin. Please share your name, your role in the organization and the last photo you took on your phone, or the last photo you feel comfortable sharing.</p>
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<p><b>Slide: Self-Care Advisory Message</b></p> <div data-bbox="236 436 414 483"> <p><b>Self-care Advisory Message</b></p> </div> <div data-bbox="236 499 437 607"> <p>Due to the sensitive nature of today's topic, we encourage you to participate to the extent you feel comfortable and to take a break from the session if needed. If this session brings up things that you would like to talk about, seek support from a trusted colleague, friend, or family member.</p> </div> 	<div data-bbox="730 367 770 405"> </div> <div data-bbox="730 483 770 521"> </div>	<p><b>Duration for this slide/activity: 1 minute</b></p> <p><b>Facilitator says:</b> We know that this is a sensitive topic to discuss, and that it can stir up emotions of our own experiences or something we have witnessed or know about. We encourage you to participate to the extent you feel comfortable and to take a break from the session if needed. If this session brings up things that you would like to talk about, seek support from a trusted colleague, friend or family member.</p>
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**Facilitator's Note:** Facilitators may also note any local or organizational resources that employees can access for support such as employee assistance programs that provide psycho-social support or employee-led affinity resource groups. You may also wish to mention that there may be a stigma around sexual violence but that experiencing SEAH is never the survivors's fault. People should feel free to seek the support they deserve, no matter the circumstances.

<p><b>Slide: Respecting Privacy and Acknowledging Reporting Obligations</b></p> <div data-bbox="236 1303 598 1350"> <p><b>Respecting Privacy and Acknowledging Reporting Obligations</b></p> </div> <div data-bbox="240 1359 277 1391"> </div> <div data-bbox="288 1359 488 1391"> <p>Don't share details of specific cases that could identify people involved.</p> </div> <div data-bbox="240 1406 277 1435"> </div> <div data-bbox="288 1406 488 1435"> <p>Keeping confidentiality of what we discuss in this room.</p> </div> <div data-bbox="240 1444 277 1473"> </div> <div data-bbox="288 1444 488 1473"> <p>Obligations to report certain types of misconduct.</p> </div>	<div data-bbox="730 1207 770 1245"> </div>	<p><b>Facilitator says:</b></p> <p>This training is designed to be interactive and discussion-based, which means you should feel free to raise your questions around potential risks for sexual exploitation and abuse.</p> <p>However, during our discussions, if you are sharing examples from personal or work contexts, it is important to leave out or change identifying information such as location, genders, job titles, and time periods.</p>
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		<p>As we will learn through this training, confidentiality is very, very important when discussing SEAH. Sharing specific information about cases of sexual violence can have serious consequences for survivors, the people accused of wrongdoing, organization, and even communities. Therefore, it is also important that personal information or examples shared during the sessions are not shared or discussed outside of the training.</p> <p>Finally, there are mandatory obligations to report sexual exploitation and abuse when you can point out specific, observable facts that lead to the belief that someone may be being exploited or abused. If specific issues are raised either in the group, or to me privately, I may have an obligation to report this conduct through the most appropriate reporting mechanism. We will be discussing ways to report toward the end of this session, so please hold your questions on that for now.</p>
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**Facilitator's Note:** Before beginning this training, make sure that you are clear on the mandatory reporting obligations of the organization and the reporting lines in the office where you are holding this training. This is in case someone presents you with a specific disclosure of SEAH. You should be aware of options for reporting within the structure of whichever office you are in (sub-office, country, regional, H.Q., country), who may be able to take the most direct measures for addressing safety and/or well-being. You should also be aware of any escalated means of reporting (such as to a regional office, H.Q., Board of Directors, etc.) if you lack confidence in the leadership, or if the leadership is the subject of the allegations.

### Slide: Setting Expectations



**Duration for this slide/activity:** 2 minutes



**Facilitator says:**

What are some other expectations for our conduct and behavior that we should set for our time together? Since we will be working together to build important skills over the course of the next few hours, it's important for us to agree on some guidelines. Consider using the themes on the slide to set the expectations: Active Listening, Respect, Integrity, Privacy, Caring.



**Facilitator asks:** Does anyone have an expectation that they would like to set for the session?

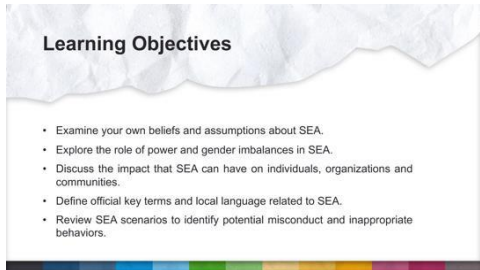








**Document:** List the responses on flipchart paper and keep it posted in a visible location throughout the session. Document responses in the chat screen or whiteboard for remote delivery.

		<b>Sample Group Expectations</b> <ul style="list-style-type: none"> <li>• Confidentiality.</li> <li>• Listen respectfully/ No interrupting.</li> <li>• Be present (limit cell phone/laptop use).</li> <li>• Be cautious with the use of humor. Sometimes we use humor when we are uncomfortable with a subject. We should work through our discomfort with discussion rather than joking.</li> <li>• Respect privacy. Please don't share specific names or situations that should be confidential.</li> <li>• Respect opinions. It is okay to have differences of opinion, but disagreements should be communicated respectfully.</li> </ul>
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**Note for Online Delivery:** Group expectation responses can be documented on the whiteboard or chat screen by the producer.

<b>Slide: Learning Objectives</b>  	    	<b>Duration for this slide/activity:</b> >1 minute  <b>Facilitator says:</b> <p>Today our learning objectives are for you to be able to:</p> <ul style="list-style-type: none"> <li>• Examine your own beliefs and assumptions about SEAH.</li> <li>• Explore the role of power and gender imbalances in SEAH.</li> <li>• Discuss the impact that SEAH can have on individuals, organizations and communities.</li> <li>• Define official key terms and local language related to SEAH.</li> <li>• Review SEAH scenarios to identify potential misconduct and inappropriate behaviors.</li> </ul> <p><b>Facilitator's note:</b> These are the overarching learning objectives for the entire module and have been simplified from the learning objectives at the beginning of this facilitator's guide for participant use.</p>
<b>Slide: "No Excuse for Abuse" Video</b>  	  	<b>Duration for this slide:</b> 20 minutes  <b>Facilitator says:</b> <ul style="list-style-type: none"> <li>• We are now going to watch a video that discusses the responsibility of aid workers to uphold the highest standards of conduct and to protect people from SEA, one of the most harmful abuses of power.</li> </ul>

		<p>After the video, conduct a brief (15 minute) all group discussion using the following question prompts:</p> <p><b>Lead a general discussion using the following questions:</b></p> <p>What are your thoughts about the video? What did you notice? What were the main themes you noticed in the video?</p> <p><b>Document</b> responses on flipchart paper.</p> <p>Document responses in the chat screen or whiteboard for remote delivery. See <i>Culture Note below</i> for</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Aid workers have power and could abuse that power</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Consequences of SEA</li> <li>• Aid workers are perceived to have access to resources/aid</li> <li>• Sexual exploitation and abuse</li> <li>• Dignity</li> <li>• Reporting</li> <li>• Confidentiality</li> </ul> <p>Thank you for sharing.</p> <p>The themes of respect and responsible use of power are especially important to focus on when thinking about SEAH. We will be returning to these themes throughout the rest of the module.</p>
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**Facilitator's Note:** The six-minute No Excuse for Abuse video is available with voiceover and subtitles in nine different language on InterAction's YouTube channel: <https://www.youtube.com/user/interaction>. The English language video also has the ability to play subtitles in 22 different languages.



**Culture Note: Creating your "Parking Lot"** With this opening video, some participants may bring a lot of challenges to the some of the content in the video. Participants may challenge whether an organization has a right to regulate their relationships with others, if they are consensual, as they consider it part of their private lives. While it is important to recognize such challenges to PSEA early on, it can also be helpful to record the issues raised on the "Parking Lot" and let participants know that we will continue to discuss and address these concepts throughout the training. As the topic returns for discussion during subsequent exercises and examples, it is important to acknowledge it from the "Parking Lot" so that the person recognizes that their issue is being addressed and answered.

**See *Annex 2 FAQs*** for a list of commonly asked, difficult questions and suggested answers. Be sure to review it prior to the training and make it readily available during the training for reference. Consider adding on to it with your own difficult questions and answers after each training, as new questions arise.



## Session Two: Treating People with Respect and Using Positions of Power Responsibly

Duration: 90 minutes

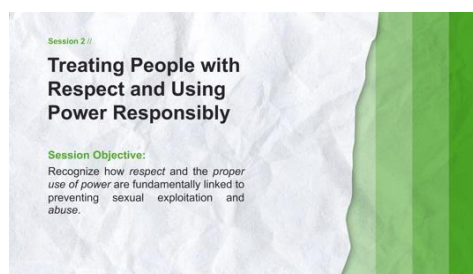
**Session Objective:** Recognize how respect and the improper use of power are fundamentally linked to why sexual exploitation, abuse and harassment occur.

### Topic One: Identifying Actions to Demonstrate Respect.

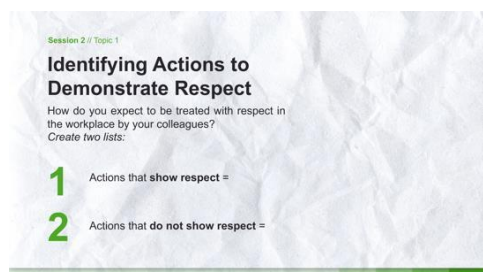
Duration: 25 minutes

#### Learning Objectives:

- Define behaviors that demonstrate respect.
- Recognize that abuse of power/taking advantage of people is a form of disrespect.



#### Slide: Topic One: Identifying Actions to Demonstrate Respect



**Duration for this slide/activity:** 10 minutes



#### Facilitator says:

As we saw in the video, the most important rule that John and Fatima have in their work with their colleagues and community members is treating people with respect.



**Facilitator's note:** Ask participants to divide into small groups by counting off, or for smaller training groups ask participants to partner with someone sitting next to them.



#### Facilitator says:

With your partner or in your small groups, describe the ways that you expect to be treated with respect in the workplace by your colleagues. Take ten minutes or so to come up with two lists:

1. Actions that show respect
2. Actions that do not show respect

**Culture Note: (Gender)** You may want to divide groups by gender, with men in one group and women in another. You may get answers about respectful behavior from women that they may be more reluctant to raise in mixed-gender groups, especially around inappropriate touching and inappropriate sexual comments. These issues are very important when discussing the concept of respect in relation to sexual exploitation and abuse and should be brought to the surface by the facilitator.

Another option for considering the role of gender in respect could be for each group to create a list answering the question "How do you expect to be treated with respect?" from the men's perspective, and create a separate list from the women's perspective.





**Note for Online Delivery:** The **producer** could create breakout rooms of small groups to discuss and ask them to keep track of their lists to share with the bigger group discussions. Consider creating a shared Word processing document for each group through the cloud service used in the organization in advance (Google Docs, Microsoft Teams, etc.). The **producer** would share the link in the chat box for the respective groups, and the participants would be able to view and contribute to the jointly created list.

### Activity Debrief



**Duration for this slide/activity:** 15 minutes



#### Facilitator's note:

- Have the small groups return to the larger group.
- Ask for a volunteer from each group to share one item from each column. Go around the groups, soliciting a new answer from each group, so that only different answers are shared.



#### Facilitator asks:

Can a volunteer share one item from each column of Respectful and Disrespectful actions in the workplace that their group identified? We will keep taking turns with the different groups sharing something that hasn't been already shared until we run out of new items.

**Document** responses on a flipchart paper labelled "**Respectful Actions/Disrespectful Actions.**"

Expect the following types of answers:

#### Respectful Actions:

- Be treated with kindness
- Maintain appropriate boundaries for my personal space
- Being heard without judgment
- Hearing positive words and encouragement
- Be treated with empathy when facing difficulty
- Encouraged to share viewpoints and input
- Feeling like our opinion was heard and valued
- Being appreciated and valued for contributions
- Treating people fairly and equally

#### Disrespectful Actions:

- Yelling or using harsh language
- Touching others inappropriately or without consent
- Making harassing or sexual comments about others
- Joking about or making fun of others
- Gossiping about others or teasing
- Not following policies or procedures when other staff are following the rules
- Taking credit for someone else's work
- Belittling or undermining someone else's work
- Being lied to or telling lies about others
- Not sharing information with others that they need to make decisions



**Note for Online Delivery:** The **producer** records the participants' responses on a virtual whiteboard or other shared document and shares their screen for the Facilitator and participants.



**Culture Note: Cultural norms of respect.** The concept and acts of respect may look very different in different contexts. The list above is only illustrative and not definitive. It likely contains its own cultural bias on notions of respect. For instance, in some cultures, one form of respect is not to disagree with or bring shame on someone older or more powerful than you. That can be a barrier to reporting abuse and may need to be discussed if it comes up. One option is to ensure it is recorded on "the Parking Lot" and be sure to revisit it when discussing different reporting channels and methods that would allow someone to safely and confidentially report on someone in a position of authority or power. Also review [Annex 2, Frequently Asked Questions](#) for some suggested responses. The list should be open-ended and co-created by all participants.

### Slide: Topic One: Identifying Actions to Demonstrate Respect

Program Participants and Community Members



**Duration for this slide/activity:** 7 minutes



#### Facilitator asks:

Now that we have established how you want to be treated with respect in the workplace, let's take a minute to think about how these same actions of respect and disrespect might apply to how we treat program participants and community members?

Is the list the same? Which ones are especially important? Is there anything missing?



#### Facilitator's note:

Most of the answers from the chart above will apply. People may emphasize some of the **DOs**:

- Treat people with kindness
- Listen without judgment
- Encourage to share viewpoints and concern
- Treat people fairly and equally

And some of the **DONTs**

- Yelling and using harsh words
- Making harassing or sexual comments
- Not following procedures

Facilitator should encourage the following additional points of **DISRESPECTFUL ACTIONS** toward program participants or community members:

- Abusing one's power for personal benefit and/or to hurt someone else
- Taking advantage of others who are experiencing difficult circumstances

### Slide: Topic One: Identifying Actions to Demonstrate Respect



**Duration for this slide/activity:** 10 minutes



**Facilitator says:** Now let's connect some of the actions of respect and how we treat program participants with what we saw in the video. What actions of respect or disrespect in this list do you think are most important when we talk about the examples of sexual exploitation and abuse we saw in the video?



**Facilitator's note:** Most of the answers from the chart above will apply. People Emphasize statements from the video:

- "Aid workers must not take advantage of the communities they support."
- "Aid workers are perceived to have access to and control over resources and services that the community does not have."
- "Aid workers should not abuse their power - their perceived control over access to resources and services."
- "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."

Therefore, aid workers may abuse their power and take advantage of community members by requesting things - like sexual relationships - by promising something of value that the aid worker has access to that the community member does not. The community member may not think they can say "no" without losing their benefits.

Abusing power and taking advantage of others is NOT respecting the personal dignity of another.



**Facilitator says:** What about some of the other items on our list? What about how we interact physically with program participants?



**Facilitator's note:** Emphasize the points of maintaining boundaries for personal space with program participants, not touching others inappropriately or without consent and not making sexual comments to beneficiaries.


#### Respectful Actions:

- Maintain appropriate boundaries for my personal space

#### Disrespectful Actions:

- Abusing one's power for personal benefit and/or to hurt someone else
- Taking advantage of others who are experiencing difficult circumstances
- Touching others inappropriately or without consent
- Making harassing or sexual comments about others



		<p>Recall that the video defined sexual abuse as someone forcing another to participate in sexual activities against their will.</p> <p>We have also identified examples of disrespectful conduct like touching people without consent and inappropriately making sexual comments when we are working. Remember, we don't ask whether a person intended to be disrespectful, but view the actions from the position of the person affected.</p> <p><b>Facilitator says:</b> Sometimes even though we think we have a common understanding of what it means to treat everyone with respect, there may be different interpretations in practice. We may have different viewpoints we gained from our families, from where we grew up, or from the different experiences we have had in our lives. It may feel different for men and women.</p> <p>That is why organizations, and especially organizations that are part of an international community—whether by being directly part of a large international network, or smaller local organizations working with and alongside the international network—have agreed to certain standards of behavior.</p> <p>These standards of behavior help us understand what is acceptable and what is unacceptable in treating people with respect. In the next session, we will explore in more detail what these standards are.</p>
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**Culture Note:** In any culture, it should not be controversial for the facilitator to have the last word and emphasize the point of “Do not take advantage of others who may be experiencing difficult circumstances” as highlighted in the text above. This concept lays the foundation for the next activities in this session, connecting the concept of failing to treat people with respect with committing sexual exploitation and abuse.

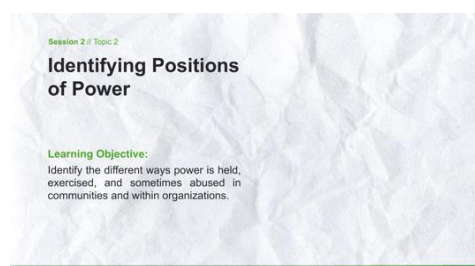
## Topic Two: Identifying Positions of Power

**Duration for this slide:** 45 minutes

### Learning Objectives:

- Identify the different ways power is held, exercised and sometimes abused in communities.

### Slide: Topic Two: Identifying Positions of Power






**Duration for this slide:** 1 minute







**Facilitator says:** Facilitator says: Before getting into those standards, let's explore what are “positions of power.”

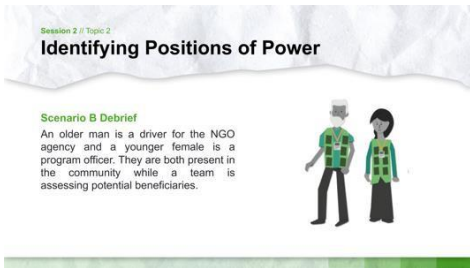
We discussed how we want to be treated with respect in the workplace, and how we should treat program participants with respect by not taking advantage of them or abusing our power. But how do we recognize positions of power? What does it mean to have power? And how do we use it responsibly?

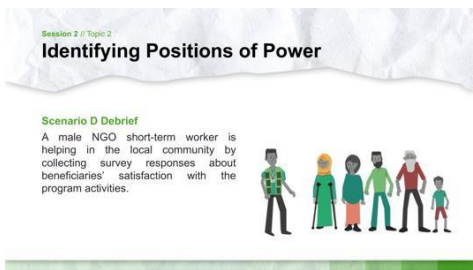

<p><b>Activity introduction</b></p> <p><b>Who holds the power?</b></p>	    	<p><b>Duration for this slide/activity:</b> 10 minutes</p> <p><b>Facilitator's note:</b></p> <p>Distribute <i>Handout One: Who Holds the Power?</i></p> <p><b>Facilitator says:</b></p> <p>Count off from letters A - E so that there are five groups.</p> <p>Each letter group will discuss one of the corresponding scenarios on the Handout (A-E). You will have five minutes to discuss the question on the slide for your assigned scenario.</p> <p><b><i>Who holds power in each of the situations below? Be sure to explain the reasoning of your answer.</i></b></p> <p>Each group will have 2 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.</p>
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**Note for Online Delivery:** For online delivery, **the facilitator** may choose to have people reflect and share in the large group only, or have **the producer** divide the group into virtual breakout groups and then return for the larger group discussion. Provide *Handout One: Who Holds the Power?* to participants electronically so that they can follow along in their small groups. Under either option, the **producer** should share the corresponding slide when the example is being discussed by the large group.

<p><b>Slide: Scenario A Debrief</b></p> 	    	<p><b>Duration for this slide/discussion:</b> 5 minutes</p> <p><b>Facilitator's note:</b> Call the group back together and explain that we will quickly debrief each scenario, A through E.</p> <p><b>Facilitator asks:</b></p> <p>Who holds the power in scenario A? Would someone from Group A please read the scenario out loud and explain the reasoning of their answer?</p> <p><b>Scenario A:</b> A female U.N. international staff member is discussing a U.N.-funded project with a local male NGO worker during a visit to the NGO office.</p> <p><b>Allow Group A to share their thoughts for a minute or two and ensure the following points are covered:</b></p> <p>An international worker holds power because she is working for a large donor agency of the NGO and appears to have access and control over its resources. From a gender perspective, the male NGO worker may believe he can exercise some of his power within his own office, if he believes that men are always in control of situations between men and women. He may recognize that the woman holds more power because of her more senior position, but he could also act in ways that express his belief that men are always in control of women. He may attempt to misuse this perceived power imbalance between men and women in his personal and romantic relationships - and then apply it to working relationships, as well.</p>
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<p><b>Scenario B Debrief</b></p> 	<p>⌚</p> <p>...</p>	<p><b>Duration for this slide/discussion:</b> 5 minutes</p> <p><b>Facilitator asks:</b></p> <p>Who holds the power in scenario B? Would someone from Group B explain the reasoning of their answer.</p> <p><b>Scenario B:</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.</p> <p><b>Allow Group B to share their thoughts for a minute or two and ensure the following points are covered:</b> While the female NGO program officer has more power in the organization because of her more senior position, to the community members, an older man may seem more important and more powerful because of his age and gender. Additionally, race or ethnicity, and religion in some contexts, may also play a role if one of them is perceived to be from the dominant group in society, and in the local context. Both the driver and program officer have more power than the potential beneficiaries. Their position with the NGO gives them power and beneficiaries may perceive them as having control over access to services, as well as having a regular salary. Beneficiaries dependent on those services may perceive themselves as having even less power.</p>
<p><b>Slide: Scenario C Debrief</b></p> 	<p>⌚</p> <p>...</p>	<p><b>Duration for this slide/discussion:</b> 5 minutes</p> <p><b>Facilitator asks:</b></p> <p>Who holds the power in scenario C? Would someone from Group C explain the reasoning of their answer?</p> <p><b>Scenario C:</b> 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.</p> <p><b>Allow Group C to share their thoughts for a minute or two and ensure the following points are covered:</b></p> <p>The male village leader holds the most power because not only is he the highest authority in the village, but he also appears to have access to the NGO and the benefits they provide, whether or not he actually does in practice. The farmer holds even less power because he is disabled and can no longer work as a farmer. There may not be a lot of other options to make money in the community. He may depend on assistance to help support his family. Yet, the disabled farmer still holds power in his household, as his children should respect and obey him, according to cultural norms.</p>

		<p>The adolescent girls have the least amount of power and have to follow the wishes of their parents, including their father.</p>
<p><b>Slide: Scenario D Debrief</b></p> 	<p>⌚</p> <p>...</p>	<p><b>Duration for this slide/discussion:</b> 5 minutes</p> <p><b>Facilitator asks:</b></p> <p>Who holds the power in scenario D? Would someone from Group D explain the reasoning of their answer?</p> <p><b>Scenario D:</b> A male NGO short-term worker is helping in the local community, collecting survey responses about beneficiaries' satisfaction with the program activities.</p> <p><b>Allow Group D to share their thoughts for a minute or two and ensure the following points are covered:</b></p> <p>Even though the NGO worker is not involved in delivery of services or goods, beneficiaries may perceive, or the NGO worker may even give the impression himself, that he can solve any problems they may have. The more dependent on NGO benefits the community members are, the less power they may believe that they have.</p>
<p><b>Slide: Scenario E Debrief</b></p> 	<p>⌚</p> <p>...</p>	<p><b>Duration for this slide/discussion:</b> 5 minutes</p> <p><b>Facilitator asks:</b></p> <p>Who holds the power in scenario E? Would someone from Group E explain the reasoning of their answer?</p> <p><b>Scenario E:</b> 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.</p> <p><b>Allow Group E to share their thoughts for a minute or two and ensure the following points are covered:</b></p> <p>The male NGO staff clearly holds access to power in the NGO because he is able to hire people for jobs. He is actively presenting his power during a community meeting. Short-term opportunities with NGOs may be limited and rare, and many may see them as an opportunity that could lead to more steady employment that pays well. Therefore, women experiencing even greater disadvantages (surviving poverty, disaster, war and sexual violence) may believe they have the least amount of power.</p>



**Slide: Topic Two: Identifying Positions of Power**



**Duration for this slide/discussion:** 3 minutes



**Facilitator says:**

All of these examples illustrate some of the key factors in identifying positions of power. Some of these relate to our own cultural contexts and norms, such as:

- Age
- Gender
- Social status
- Economic status or wealth
- Job status
- Disability
- Race/nationality/ethnicity/tribal affiliation
- Religion

No factor carries more weight over another and always must be viewed in its full context and relation to other factors. In addition, all of these cultural factors always connect to the last point:

- Perceived access to control of resources

Remember, power is often about perception: perception about one's own ability to choose, and perception of someone else's ability to control access to resources.

A community member may have more choices than she or he thinks (such as reporting an inappropriate demand) and that community member may overestimate how much power a staff member has (such as thinking that they may not qualify for benefits without that staff person's 'special help').







That's why we place all the responsibility for using power appropriately with the person in a position of power.

**Topic Three: Using power responsibly to treat people with respect**

**Duration:** 20 minutes




**Learning Objective:**








- To recognize how sexual exploitation is conduct that fails to treat people with respect by taking advantage of others and misusing a position of power.

<p><b>Slide: Topic Three: Using Power Responsibly to Treat People with Respect</b></p>	              	<p><b>Duration for this slide: 5 minutes</b></p> <p><b>Facilitator says:</b></p> <p>Treating people with respect often means thinking about things from others' viewpoints, and not just our own. If we don't recognize the power we bring to a situation and the responsibility that goes with it, and especially how others might perceive our power, we might not be treating others with the respect they deserve.</p> <p><b>Facilitator asks:</b></p> <p>Why might someone ask for, or agree to, something that they don't really want to do?</p> <p>(Expect answers like: "they don't feel like they have choice" or "they feel desperate for help.")</p> <p><b>Facilitator says:</b></p> <p>People may think they are engaging in an equal exchange if they don't see their power in the situation and they don't see how someone on the other side's circumstances may significantly affect what they believe their available choices are.</p> <p><b>Facilitator asks:</b></p> <p><b><i>When thinking about abuse of power, whose behavior should we focus on?</i></b></p> <p>Expect answers like: "people who have power"; "people who work in organizations." For answers like "anyone who participates in any way in misconduct," see the Culture Note below.</p> <p><b>Facilitator says:</b></p> <p>We should not focus on whether someone in the community should have engaged in certain behavior - we focus on who holds power and ask if they are treating people fairly and with respect.</p>
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**Culture Note:** In some cultural contexts, many participants will view women who participate willingly in trading sexual favors for benefits as equally wrong as a male who requests such favors. This may be due to religious views around sexual conduct or other cultural factors. While this training may not change participants' beliefs, it is important to emphasize that the organization is most concerned with the behavior of its staff and representatives, and they are not allowed to take advantage of others. We cannot control the behaviors of all community members, but we CAN and DO require everyone in the organization to use their power responsibly and treat everyone with respect.

<p><b>Slide: Scenario Application</b></p> 	<p>⌚</p> <p>...</p>	<p><b>Duration for this slide:</b> 1 minute</p> <p><b>Facilitator says:</b></p> <p>Let's look again at one of our examples from the last exercise:</p> <p>"A male NGO short-term worker is helping in the local community, collecting survey responses about beneficiaries' satisfaction with the program activities."</p> <p>In the following exercise, let's call the NGO worker, John, as in the video.</p>
<p><b>Slide: Maya Example</b></p>  <p><b>Slide (cont.):</b></p> 	<p>⌚</p> <p>...</p>	<p><b>Duration for this slide:</b> 3 minutes</p> <p><b>Facilitator says:</b></p> <p>Now we know how John is working in the community. Let's look from the perspective of one of the local women receiving benefits, whom John is interviewing. Let's call her Maya.</p> <p>Maya is recently widowed, has small children and has virtually no income. She has very few skills as she left school at age 14 to marry and had children right away. The benefits she gets from the NGO are helpful, but not enough.</p> <p>John is interviewing her about her benefits and he is being very nice to Maya. She states that she doesn't have enough food for her children and doesn't know what to do. John knows that other NGOs in the area are also offering help to female-headed households with job training, job placement and childcare.</p> <p>The benefits she gets from the NGO are helpful, but not enough.</p> <p>John is interviewing her about her benefits, and he is being very nice to Maya. She states that she doesn't have enough food for her children and doesn't know what to do. John knows that other NGOs in the area are also offering help to female-headed households with job training, job placement and childcare.</p>

<p><b>Slide (cont.):</b></p> 	 	<p><b>Duration for this slide:</b> 1 minute</p> <p><b>Facilitator says:</b></p> <p>Now suppose that in response, John says, "I can help you. We usually have extra food baskets and I can bring as many as I can to you. I do this for my 'special friends.' Will you be my special friend? I can come over at lunchtime or after work, and we can be together."</p> <p>Maya understands that John wants to have a sexual relationship with her and she will receive extra goods.</p>
<p><b>Slide: Using Power Responsibly to Treat People with Respect</b></p> <p><b>Pair-Share Discussion</b></p> 	  	<p><b>Duration for this slide:</b> 2 minutes</p> <p><b>Facilitator says:</b></p> <p>Remember, we defined the key ways we treat program participants with respect is by NOT taking advantage of them and NOT abusing our power.</p> <p><b>Facilitator says:</b></p> <p>Take two minutes to discuss with a partner. Be sure to explain your answers.</p> <ol style="list-style-type: none"> <li>1. Is John taking advantage of the woman?</li> <li>2. Is John using his power responsibly?</li> </ol>

**Note for Online Delivery:** The producer could launch an anonymous poll of the audience with "yes" or "no" answers to the question "Is John using his power responsibly?" Leave two minutes or so for people to respond. Once the poll is closed, ask for people to volunteer to share their answer and their reasoning. The facilitator should emphasize the talking points from the next slide.



**Slide: Is John taking advantage of Maya?**

Session 2 // Topic 3

### Using Power Responsibly to Treat People with Respect

**Is John taking advantage of Maya?**

Ways that Maya has fewer advantages than John

- Maya lacks resources (income or a job)
- Maya lacks skills or education
- Maya does not know where to get more help
- Female-headed household
- Maya has young children to care for


**Slide: Is John using his power responsibly?**

Session 2 // Topic 3

### Using Power Responsibly to Treat People with Respect

**Is John using his power responsibly?**

Not using his power responsibly.

- John has access to goods
- Even if "extra" it is not his property – stealing
- John has access to information about other services, and is NOT sharing that information


**Slide: Is John treating Maya with respect?**


Session 2 // Topic 3

### Using Power Responsibly to Treat People with Respect

**Is John treating Maya with respect?**

Not respectful

- For John to withhold information about other services to help Maya – she has other choices
- For John to request sex from Maya that takes advantage of her circumstances and her survival needs
- (Note: it is also not respectful for John to trade something that doesn't belong to him and belongs to the NGO)


**Slide: Using Power to Treat People with Respect**

Session 2 // Topic 3

### Using Power Responsibly to Treat People with Respect

Now suppose that same situation has a slightly different action: "Maya has heard that if you offer sex to NGO workers, they will give you extra benefits. So, during the interview, Maya very plainly asks if she could have extra food baskets if she had sex with John. John knows he can't get extra baskets because they are closely counted by his supervisors. He also is aware of other NGOs offering programs to help female-headed households with job training, job placement and child-care.

Instead of telling her these things, he agrees to have sex with her for more food baskets.




**Duration for this slide:** 5 minutes



**Facilitator asks:**

Will anyone share their answers and reasoning?

**Facilitator emphasizes the following points:**

Is John taking advantage of Maya?

Yes. John should be aware that Maya lacks the same advantages as John. She is young, widowed, uneducated, unskilled and without any means to support her family or knowledge of where to get additional support.

Is John using his power responsibly?

No, we know John is in a position of power as an employee of an NGO, and the woman believes he has access to NGO resources. He may also have power from his gender, his social status or belonging to the dominant race or ethnic group. He misuses his power to trade goods that do not belong to him for the personal benefit of having a sexual relationship.



**Facilitator says:**

John is not treating the woman with respect. He knows she is desperate and is aware of other programs to help her. It is not respectful to keep information from others in order to coerce them into having a sexual relationship. He is not treating her respectfully or fairly so that he can get something for himself.



**Duration for this slide:** 1 minute



**Facilitator says:**

Now suppose that same situation has a slightly different action: "Maya has heard that if you offer sex to NGO workers, they will give you extra benefits. So during the interview, Maya very plainly asks if she could have extra food baskets if she has sex with John. John knows he can't get extra baskets because they are closely counted by his supervisors. He also is aware of other NGOs offering programs to help female-headed households with job training, job placement and child care.

Instead of telling her these things, he agrees to have sex with her for more food baskets."

**Facilitator's Note:** Some participants may ask about the appropriate boundaries and possible permissible relationships between staff and beneficiaries. **The Facilitator** should ensure that they have knowledge of the organization's specific policy regarding staff and beneficiaries—whether they are prohibited outright or whether the organization requires disclosure of such relationships to avoid conflict of interest. We must keep in mind that many workers—especially casual workers—come from the same communities our organizations serve. Also let participants know that the specific standards and Code of Conduct are going to be discussed in more detail in the following session. For now, it is important to recognize when a relationship becomes “exploitative” or, in the terms of this session—fails to treat people with respect and takes advantage of others.

### Slide: Pair-Share Discussion



**Duration for this slide:** 2 minutes



**Facilitator asks:**

1. Is John taking advantage of the woman?
2. Is John using his power responsibly?

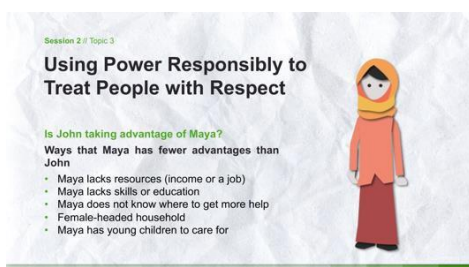


**Facilitator says:**

Take two minutes to discuss this with your partner. Be sure to explain your answers.

**Note for Online Delivery:** The producer could launch an anonymous poll of the audience with “yes” or “no” answers to the question “Is John using his power responsibly?” Leave two minutes or so for people to respond. Once the poll is closed, ask for people to volunteer to share their answer and their reasoning. The facilitator should emphasize the talking points in the next slide.

### Slide: Is John taking advantage of Maya?



**Duration for this slide:** 5 minutes



**Facilitator asks:**

Will anyone share their answers and reasoning?

Is John taking advantage of Maya?

Yes. John should be aware this woman is young, widowed, uneducated, unskilled and without any means to support her family and does not know where to get additional help.

<p><b>Slide: Is John using his power responsibly?</b></p>  <p><b>Slide: Is John treating Maya with respect?</b></p> 	<p>...</p>	<p><u>Is John using his power responsibly?</u></p> <p>No. We know John is in a position of power, and the woman believes he has access to NGO resources. He misuses his power to make the woman believe that he can provide her with additional NGO supplies, getting her to act on his false promise. Even if he gives her other items in exchange for sex, like money, he convinced her that his power and access in the NGO could get her additional help.</p> <p><b>Facilitator asks:</b></p> <p><u>What should John have done in either situation?</u></p> <p>John should never exchange aid, even surplus aid, for sex. He should help connect the women with the other NGO that is providing job training, job placement and child care services.</p> <p><u>Is John treating Maya with respect?</u></p> <p>No. It is not respectful for John to withhold information about services and trade sex with Maya for the promise of goods. This takes advantage of her circumstances and her survival needs.</p>
<p><b>Slide: Using Power Responsibly to Treat People with Respect – Conclusion</b></p> 	<p>...</p>	<p><b>Facilitator summarizes:</b></p> <p>Notice that whether John requests sexual favors or is offered sexual favors, by participating in this exchange, he has taken advantage of the woman, failed to use his power responsibly and failed to treat her with respect.</p> <p>Now that we have a better understanding of how we should use positions of power responsibly and treat other people with respect, we will now move to discussing in more detail the specific Standards of Behavior or Code of Conduct that is required by aid workers to help us fulfil these principles.</p>



## Session Three: The Six Core Principles/Code of Conduct (CoC)

Duration: 95 minutes

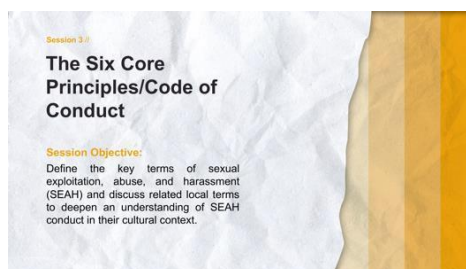
**Session Objective:** Define the key terms of sexual exploitation, sexual abuse and sexual harassment and discuss related local terms to deepen an understanding of sexual exploitation, abuse and harassment (SEAH) conduct in their cultural context.

### Topic One: Understanding the Principles

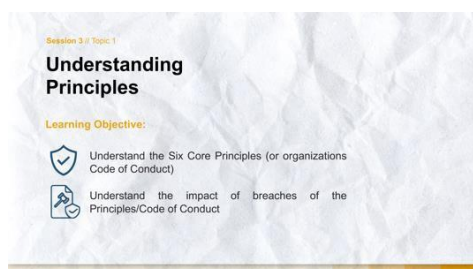
Duration: 50 minutes

#### Learning Objectives:

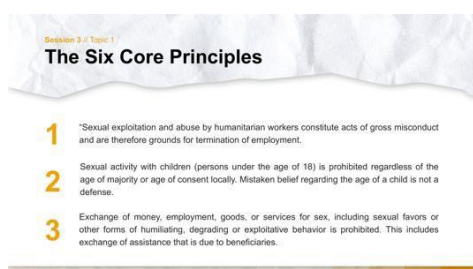
- Understand the *Six Core Principles* (or organization's Code of Conduct)
- Understand the impact of breaches of the principles/Code of Conduct



#### Slide: Understanding the Principles



#### Slide: The Six Core Principles



**Duration for this slide and activity:** 45 minutes



**Facilitator's note:** Introduce Session Three and the Session Objective. Then introduce Topic One: Understanding the Principles.

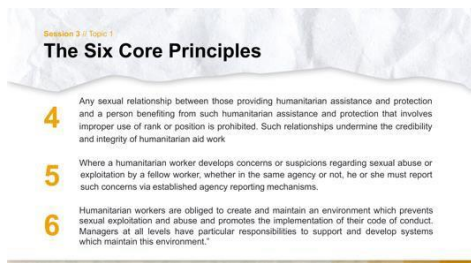


#### Facilitator says:

The Six Core Principles originated from the U.N. Secretary General's (SG's) Bulletin. The IASC (the coordination body between U.N. and INGOs) has adopted the Six Core Principles, or standards, making them applicable to all organizations and provides updates and clarifications to them. These standards have been adopted by NGOs and U.N. agencies to protect vulnerable populations from sexual exploitation and abuse. They define the prohibited behavior on the part of staff, and outline the duties of managers. The video you saw earlier, No Excuse for Abuse, is based on these standards. Many I(NGO)s have developed their own Codes of Conduct based on these standards.

Review the Six Core Principles or organization's Code of Conduct. Ask for six volunteers to read each one of the statements aloud to the group. (See Facilitators Note below).



**Slide: The Six Core Principles [continued]****Slide: Impact of SEA****Facilitator's note:**

In this session, you can reference your organization's own Code of Conduct instead of the IASC Six Core Principles (*Handout Two*). If you are conducting this session for participants from different organizations, you can refer to the IASC Six Core Principles as the Code of Conduct for this session. In this case, acknowledge to the participants that you are using these common international standards for purposes of this training, but they will also want to be familiar with their own organization's code of conduct. If a participant mentions that their organization does not have a code of conduct, you can recommend that they adopt the six core principles defined in the IASC Six Core Principles.

Instead of saying the acronym "SEA," it is helpful to speak the entire term, or "sexual exploitation and abuse," when discussing this topic.

**Facilitator says:**

We are going to discuss the far-reaching impact that sexual exploitation and abuse can have on survivors, perpetrators, the organization and the community. Let's break into 4 groups to discuss the impact sexual exploitation and abuse can have on each of these. You will have 10 minutes to discuss this.

**Facilitator's note:**

- Ask each group to document their responses and nominate one person to give feedback to the entire group.
- Bring everyone back together and ask each group representative to present.

See Facilitator's note for remote delivery below.

After each presentation, you can add other impacts as noted below that may not have been mentioned.

Participants may inquire about the use of the word "survivor" versus "victim." A "survivor" is a person who has experienced sexual or other forms of gender-based violence. "Victim" is a term often used in the legal and medical sectors, while gender-based violence advocates are more prone to use the empowering term of "survivor," which implies resilience. For this training, "survivor" will be used instead of "victim," except in the case of children who have experienced or are targeted for any kind of sexual activity.

<p><b>Impact of SEA - Plenary (Survivor)</b></p>		<p><b>Impact on Survivor:</b></p> <p>The biggest impact is on the survivor. They can experience considerable harm. The impact can include (but is not limited to):</p> <ul style="list-style-type: none"> <li>• Trauma</li> <li>• Fear</li> <li>• Embarrassment</li> <li>• Concern about reputation</li> <li>• Fear of reprisal from colleagues</li> <li>• Seen as a troublemaker</li> <li>• Stigma</li> <li>• Concern about confidentiality</li> <li>• Family impact</li> <li>• People not believing them</li> <li>• Harm to health, psychosocial concerns</li> <li>• Emotional stress and strain</li> <li>• Loss of trust</li> <li>• Fear of losing job</li> <li>• Threats</li> <li>• Colleagues suspicious of them</li> </ul>
<p><b>Impact of SEA – Plenary (Child Victims / Survivors)</b></p>		<p>Ensure that <b>child victims/survivors</b> are also mentioned for the harm they can experience such as (but not limited to):</p> <ul style="list-style-type: none"> <li>• Negative effects on development and health</li> <li>• Psychological harm</li> <li>• Fear of further sexual assaults, violence and possible assaults by others, friends and neighbors</li> <li>• Emotional repercussions</li> <li>• Negative reactions of family</li> <li>• Family difficulty in caring for sexually abused child</li> <li>• Lack of access to support</li> <li>• Risk of being forced into an early marriage</li> <li>• Removal or interruption of educational opportunities</li> </ul>

Impact of SEA - Plenary (Perpetrator)		<b>Impact on the Perpetrator:</b> <ul style="list-style-type: none"> <li>• Disciplinary action*</li> <li>• Inability to support family</li> <li>• Emotional stress</li> <li>• Violence and reprisals from staff and community</li> <li>• Deportation</li> <li>• Criminal proceedings and incarceration</li> <li>• Loss of friends</li> <li>• Stigma within community</li> <li>• Effect on status in community</li> </ul>
Impact of SEA – Plenary (Organization)		<b>Impact on Organization:</b> <ul style="list-style-type: none"> <li>• Loss of community trust</li> <li>• Publicity</li> <li>• Reputation</li> <li>• Withdrawal of funding</li> <li>• Host nation may request they stop operations</li> <li>• Management of project is delayed or stopped</li> <li>• Divisions in staff team and other suspicions</li> <li>• Lack of cooperation by staff and other agencies</li> <li>• Turnover of staff</li> <li>• Difficulty in recruiting quality staff because of reputation</li> </ul>
Impact of SEA – Plenary (Community)		<b>Impact on Community:</b> <ul style="list-style-type: none"> <li>• Fear that international community will think badly of the community</li> <li>• Fear of possible loss of funding, support, etc.</li> <li>• Blaming various community members for allowing this to happen</li> <li>• Suspicion of NGOs</li> </ul>



**Language Note:** You may wish to ask participants to share any local terms relevant to the impact, or stigma, associated with experiencing SEA. Also, the 6 principles, which have been written in plain language and translated into many languages, are currently in the process of being updated. Please check for updates when preparing for this session.



**Note for Online Delivery:** Online discussions tend to take longer so you will need to add additional time for break-out sessions and large group discussion. The duration times noted for this section are based on in-person training. If this is conducted online, allow for an additional 5 minutes in the break-out groups and an additional 5 minutes in large group discussions. The **Producer** or **Facilitator** can document the conversation on an online white board, or if not available, they can share their screen and type the participant presenters' responses as they are mentioned.

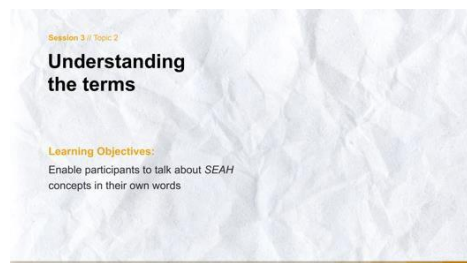
## Topic Two: Understanding the Terms

**Duration: 45 minutes**

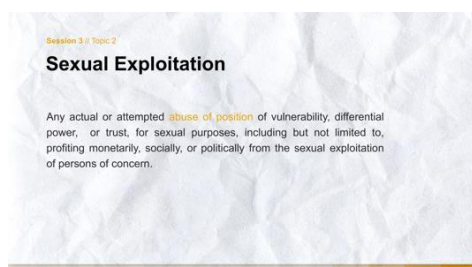
### Learning Objectives:

- Enable participants to talk about SEAH concepts in their own words.

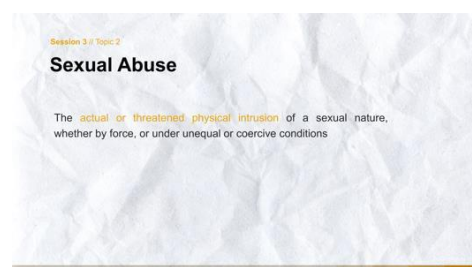
**Slide: Topic Two: Understanding the Terms**



### Slide: Sexual Exploitation



### Slide: Sexual Abuse



**Duration for this slide/exercise: 45 minutes**



### Facilitator's note:

Introduce Topic Two: Understanding the Terms and the learning objectives.

Then distribute *Handout Three: Definition of Terms*



### Facilitator says:

We are going to discuss the three forms of sexual misconduct. All three are based on power differentials, and often unequal gender roles that we discussed earlier. However, it is also important to mention that people of both genders can be perpetrators and survivors. These definitions are based on official U.N. documents, but we are going to work on describing them in our own terms, in our own language, in a way that others such as family members, our neighbors and others in our life can understand.

First, let's review the official U.N. terms.

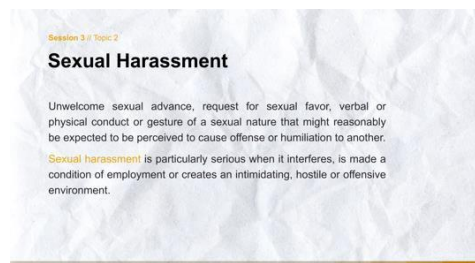


### Facilitator's note:

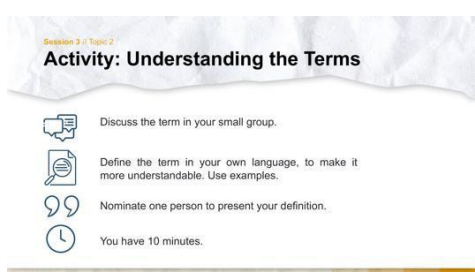
Review the slides with the description of the terms. Have the participants break up into three groups, or six groups if you have a large number of participants. Assign each group one of the definitions you just reviewed with them—sexual exploitation, sexual abuse or sexual harassment. **(See Culture Note below.)**



### Slide: Sexual Harassment



### Slide: Activity: Understanding the Terms



### Facilitator says:

We are going to break into three (or six) groups. Each group is to define these terms (sexual exploitation, abuse, and harassment) using your own language to make the terms more understandable. Use examples that you could present to family and friends when discussing what you have learned today.

Please describe these terms in a way that could help people better understand the term. For example, please list what behaviors might be included within your definition, and the local terms for those behaviors. Note your responses and nominate one person from your group to present to the larger group.



### Facilitator's note:

- Allow the groups 10 minutes for this exercise. When the groups come together, have each group representative present their definition. If there are groups with the same term, have one group present, and the other group(s) add additional information they came up with.
- Clarify any misunderstandings about a particular term.
- Ask the group what was challenging about this exercise.

Briefly review the official (or plain language) definitions again on the PowerPoint slide to ensure understanding. Ask if there are any questions.



**Language note:** Ask participants to share any local terms used for SEAH that may help to deepen their understanding of the different types of misconduct.



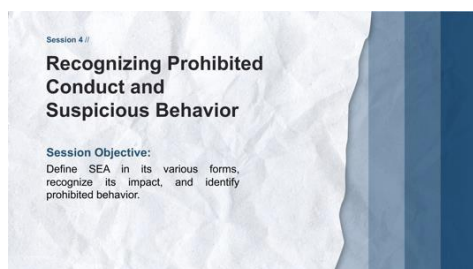
**Culture Note:** You might consider splitting up the groups by gender, as they may identify different behaviors for each term. This will add to the discussion, with possibly more awareness of what different genders consider abusive behavior. Also, multilingual team participants should be in groups where they share the same language.

## Session Four: Recognizing Prohibited Conduct and Suspicious Behavior

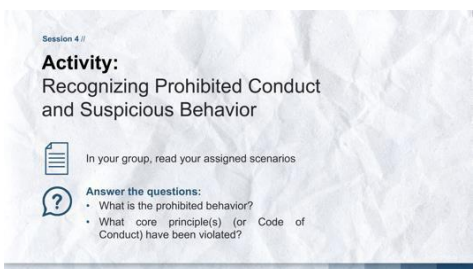
Duration: 50 minutes

Learning Objective: Define SEAH in its various forms, recognize its impact and identify prohibited behavior.

### Slide: Session 4: Recognizing Prohibited Conduct and Suspicious Behavior



### Slide: Activity: Recognizing Prohibited Conduct and Suspicious Behavior



Duration for this slide/exercise: 45 minutes



**Facilitator's note:** Introduce Session Four: Recognizing Prohibited Conduct and Suspicious Behavior and the session objective.



**Facilitator says:**

We are now going to review examples of situations of sexual exploitation, abuse and harassment. With your definitions of the three forms of sexual misconduct, identify the prohibited behavior and the core principle(s) (or Code of Conduct) provisions that have been violated. Note your responses and nominate one person to report out to the larger group. Referring to your Six Core Principles Handout, identify by number which Core Principle has been violated. We are going to emphasize principles 2-6, since we all know that violations of these are considered gross misconduct under Principle 1. You have 10 minutes.



**Facilitator's note:**

Divide the participants into groups of four. Give each group Handout 4: Identifying Prohibited Conduct with scenarios:

- Group 1: Scenarios 1 & 2
- Group 2: Scenarios 3 & 4
- Group 3: Scenarios 5, 6
- Group 4: Scenarios 7

- Provide a 5-minute and 2-minute warning to groups before the 10 minutes are up.
- Call everyone back together, and in the large group, have each group representative present their responses to their assigned scenarios to everyone.

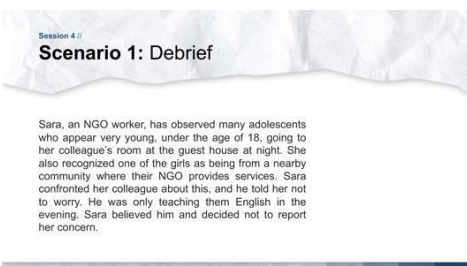


**Culture Note:** All of the scenarios can be adapted to the local context. Insert appropriate names for each of the scenarios. See Annex One: Adapting Case Studies for guidance on adapting scenarios. When adapting scenarios, ensure that there are scenarios that address each of the Six Core Principles or key Code of Conduct provisions. It is also important that the scenarios are realistic for the program context, so titles, type of work, location (refugee camp or development setting) can all be modified.



**Note for Online Delivery:** Online discussions tend to take longer so you will need to add additional time for break-out sessions and large group discussion. The duration times noted for this section are based on in-person training. If this is conducted online, allow for an additional 5 minutes in small and large group discussions. The **Producer** or **Facilitator** can note this on an online white board, or if not available, they can share their screen and type the participant presenters' responses as they are mentioned.

#### Slide: Scenario 1: Debrief



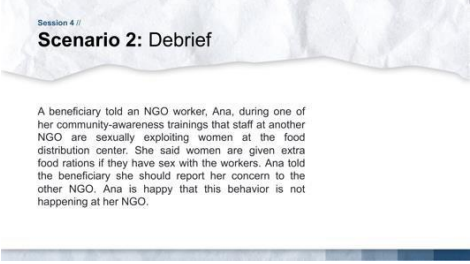

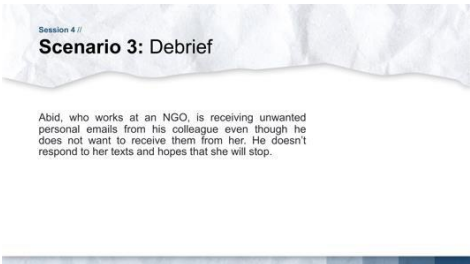

#### Scenario 1 Debrief

##### Facilitator's note:

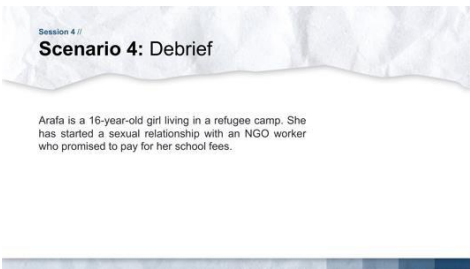

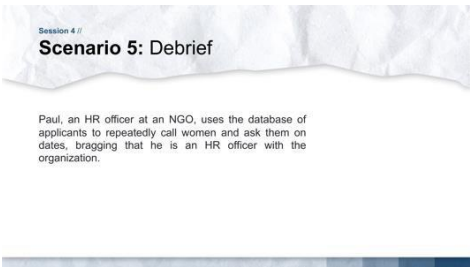

- Core principle violations—5 and possibly 2, 3, 6.
- Participants should find this very suspicious, as it could be a case of child sexual abuse. (#2).
- If money or gifts are being exchanged for sex, this is a violation of #3.
- Most NGOs have rules about not permitting beneficiaries into their rooms. (#6)
- Even though Sara believes her colleague, she should report this activity to her supervisor or a Focal Point. (#5)
- Employees who have suspicions should not investigate matters on their own. Sara should follow her organization's reporting policy. She could have reported this instead of confronting her colleague. Many staff do not like to make reports about their colleagues. **Ask the participants why this might be the case.**
- Staff reporting in good faith do not need to be concerned if it is determined that there were no SEA violations on the part of the staff person they reported. The risk to the underage girls is a far greater concern than what an investigation might conclude.

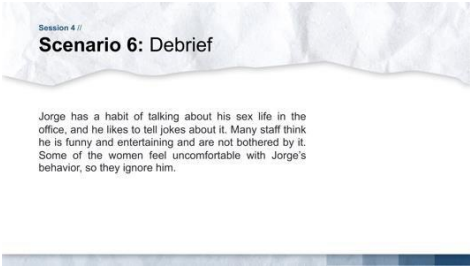

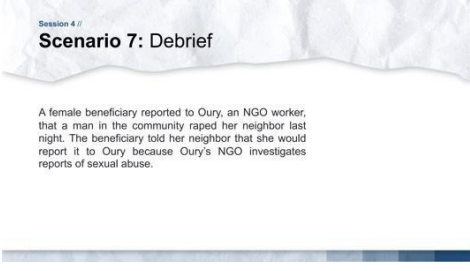

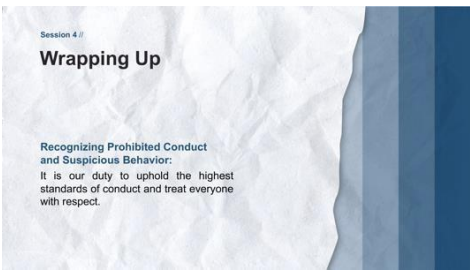



**Culture Note:** In many cultures, employees will not report any wrong-doing of a fellow employee. There are many reasons for this, and you should consider exploring this with your participants. Some of the reasons could be fear that a colleague will lose their job, fear of falsely accusing someone, fear of retaliation at work or in their community, and fear of the other impacts of SEAH that have already been discussed. Prevention is the best strategy for having a workplace free of SEAH. If using the Bystander Intervention session from Module 2 as part of the training, inform participants that you will also be discussing prevention strategies with them later in the training.

<p><b>Slide: Scenario 2: Debrief</b></p>  <p>Session 4 //</p> <p><b>Scenario 2: Debrief</b></p> <p>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.</p>		<p><b>Scenario 2 Debrief:</b></p> <p><b>Facilitator's note:</b></p> <ul style="list-style-type: none"> <li>• Core principle violations—3,4,5</li> <li>• This is sexual exploitation where program participants have to exchange sex for something. In this case, it is food aid being provided by the organization. (#3)</li> <li>• Staff are also required to report SEA concerns or suspicions involving staff at other NGOs. (#5)</li> <li>• Staff who attempt to have sex with beneficiaries are also in violation of #4.</li> <li>• Staff should report their concern to their supervisor, any established Focal Point or other established mechanisms within the organization (such as an anonymous Ethics reporting line or a trusted, senior manager). It becomes the responsibility of those in charge of the reporting system to contact the other NGO about the concern. (#5) Later in this session will learn more about the organizational reporting systems and the different ways you can report.</li> </ul>
<p><b>Slide: Scenario 3: Debrief</b></p>  <p>Session 4 //</p> <p><b>Scenario 3: Debrief</b></p> <p>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.</p>		<p><b>Scenario 3 Debrief:</b></p> <p><b>Facilitator's note:</b></p> <ul style="list-style-type: none"> <li>• Core principle violations, #6. This is sexual harassment</li> <li>• If the personal emails are of a sexual nature, including unwanted advances and repeated requests for dinners or dates, this is sexual harassment. If these are annoying texts, not of a sexual nature, they are bothersome and not appropriate, but they are not considered a violation of the Six Principles.</li> <li>• We would hope that Abid would feel comfortable and confident in his internal reporting system and that he would report his concern to his supervisor, Focal Point, or internal reporting mechanism.</li> <li>• Abid could tell his colleague to stop sending the texts, but this is not required. It is not uncommon for staff to feel uncomfortable confronting these situations directly. Abid can have her supervisor or Focal Point handle this.</li> <li>• If her colleague is in a position of power, it might be very difficult for him to report. Ask why this might be the case.</li> <li>• If the conduct is of a sexual nature, the perpetrator has also violated their obligation to create and maintain an environment that prevents sexual exploitation and abuse. The perpetrator is at fault, even if they did not intend to harass, if the receiver of the behavior perceives the behavior as uninvited advances. The received perception is viewed through the lens of a reasonable person who has a similar background and identity and is in a similar situation as the receiver.</li> </ul>



		<ul style="list-style-type: none"> <li>For the advances to be “unwanted” a person does not have to say the words “no” or “stop” because we know these situations often occur with people in positions of power, and it is difficult to outright say “no.” Instead, we look at whether the response from the person was “inviting” the conduct to continue. Here, Abid did not respond to the texts, demonstrating that he was not interested.</li> </ul>
<p><b>Slide: Scenario 4: Debrief</b></p>  <p>Session 4 //</p> <p><b>Scenario 4: Debrief</b></p> <p>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.</p>		<p><b>Scenario 4 Debrief:</b></p> <p><b>Facilitator's note:</b></p> <ul style="list-style-type: none"> <li>Core principle violations—2,3</li> <li>This is child sexual abuse because Arafa is a minor. Any sexual activity with a child (under the age of 18, regardless of the age of consent locally) is sexual abuse. Mistaken belief regarding the age of a child is not a defense. (#2)</li> <li>Offering money to pay for school fees is also a violation of the principles. (#3) Even if the NGO worker did not pay for any school fees, this is still abuse.</li> </ul>
<p><b>Slide: Scenario 5: Debrief</b></p>  <p>Session 4 //</p> <p><b>Scenario 5: Debrief</b></p> <p>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.</p>		<p><b>Scenario 5 Debrief</b></p> <p><b>Facilitator's note:</b></p> <p>Core principle violation - 4</p> <p>Paul is using his position in the organization for sexual purposes. He has access to telephone numbers only because of his position at the NGO. He could not access the numbers in the database without his position. He is using his position to call women for dates, and further tries to use the influence of his position as an H.R. officer to get dates.</p>

<p><b>Slide: Scenario 6: Debrief</b></p>  <p>Session 4 // <b>Scenario 6: Debrief</b></p> <p>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.</p>		<p><b>Scenario 6 Debrief:</b></p> <p><b>Facilitator's note:</b></p> <ul style="list-style-type: none"> <li>• Core principle violation—6. This behavior is sexual harassment because it is of a sexual nature, and it is unwelcome and offensive behavior to some of the staff.</li> <li>• Jorge has violated his obligation to create and maintain an environment that prevents sexual exploitation and abuse. Telling offensive jokes of a sexual nature is inappropriate in the work setting.</li> <li>• Even if some staff are not bothered by this behavior, it is offensive behavior to others and considered sexual harassment.</li> <li>• Staff also need to be very careful when telling jokes, whether of a sexual nature or not, so as not to offend staff of different abilities, religions, genders or disabilities for example. Even if staff are not the direct targets of the sexual jokes, if such sexualized conversations bother staff, they have a right to report the behavior and expect the behavior to stop.</li> </ul>
<p><b>Slide: Scenario 7: Debrief</b></p>  <p>Session 4 // <b>Scenario 7: Debrief</b></p> <p>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.</p>		<p><b>Scenario 7 Debrief:</b></p> <p><b>Facilitator's note:</b></p> <ul style="list-style-type: none"> <li>• This is a case of sexual abuse; however, because the perpetrator is not an NGO worker, this is not a case of a violation of the organization's Code of Conduct.</li> <li>• Oury should still report this to her supervisor, but the case would be handled by a Gender-Based Violence (GBV) professional.</li> <li>• Cases of sexual exploitation and abuse that happen between community members are handled in accordance with GBV protection protocols.</li> </ul>
<p><b>Session 4: Wrapping Up</b></p>  <p>Session 4 // <b>Wrapping Up</b></p> <p><b>Recognizing Prohibited Conduct and Suspicious Behavior:</b> It is our duty to uphold the highest standards of conduct and treat everyone with respect.</p>		<p><b>Conclude the session. Duration: 2-5 minutes depending on time remaining from scenario debrief</b></p> <p>Time permitting, go over any questions from the Parking Lot or tell participants you will make yourself available to respond to the questions after the session is over as needed.</p>

		<p><b>Facilitator says:</b></p> <p>Thank you all for your active participation in today's training. We hope you learned a lot and took away the key concepts that SEA is linked to an abuse of power. As staff in the international development/humanitarian aid sector it is our duty to uphold the highest standards of conduct and to treat everyone with respect.</p>
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## Session Five: The Reporting Process

Duration: 120 minutes

Session Objective:

- Define the key principles and elements of a good SEA internal reporting system and describe their own organization's reporting system.

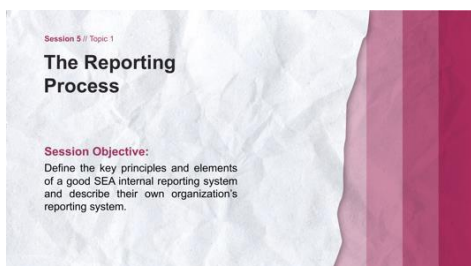
### Topic One: Key Principles of a Reporting System

Duration: 15 minutes

Learning Objectives:

- Define the key principles and elements of a good organizational SEA internal reporting system

#### Slide: Session 5: The Reporting Process



Duration for this slide/activity: 20 minutes

Facilitator says:

We know from the Modules on Standards of Conduct that we can identify what sexual exploitation and abuse, and harassment looks like and understand our obligations to report it. But how do we report it? What happens to our reports? These are important questions you may have, and this session will help you understand the reporting system in the organization.

Remember, we are talking about ways for you to report sexual exploitation and abuse when you have reasonable suspicions that it is happening, you become aware of it or are told about it.

This session only focuses on our duty to report, and to understand how those reports are handled by the organization. We are not discussing any reporting mechanisms that may be available in the community: only about how YOU can report and what happens with your report.

Before we dive deeper into the details, let's see if we can first identify some of the key principles that are important when creating and operating an internal staff reporting system.



Session 5 // Topic 1

## What are the Key Principles of a Good Report Handling System

### Activity:

Brainstorm and record your answers.

Session 5 // Topic 1

## Key Principles of a Good Reporting System

- Confidentiality
- Transparency
- Accessible
- Independence
- Impartiality
- Integrity
- Timelines
- Survivor-centered
- Accountable
- Thorough
- Safety/Security
- Well-being
- Objectivity



### Facilitator says:

*What are the key principles of a good internal report handling system?*

Record the answers on a flipchart paper. If people seem stuck, you can start the list by writing one or two ideas down.

Expect answers that are included below, with notes about why they are important. (Show slide while you go over the principles.) You may get different answers or terms, but most of the concepts covered below will be raised. As the facilitator, be sure to summarize and reinforce all of the points raised by participants, highlighting the concepts below. Keep in mind that these principles apply to the entire report handling system - from receiving reports in the field, to escalating to senior managers, to investigation of allegations of misconduct by the appropriate internal or external staff.

**Confidentiality:** (of the details) Reporters need to be confident that their reports don't become gossip in the organization and the community and that reports are only shared with those who "need to know" or are directly involved in reviewing the report and conducting any investigations. Confidentiality is not about shaming a survivor for raising the issues OR to cover up wrongdoing by staff. The purpose is to protect individuals involved from potential retaliation or other harms, as well as ensuring that a survivor has the opportunity to tell those around them if/when they want to and not to have it done for them.

**Transparency:** (of the process) Staff should know generally who is involved in the process, some general principles of how reports are treated, and what are the basic steps of the process. This is complementary, not contradictory to confidentiality. There should be transparency about the general process, and confidentiality of the specific details and reports.

**Process is well known/accessible:** The reporting mechanism and process should be discussed and well posted so that people know where to report. It should include means for reporting for all staff, including volunteers and those not assigned computers or phones.

**Independence:** A reporting process should have a degree of independence. If your supervisor is the subject of the report, you should never have to report to them, and that person, or anyone else who could be implicated by the report, should not be involved in the handling of your report. There should be some level of independence of those investigating the allegations from those involved in the allegation.

		<p><b>Impartiality:</b> A reporting system does not prejudge reports, either putting them aside as not possibly being true or treating the report as absolute truth. A good reporting system receives all reports and escalates to the appropriate person to evaluate and review objectively and investigate when needed.</p> <p><b>Integrity:</b> The system is operated in a way that consistently maintains the other principles (like confidentiality and impartiality) and does not change depending on who files a report or who is the subject of the report. That means reports against the Head of Office are taken as seriously and investigated as promptly as a report against a lower-level staff member.</p> <p><b>Timeliness:</b> Because reports involve sensitive issues and often matters of physical and/or emotional harm, the reports must be addressed and resolved as quickly as possible. Support service referrals for survivors are provided as soon as possible and are not dependent on the finalization of the investigation process.</p> <p><b>Survivor-centered:</b> The system ensures that a survivor's needs, wishes and safety concerns are considered during the reporting and investigation process. A survivor can decide what sort of support services they need (medical, legal, psycho-social) and how they want to participate in an investigation process. That means having mapped-out referral services in advance of any reports, available in the language of the survivor.</p> <p><b>Accountable:</b> A reporting system may need to be accountable to donors (and require informing donors of reports received and how they are handled), as well as to national authorities, reporting certain conduct to law enforcement when mandated by local law (such as when there may be child survivors of criminal abuse).</p> <p><b>Thorough:</b> A good reporting system will be thorough in seeking to understand the nature and circumstances of events in the report, and conduct investigations when necessary</p>
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		<p><b>Safety, security and well-being:</b> Safety, security and well-being should be considered in how a report is received and for all persons. It requires consistently addressing any risks to people involved in the report, from survivors to witnesses to community members to staff and the subject of the allegations.</p> <p><b>Objectivity:</b> This overlaps with impartiality. When reviewing and investigating a report, the people involved must look for all available evidence, both in favor and against the reporter, and both in favor and against the subject of the allegations.</p>
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**Language Note:** Concepts and principles can always be tricky to translate across language and culture. It is less important that you use specific terms listed here than a good translation of the description of the identified term. Ask participants for multiple different words that could define the concepts, in both dominant and non-dominant languages.



**Online Delivery:** Consider using the whiteboard feature on your remote platform to collect answers. You could have people speak up directly. If people are not active, you could try asking people to type answers into the chat box and have the producer capture those answers on the whiteboard. The producer could also type directly into a Document program in larger type and share the screen. Once people share in writing, you can ask people to volunteer to explain their answers. Another option could be to use the free tool of Mentimeter.com, which allows you to ask the survey question "What are the key principles to a good internal report handling system?" and have the participants' answers appear in a word cloud. You can invite participants to explain the terms they used.

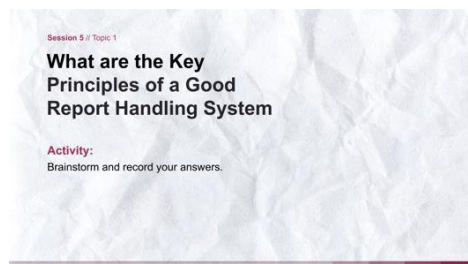
## Topic Two: Key Elements of a Good Reporting System

**Duration:** 45 minutes

**NOTE:** There are two options for delivering this session.

**OPTION 1:** Provides guidance on tailoring the activity for an individual organizational reporting system.

**OPTION 2:** Provides guidance for delivering to small organizations that may be working on strengthening their internal report handling system.



### OPTION 1

**Slide/Activity:** The 5Ws and the 1H of an Internal Reporting System



**Participants work on Handout 5**

### STEP 1

### OPTION 1

#### Facilitator's note:

This exercise requires advance preparation and producing customized handouts and tools based on the organization's policies and procedures.

The goal of this exercise is for staff to understand the basic steps in the organization report handling system. It is optimal for organizations with a well-developed and documented reporting system.




#### PREPARATION





**STEP 1.** Review the organization's policy and/or procedures on reporting staff misconduct, and any specialized policies or procedures on reporting sexual exploitation and abuse. Sometimes these are called "Whistleblowing Policies" or "Complaint Handling Procedures." Be sure to find the ones that address SEA complaints, and not general human resource grievances on interpersonal conflict in the workplace. Using the following categories and prompting questions, copy and paste the relevant sections into a new document that you will use as a handout for this session or paraphrase the answers from the policy (ideally, in one or two sentences). Example answers are included below for guidance, but be sure to complete it based on the organization's reporting system. If the policy or procedures cannot answer one of the prompting questions, leave it off the list. This list is also included in the annex as Handout Five: The 5Ws and 1H of an Internal Reporting System.



		<p><b>1) Who</b></p> <ul style="list-style-type: none"> <li>– <b>has an obligation to report knowledge or suspicions of sexual exploitation and abuse?</b> (For example, all staff, board members and staff have an obligation to report SEA.)</li> <li>– <b>has ultimate responsibility for oversight of the report handling process?</b> (For example, H.Q. Department, such as the President or H.R. or Ethics or Legal has the ultimate responsibility for oversight of the report handling process.)</li> <li>– <b>conducts the investigations?</b> (For example, the H.Q. team responsible for oversight of the investigation assigns an independent internal or external investigator.)</li> <li>– <b>reaches conclusions and imposes disciplinary sanctions?</b> (For example, the most senior manager of the staff accused of wrongdoing makes decisions about disciplinary sanctions, with the input of H.R., Legal and/or Ethics.)</li> <li>– <b>else should be notified about the allegations and who should notify them?</b> (For example, donors may need to be notified of allegations of SEA. Donor notification is handled by the H.Q. team responsible for investigation oversight. When there are mandatory reporting obligations for child abuse under national law, the Country Director should confer with Legal on that process.)</li> </ul> <p><b>2) What?</b></p> <ul style="list-style-type: none"> <li>– <b>happens after a report is filed? What are the first steps in handling the report?</b> (For example, after a report is filed locally, it must be escalated to the responsible H.Q. department for review and guidance. That team will assess the report and determine next steps. If the allegations involve a member of the Executive Team, the Board of Directors will be informed.)</li> <li>– <b>happens if the report involves staff from another agency?</b> (For example, after the report is escalated to the responsible H.Q. Department, it will be referred to the agency involved, in consultation with the country team.)</li> <li>– <b>are the key principles used in handling the report?</b> (For example, all reports are handled with the principles of Confidentiality, Independence, Timeliness, Integrity and being Survivor-Centered.)</li> <li>– <b>are the reporter's responsibilities after reporting?</b> (For example, all staff should maintain confidentiality of their involvement in the investigation process and what they discuss with investigators. Staff should</li> </ul>
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		<p>never investigate themselves, but should report through an appropriate channel.)</p> <ul style="list-style-type: none"> <li>- <b>are the key steps in the investigation process?</b> (For example, if the report is filed in country, it must be escalated to the responsible H.Q. team for oversight and review. The allegation is reviewed to determine if more information is needed or whether there is sufficient information of a potential SEA violation to begin an investigation. An investigation team is formed and managed by the senior manager in country. The investigation is conducted by reviewing documents and having interviews with reporters, witnesses, and the subject of allegations. Investigators make factual findings on what happened, and the senior manager decides whether those facts are a policy violation and appropriate disciplinary sanctions, in consultation with H.R., Legal, or Ethics. Improvements to training and procedures are identified to minimize occurrence of future allegations and/or incidents.)</li> </ul> <p><b>3) When?</b></p> <ul style="list-style-type: none"> <li>- <b>should you make a report?</b> (For example, you should make a report as soon as you become aware of facts that cause you to believe there may be a violation of SEA standards.)</li> <li>- <b>are there any time limits for making a report?</b> (For example, there are no time limits to making a report.)</li> </ul> <p><b>4) Where (or to whom?)</b></p> <ul style="list-style-type: none"> <li>- <b>does a staff member make an initial report?</b> <b>(Be sure to include all options.)</b> (For example, staff can report to their supervisor, their H.R. representative, a senior member of in-country management or to an anonymous hotline (via, web, email, or phone), whichever is most comfortable and where the staff member feels most confident in the response. Staff are not required to report to a person who is the subject of the allegation and should identify the alternative reporting channel.)</li> </ul> <p><b>5) How (are people protected?)</b></p> <ul style="list-style-type: none"> <li>- <b>is a staff reporter protected after filing a report?</b> (For example, staff cannot be retaliated against for filing a report or participating in an investigation. Retaliation includes having employment terminated, being demoted, or otherwise being discriminated against in the course of work duties.)</li> <li>- <b>are survivors supported/protected in the reporting and investigation process?</b> (For example, survivors are entitled to referrals to support services for medical, psycho- social or legal support as soon as reports are made, and they are not dependent on the outcome of the</li> </ul>
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<p>Participants work on Handout 5 STEP 2</p> <p>Participant work on Handout 5 STEP 3</p> <p>Participants work on Handout Six STEP 4</p>	  	<p>investigation. Any investigation will be carried out in a way that does not put the survivor at further risk of harm, or such risks are significantly mitigated).</p> <p><b>6) Why?</b></p> <ul style="list-style-type: none"> <li>– <b>do we have a reporting process? (TIP: Look in the purpose or objective section of the policy that expresses the importance of the policy)</b> (For example, our organization values the safety and dignity of our staff and the communities we support and we expect staff to adhere to the highest standards of professional conduct. We have a reporting process to ensure that if any staff violate these principles, we can hold them accountable and stop harmful behavior.)</li> </ul> <p><b>STEP 2.</b> Prepare a document that lists out all the answers to the questions, in 14 -16 pt. font for easier reading. Making sure each answer is a separate paragraph. Cut out each answer and mix up their order in a pile.</p> <p><b>STEP 3:</b> Prepare six different flip chart sheets. At the top should be the title of the category (Who, What, When, Where, How and Why). Draw a line down the center. On the left side, write the prompting questions. During the training, you will randomly distribute the cut-out answers to small groups, and they will be responsible for taping up on the right side of the flipchart paper, matching their answer to the appropriate question.</p> <p><b>STEP 4:</b> Complete the blank flowchart in <u>Handout Six: Example of a Reporting Flow Chart</u>, inserting relevant answers for the organization. If your organization already has a flowchart with sufficient detail, print that out and be prepared to share it.</p> <p><b>DURING THE TRAINING:</b> 45 minutes</p> <p><b>Facilitator's note:</b></p> <p>Tape the six flipchart papers with the titles (Who, What, When, Where, Why and How) around the room just as you are beginning the activity, with the help of a colleague, if possible. Be sure to have as many as three rolls of tape handy for each of the three groups.</p> <p><b>Facilitator says:</b></p> <p>Now that we have identified some key principles for a good report handling system, let's explore in more detail what the reporting process looks like in this organization and see how those principles show up.</p>
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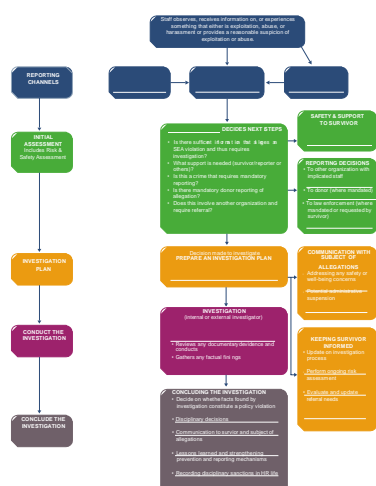
		<p>Let's divide into 3 equal groups (grouping by seated areas). As you can see around the room, I have hung six different sheets, with the 5 Ws and 1 H of a basic reporting system: Who, What, When, Where, Why and How. Under each of those categories, you will see prompting questions, like "Who has an obligation to report?" and Where do you file a report?"</p> <p>I will now pass out 5-6 statements for each group, in random order, that contain the answers to all the questions on the sheets. Each group will tape their answer in the right-hand column, next to the question in the left-hand column. As a group, we are piecing together the key elements of the organization's reporting system. As you do so, keep in mind how these elements also relate back to some of the Key Principles of a Reporting System on our first flip chart sheet.</p> <p>Let's take 10-15 minutes to put your pieces in their correct spots, and then we can review together the whole process.</p> <p> <b>Facilitator says:</b></p> <p>Let's come back together to review the reporting process. Let's answer each of the questions under each of the Categories, starting with "Who." I would ask a representative from the group who posted the answer to share it and add any comments or observations, especially on how it might relate to one of our key principles.</p> <p> <b>Facilitator's note:</b></p> <p>A de-briefing on the 5Ws and 1H should take approximately 20 minutes. As a summary to this exercise, once you have gone through all the categories, distribute the <u><a href="#">Handout Six, Worksheet 2: Example of a Flow Chart</a></u>, that you have already completed for the organization in Step 4 of Preparation. You can also use the Organizational Reporting Flow Chart if they have one.</p> <p> <b>Facilitator says:</b></p> <p>To make this process even easier to understand, let's review this flowchart together, which shows where to report, who is involved in the process and the basic steps.</p> <p> <b>Facilitator's note:</b></p> <p><b>Be sure to make use of your Parking Lot!</b> You may get very specific questions on reporting and investigations for which you may not have the answers. That's okay - you should never try to answer a question you are unsure of. Mark the question on the Parking Lot and refer it to the proper person who can provide an answer. Be sure that you, or the person responsible for the answer, does share it back to all participants through some form of communication. Also, be sure to add it to an FAQ sheet for the organization.</p>
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**Online Delivery:** Considering your available remote training platform and technology available, think about the best ways to complete this activity in small groups. 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/Worksheet Five: The 5 Ws and 1H of Reporting Systems 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 into a Virtual Sticky Note) to the Master Document showing all the categories. Debrief in the large group as described above. Also consider screen sharing of the completed flow chart in Handout/Worksheet Six: Example Flow Chart or the organization's own reporting flow chart.

**HANDOUT:**  
**OPTION 2: Handout 6 Worksheet Two:**  
**Example Flow Chart**



**OPTION 2**

**Facilitator's note:** This exercise requires some advance preparation and some knowledge of the organization's internal reporting system, in practice, even if it is not fully documented.


The goal of this exercise is for staff in smaller organizations to understand the basic steps in the organization report handling system, to be able to identify the responsible persons in different steps, and to identify any gaps that can be addressed. It is optimal for organizations with the beginnings of an internal reporting system that want to ensure that they have met some minimum requirements, in relation to their size and scope.

**PREPARATION**

Review the organization's policy (or procedures) on reporting staff misconduct and any specialized policies or procedures on reporting sexual exploitation, abuse and harassment. Sometimes these are called "Whistleblowing Policies" or "Complaint Handling Procedures" or are embedded in Employee Handbooks. Be sure to find the ones that address SEAH complaints and not general human resource grievances on interpersonal conflict in the workplace. Based on the available resources and/or knowledge you have of practice, you should try to complete the blanks in Part 2 of *Handout Six, Worksheet 2: Example Flow Chart*. Even if you can't complete all the parts, it will give you a good sense of how developed the organization's procedures are and the gaps.

If you are unable to obtain written materials or the organization has not formalized the process, this is an opportunity to guide the organization along the key steps of an internal reporting process and help them think through the responsible persons for the different steps.

	<div data-bbox="726 414 769 452"></div> <div data-bbox="730 656 766 703"></div> <div data-bbox="726 835 769 873"></div> <div data-bbox="730 1149 766 1196"></div> <div data-bbox="726 1503 769 1541"></div>	<p><b>DURING THE TRAINING</b></p> <p><b>Facilitator says:</b></p> <p>We are going to review an example flow chart on best practices of an internal report handling system. After that, we will distribute a flowchart for you to complete based on your current policies and procedures, in order to understand how it currently works and where there could be improvement.</p> <p><b>Facilitator's note:</b></p> <p>Review steps in the flow chart for about 20 minutes.</p> <p>Then distribute any organizational reporting procedures for reference.</p> <p><b>Facilitator says:</b></p> <p>Let's break into small groups. (NOTE: Groups can be between 3-5 people, depending on the overall group size).</p> <p>Let's take 20 minutes in groups to fill out the second part of the Handout that has blanks in the flowchart for the different responsibilities. If you are unsure of an answer you can leave it blank and discuss it in the larger group. If it is not specified in your procedures, but you think you know the answer, include it, but note that it is not in writing.</p> <p><b>Facilitator's note:</b></p> <p>If the organization has any type of written procedures, have the participants refer to them to complete the chart. If there is a "practice" that is known but not officially documented, they can use that, too. Note to participants that this may be a good opportunity to use the flowchart to help formally document their procedures.</p> <p>During the debriefing sessions, be sure to show the flowchart document on the screen, and input answers from the group as they go along.</p> <p><b>Facilitator says:</b></p> <p>Let's come back into the larger group and compare notes across our flow charts. Can one group get us started and identify the different reporting methods? Do any other groups have something different to add?</p>
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		<p><b>Facilitator's note:</b></p> <p>Record the group's answers and move through the next steps (Initial Assessment, Investigation Plan, Conducting the Investigation and Concluding the Investigation) having different groups lead on each step, and asking other groups to share any different answers.</p> <p>Let participants themselves exchange discussion on why something is or is not appropriate to include. Where there is disagreement or confusion as to what is the best answer, remind participants to view the questions through one of the Key Principles of reporting systems that were discussed, to help find a good answer. Keep in mind that there are rarely "wrong" answers to such questions, but there are answers that may be "better" than others, when guided by these principles.</p> <p><b><u>Key Principles (for reference)</u></b></p> <p><b>Confidentiality (of the details):</b> Reporters need to be confident that their reports don't become gossip in the organization and the community, and that reports are only shared with those who "need to know" or are directly involved in reviewing the report and conducting any investigations.</p> <p><b>Transparency (of the process):</b> Staff should know generally who is involved in the process, some general principles of how reports are treated and what are the basic steps of the process. This is complementary, not contradictory to confidentiality. There should be transparency about the general process, and confidentiality of the specific details and reports.</p> <p><b>Process is well known/accessible:</b> The reporting mechanism for staff and the entire process should be discussed and well posted so that people know where to report, and it should include means for reporting for all staff, including volunteers and those not assigned computers or phones, as well as anonymous options and in local languages that they understand.</p> <p><b>Independence:</b> A reporting process should have a degree of independence. If your supervisor is the subject of the report, you should never have to report to them, and that person should not be involved in the handling of your report. There should be some level of independence of those investigating and making decisions on the allegations from those involved in the allegation.</p>
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		<p><b>Impartiality:</b> A reporting system does not prejudge reports, either putting them aside as not possibly being true or treating the report as absolute truth. A good reporting system receives all reports and escalates to the appropriate person to evaluate and review objectively, and investigate when needed.</p> <p><b>Integrity:</b> The system is operated in a way that consistently maintains the other principles (like confidentiality, impartiality) and does not change depending on who files a report or who is the subject of the report.</p> <p><b>Safety, security and well-being:</b> Safety, security and well-being are considered in how a report is received and for all persons. It requires consistently addressing any risks to people involved in the report, from survivors to witnesses to community members to staff and the subject of the allegations.</p>
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**Online Delivery:** Considering your available remote training platform, and technology available, think about the best ways to complete this activity in small groups. Consider distributing electronic copies of any organizational reporting procedures, along with a copy of *Handout Six, Worksheet 2: Example Flow Chart* in a shared Document (in Teams or Google Docs), with an individual copy for each group. After reviewing the Example Flow Chart in Part 1 of the Handout, divide people into breakout rooms and have each group complete Part 2 by filling in the blanks on each line with the responsible person. When returning to the large group, have the producer share a screen with Part 2 of the Worksheet, and fill in the blanks with answers from the group, with discussion tips noted above.



## Topic Three: Barriers to Reporting and Solutions to Overcome Barriers

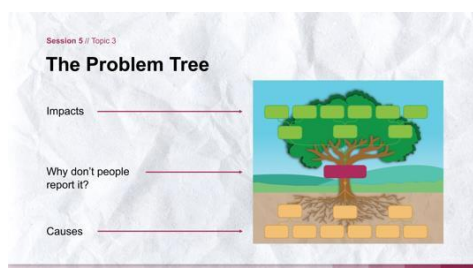
**Duration: 60 minutes**

### Learning Objectives:

- Identify the common reasons why people don't report and the impacts of not reporting
- Identify some workable solutions in reporting systems to overcoming reporting barriers



### Slide: The Problem Tree



Design your own tree:

Roots = causes

Leaves = impacts

Group 1: Reasons women do not report

Group 2: Reasons men do not report

Group 3: Reasons children do not report

Group 4: Reasons disabled people do not report

Group 5: Reasons the elderly do not report



**Duration for this slide/activity: 20 minutes**



### Facilitator says:

We will now be exploring some of the reasons why people do not report when they have experienced SEA by creating a "problem tree."

Each group is going to design their own tree—the trunk of the tree is the "problem"—people not reporting SEA violations. At the "roots" are the causes: Why do people not report? The "leaves" are the impacts: What happens when people don't report?



### Facilitator's note:





Prepare an example tree to show the group. Next, divide participants into smaller groups of four to five people each by counting off 1-5, or some other creative grouping method such as birthday month, height, favorite season, etc. Assign each group one of the following:


1. Reasons women do not report
2. Reasons men do not report
3. Reasons children do not report
4. Reasons people with disabilities do not report
5. Reasons the elderly do not report









Give each group a piece of flipchart paper and markers and tell them they have 15 minutes to create their tree/document their responses.

Groups may wish to select one person to report back to the larger group but everyone is welcome to contribute.


Circulate the room as participants are working to ensure everyone is on track and to respond to any questions. Provide a 5- and 2-minute warning before the time is up. Call everyone back together and ask the groups to report out one by one for about 5 minutes each.

<p><b>Debrief: Reasons women do not report debrief</b></p>  <p>Why don't <b>women</b> report?</p>	  	<p><b>Duration for this slide/activity:</b> 5 minutes</p> <p><b>Facilitator says:</b></p> <p>Would <b>Group One: Reasons women do not report</b>, please present their tree to everyone?</p> <p><b>Facilitator's note:</b></p> <p>Give the group 1 to 5 minutes to share their problem tree causes and impacts. Group One does not have to cover all of the causes and impacts, but by the end of the report with Group Five all of these reasons should be covered.</p> <p>We know that many of the items on Group One's list here will also be discussed by the other groups. Items on other lists could also appear here. The goal is to identify both the common, overlapping issues, and ones that could be more specific to certain groups.</p> <p><u>Reasons for not reporting:</u></p> <ul style="list-style-type: none"> <li>• Fear of reprisal or other consequences</li> <li>• Fear of not being taken seriously</li> <li>• Fear of senior official and/or expatriate staff member</li> <li>• Fear of "getting it wrong"</li> <li>• Fear that resources from the NGO will be cut off</li> <li>• Fear of losing job</li> <li>• Not seen as acceptable practice in country/region (for example, women are blamed in such situations because they are not "acting properly")</li> <li>• Not seen as acceptable to challenge those in authority</li> <li>• Lack of knowledge of reporting process</li> <li>• Lack of understanding of what kind of "proof" is necessary to support (NOTE: Only reasonable suspicions and concerns supported by observable actions or statements)</li> <li>• Belief that nothing will change</li> <li>• Shame and stigma</li> </ul>
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		<p><u>Impacts of not reporting:</u></p> <ul style="list-style-type: none"> <li>• SEA continues/ more people are harmed</li> <li>• Unable to identify perpetrators</li> <li>• Survivors do not get the support and services they need and deserve</li> <li>• Survivors suffering from depression, stress, and trauma may turn to negative coping mechanisms (self-harm, drug/alcohol addiction, hurting others)</li> <li>• Perpetrators feel like they can act without consequences and do even greater harm</li> <li>• Communities lose confidence in the NGO and stop cooperating</li> <li>• Communities become angry at the NGO and take matters into own hands</li> <li>• The NGO gets a bad reputation and is unable to attract good candidates or funding</li> </ul>
<p><b>Debrief: Reasons men do not report debrief</b></p> 	<p>⌚</p> <p>...</p> <p>📄</p>	<p><b>Duration for this slide/activity:</b> 5 minutes</p> <p><b>Facilitator says:</b></p> <p>Would <b>Group Two: Reasons men do not report</b>, please present their tree to everyone?</p> <p><b>Facilitator's note:</b></p> <p>Give Group Two about 5 minutes to share their problem tree. In addition to the items covered by Group One, ensure the following ideas are covered:</p> <ul style="list-style-type: none"> <li>• Stigma around masculinity norms and SEA</li> <li>• Belief that men cannot experience SEA</li> </ul>

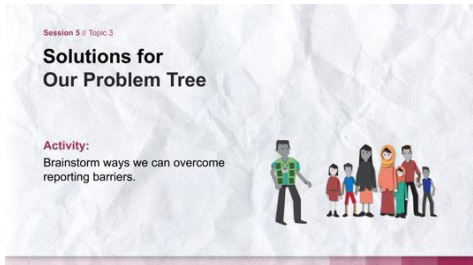
<p><b>Debrief: Reasons children do not report</b> debrief</p>  <p>Why don't <b>children</b> report?</p>	  	<p><b>Duration for this slide/activity:</b> 5 minutes</p> <p><b>Facilitator says:</b></p> <p>Would <b>Group Three: Reasons children do not report</b>, please present their tree to everyone?</p> <p><b>Facilitator's note:</b></p> <p>Give Group Three about 5 minutes to share their problem tree and ensure the following additional ideas are covered:</p> <ul style="list-style-type: none"> <li>• Afraid they will not be believed</li> <li>• Afraid they will be killed or hurt if they tell</li> <li>• Afraid they will be taken away from families</li> <li>• Not able to explain/articulate the sexual abuse</li> <li>• Concern that their families will be hurt</li> <li>• Belief that the behavior is not abuse and is normalized</li> <li>• The abuser will be sent to prison, fired or killed</li> <li>• Feeling they are bad and it is their fault</li> <li>• Will not receive presents, money, or food that they or their family depend on</li> <li>• Afraid to upset their parents/caregivers</li> <li>• Literacy issues, unable to report through the mechanisms that are available</li> </ul>
<p><b>Debrief: Reasons people with disabilities do not report</b> debrief</p>  <p>Why don't <b>disabled people</b> report?</p>	  	<p><b>Duration for this slide/activity:</b> 5 minutes</p> <p><b>Facilitator says:</b></p> <p>Would <b>Group Four: Reasons people with disabilities do not report</b>, please present their tree to everyone?</p> <p><b>Facilitator's note:</b></p> <p>Give Group Four about 5 minutes to share any items that have not been discussed yet that appear on their problem tree and ensure the following ideas are covered:</p> <ul style="list-style-type: none"> <li>• Lack of access to reporting mechanisms</li> <li>• Physically or mentally unable to report</li> <li>• Likely had less access to education and less likely to have learned the dominant language if from a marginalized language group</li> <li>• The myth that no one would sexually abuse someone who is disabled. In fact, often people living with disabilities are more likely to experience SEA for the following reasons: <ul style="list-style-type: none"> <li>- Socially and physically isolated</li> <li>- Excluded from main groups</li> <li>- Dependency on others for survival</li> </ul> </li> </ul>



<p><b>Debrief: Reasons the elderly do not report</b> debrief</p>  <p>Session 5 // Topic 3</p> <p><b>Why don't elderly people report?</b></p>	<p>⌚</p> <p>...</p> <p>📄</p>	<p><b>Duration for this slide/activity:</b> 5 minutes</p> <p><b>Facilitator says:</b></p> <p>Would <b>Group Five: Reasons the elderly do not report</b>, please present their tree to everyone?</p> <p><b>Facilitator's note:</b></p> <p>Give Group F about 5 minutes to <u>share any items that have not been discussed yet</u> that appear on their problem tree and ensure the following ideas are covered:</p> <ul style="list-style-type: none"> <li>• Language barrier: Elderly people may not speak the dominant language necessary to report</li> <li>• Dependency on the abuser for basic care needs</li> <li>• Fear that reporting will get them placed in an institution</li> <li>• Fear that no one would believe that someone would abuse an older person</li> <li>• Concerns that their mental capabilities will be questioned</li> </ul>
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**Online Delivery:** Consider creating a Shared Virtual Sticky Note page (Jamboard in Google or Miro in Teams) for each group. The group can use the virtual marker to “draw a tree” and use the sticky notes to write the “problems” at the root and the “impacts” at the leaves. Have the producer share the screen for each group presenting, as well as writing a compiled list of “Problems” and “Impacts” in a document for sharing in the next step.

<p><b>Slide: Solutions for our Problem Tree</b></p>  <p>Session 5 // Topic 3</p> <p><b>Solutions for Our Problem Tree</b></p> <p><b>Activity:</b> Brainstorm ways we can overcome reporting barriers.</p> <p>Brainstorm ways that we can overcome reporting barriers.</p>	<p>⌚</p> <p>...</p>	<p><b>Duration for this slide/activity:</b> 15 minutes</p> <p><b>Facilitator says:</b></p> <p>We can't talk about problems without also trying to identify some solutions.</p> <p>Let's brainstorm together some ways that we can overcome some of these barriers to reporting.</p>
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**Facilitator says:**

These are all great ideas. And I see some great concepts from strengthening reporting systems to how we receive reports. As we move into the next session, we are going to concentrate on the specific things we can do in our own work and our own roles to help remove some of these barriers. While we may not be able to improve reporting systems on our own, any of us at any time could receive a report from a community member or colleague. Our next session will look at understanding what a reporter may be going through when disclosing an incident of sexual exploitation or abuse. We will also discuss how to receive that report with empathy and without any judgment, in order to escalate to the proper person in your organization who can take appropriate actions.

- Create awareness on standards of conduct with communities and how they should expect to be treated
- Create awareness in communities and with staff on how to report and what happens with a report
- Create a safe space for people to report concerns, make them feel safe and believed when reporting
- Ensure there is a good reporting system with confidentiality
- Ensure that there are many different ways to report, especially for populations that can have challenges (low literacy, children, disabled persons)

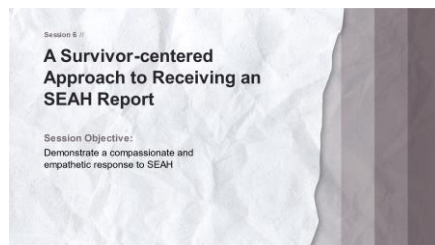
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**Online Delivery:** Have the producer share a screen showing the compiled list of identified “Problems” from the previous activity. In this large group brainstorming session, consider using a polling platform like Sli.do, which enables a “word cloud” display feature. Launch the sli.do poll of “What are some solutions to overcoming barriers to reporting?” Ask people to write things in short phrases and hit submit. The words will appear on the screen. Have the producer share a split-screen so people can see both the problems on the share document and the answers to the poll. Tell people that if they see a phrase they agree with, feel free to type the same phrase in the answer box. The more the same answer is given, the bigger the word gets.

## Session Six: A Survivor-Centered Approach to Receiving an SEAH Report

Duration: 240 minutes

**Session Objective:** Describe how to receive a report of sexual exploitation or abuse in a respectful, compassionate, and empathetic manner.



### Facilitator's Note: Being Survivor-Centered

This background note aims to assist the Facilitator in better understanding the survivor-centered approach to PSEA. It is an approach that puts the person who experienced the abuse at the center, regardless of whether they feel like a victim or a survivor when they report the abuse or seek help. The same person-centered approach will be used throughout the process, from reporting and support, to complaint management and investigation. Please note that this session will look at both SEA and SEAH. The distinction between the usage of these two acronyms and where they are mentioned is important. While this module mainly looks at PSEA and does not completely address harassment, there are instances in this session where PSEAH is applicable.

**Survivor-centered:** The concept of being survivor-centered comes from the field of programming to address gender-based violence (GBV), including sexual violence, in humanitarian settings. "The survivor-centered approach means that the survivor's rights, needs, and wishes are prioritized when coordinating, developing, and implementing GBV-related programming."<sup>1</sup>

When providing services to survivors of sexual violence and other GBV, there are five rights of survivors that are informed by the basic principles of safety, confidentiality, respect, and non-discrimination.

- To be treated with respect and dignity.
- To not experience discrimination based on gender, race, age, race, ethnicity, ability, sexual orientation, HIV status, or any other characteristic.
- To have choice in action in how to deal with the violence.
- To have privacy and confidentiality respected.
- To be provided information and have agency over decision making.

Please keep in mind that, in addition to these principles, survivors of GBV maintain the right to choose whether to report to law enforcement.

However, all humanitarian workers must report disclosures and suspicions of SEA because employers have a special obligation to ensure that their employees are not using their position to cause harm to others. Therefore, while the core survivor-centered principles should still apply to SEA cases, humanitarian workers must be clear about the limits of confidentiality—they must report the concerns to their organization to prevent further harm to the survivor and others<sup>2</sup>. Survivors will maintain the right to have support services regardless of whether they decide to participate in an organization's investigation of the alleged violation. These investigations are not criminal in nature and do not involve law enforcement but may result in the staffer's employment termination if the allegation is confirmed. If the conduct is criminal under applicable laws, a survivor is always free to pursue a criminal case and the organization will support the survivor in that process if desired.

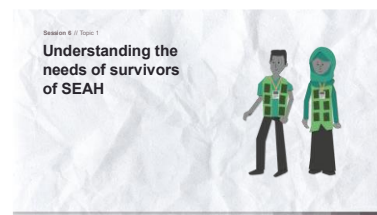
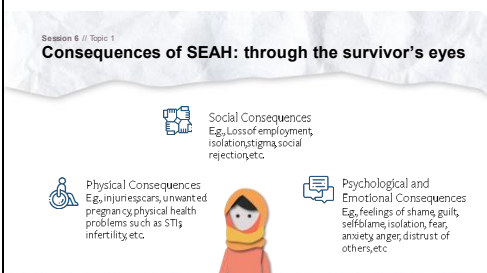
Please note that the scenarios used in the following examples do not represent the only types of cases. Both perpetrators and survivors can be of any biological sex. These scenarios are just examples and should be treated as such.

<sup>1</sup> See *Handbook for Coordinating Gender-based Violence Interventions in Emergencies, Gender-based Violence Area of Responsibility- GBV Sub Cluster/UNFPA (2019)*, pg. 18 [https://www.U.N.-org/sexualviolenceinconflict/wp-content/uploads/2019/06/report/handbook-for-coordinating-gender-based-violence-interventions-in-emergencies/Handbook\\_for\\_Coordinating\\_GB\\_V\\_in\\_Emergencies\\_fin.01.pdf](https://www.U.N.-org/sexualviolenceinconflict/wp-content/uploads/2019/06/report/handbook-for-coordinating-gender-based-violence-interventions-in-emergencies/Handbook_for_Coordinating_GB_V_in_Emergencies_fin.01.pdf)

<sup>2</sup> See *Ibid*, at P 38-39; See Also U.N. UNITED NATIONS PROTOCOL ON THE PROVISION OF ASSISTANCE TO VICTIMS OF SEXUAL EXPLOITATION AND ABUSE 12 December 2019, para 5.2 <https://reliefweb.int/sites/reliefweb.int/files/resources/76160.pdf>

**Topic One: Understanding the needs of survivors of SEAH****Duration: 80 minutes****Learning Objectives:**

- Define the impacts of SEAH on survivors.
- Understand how the survivor's experience should impact the way reports of SEAH are received.

**Slide: Consequences of SEAH: through the survivor's eyes****Duration for this slide: 15 minutes****Facilitator says:**

SEAH can have a variety of negative consequences for survivors. Some of these consequences are visible and others may be invisible.

Based on the different scenarios we have seen, can you give examples of these consequences, visible or less visible?

**Facilitator's note:**

Expect the following type of answers and ensure all types of consequences—physical, social, psychological, and emotional—are mentioned:

- Physical consequences: injuries, scars, unwanted pregnancy, physical health problems such as STIs, infertility.
- Social consequences: loss of employment, isolation, stigma, social rejection.
- Psychological or emotional consequences: feelings of shame, guilt, self-blame, isolation, fear, anxiety, anger, distrust of others.

(Please note that consequences are not limited to the examples provided.)

Once participants have mentioned examples of the consequences of these three dimensions, display the image on the slide.

**Facilitator says:**

These consequences can manifest themselves in different ways and have been observed regardless of the nature of the SEAH situation experienced. Also, each survivor has a different experience and may have different reactions.

It is essential to grasp the gravity of the consequences that sexual misconduct has on survivors and to acknowledge the feelings of survivors and understand their reactions. Indeed, being aware of the far-reaching impact of sexual misconduct will enable you to remain focused on survivor reactions and support when receiving an SEAH report.

Now, let's discuss more specifically the needs of survivors who decide to share their story to someone, and how to adequately respond to testimonials or allegations of SEAH.



**Slide: Creating empathy with survivors**

Session 6 // Topic 1

**Creating empathy with survivors**

How would being the survivor make you feel?



**Duration for this slide/activity:** 20 minutes

**Facilitator says:**

Now that you have a clearer idea of unacceptable behaviors and their consequences on survivors, let's look more in detail at how survivors, or bystanders, may feel when reporting a situation.

**Facilitator's note:**

Divide the participants into small groups of three or four people. Give each group a set of scenarios and explain what is expected from them for this activity. They will have 15 minutes to complete this activity.

- One team member will pick a scenario and read it aloud to their teammates.
- The team will discuss the following question: How would being the survivor make you feel?
- Continue until the team has reviewed and discussed all the scenarios (or as many as time allows).

Conclude the activity with a group discussion.

**Facilitator asks:**

- What was the most important thing you learned or experienced from this activity?
- How would you like to be treated by a colleague or other employee that you disclose information on SEAH to?

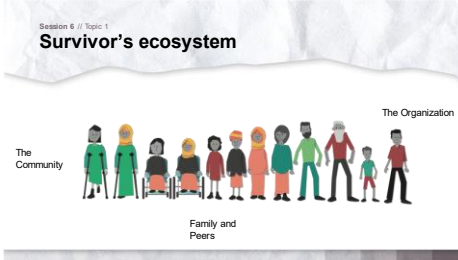
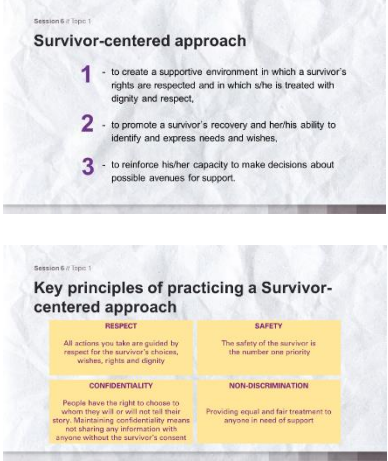
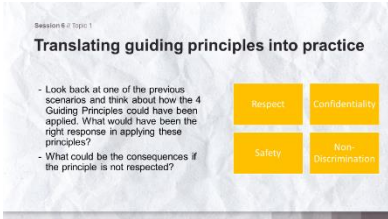
**Facilitator's note:**

Expect the following types of answers:

- Feeling listened to.
- Feeling believed.
- Feeling that s/he is not alone.
- Being reassured that s/he is not responsible for the situation.
- Hearing that s/he has nothing to be ashamed of.
- Having confidence in the person to whom s/he tells her/his story.
- Feeling that s/he has control over her/his story and over who is going to be informed about this situation or not.



**Note for Online Delivery:** Online discussions tend to take longer so you may need to add additional time for break-out sessions and large group discussions. The duration times noted for this section are based on in-person training. If this is conducted online, allow for an additional 5 minutes in the break-out groups and an additional 5 minutes in large group discussions. The **Producer** or **Facilitator** can document the conversation on an online white board, or, if not available, they can share their screen and type participant responses as they are mentioned.

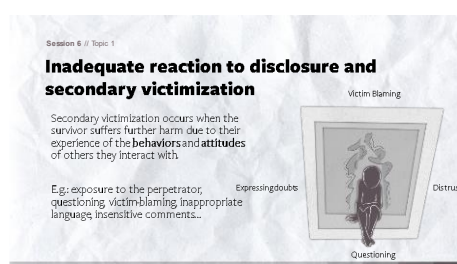
<p><b>Slide: The survivor's ecosystem</b></p> 	<p>⌚</p> <p>💬</p>	<p><b>Duration for this slide:</b> 5 minutes</p> <p><b>Facilitator says:</b> We discussed the different impacts of SEAH on survivors. It is important to keep in mind that the ecosystem of survivors includes their family, loved ones, and their community, but also the organization that works with and for them. SEAH can have far-reaching impacts, effectively disturbing the larger context around the survivor. The survivor may have lost ties with his/her community, due to stigma, rejection, or blame, as well as with his/her loved ones and family, through isolation, rejection, or disruption of family ties.</p> <p>Thus, the organization may be the only link in its ecosystem still in place. It is the responsibility of all of us, as members and staff of this organization, to ensure that the link between the survivor and the organization is not broken, and that the organization plays its role in supporting the survivor.</p>
<p><b>Slide: Survivor-centered approach</b></p> 	<p>⌚</p> <p>💬</p>	<p><b>Duration for this slide:</b> 5 minutes</p> <p><b>Facilitator says:</b> A survivor-centered approach aims to create a supportive environment in which a survivor's rights are respected and in which s/he is treated with dignity and respect. The approach helps to promote a survivor's recovery and her/his ability to identify and express their needs and wishes, as well as to reinforce his/her capacity to make decisions about possible avenues for support.</p> <p>This approach translates into four guiding principles that should be kept in mind when receiving an SEAH report.</p> <ul style="list-style-type: none"> <li>● <b>RESPECT:</b> All actions taken should be guided by respect for the survivor's choices, agency, wishes, rights, and dignity.</li> <li>● <b>CONFIDENTIALITY:</b> Maintaining confidentiality means not sharing any information with anyone without the survivor's consent. People have the right to choose whom they will or will not tell their story to.</li> <li>● <b>SAFETY:</b> The safety of the survivor is the number one priority.</li> <li>● <b>NON-DISCRIMINATION:</b> Providing equal and fair treatment to anyone in need of support is imperative.</li> </ul>
<p><b>Slide: Translating guiding principles into practice</b></p> 	<p>⌚</p> <p>💬</p> <p>📄</p>	<p><b>Duration for this slide:</b> 15 minutes</p> <p><b>Facilitator says:</b> Look back at the scenarios from the "how would being the survivor make you feel" section and now imagine "how the staff could have responded." How could the four guiding principles be applied? What would have been the right response in applying these principles?</p> <p><b>Facilitator's note:</b> Ask participants to return to their previous groups and invite them to reflect on the scenario they worked on earlier. What should the staff had done differently to reflect these principles? After 10 minutes in groups, propose to share one or two practical examples per group and provide clarifications or additions if necessary.</p>

		<p><b>Examples of applications by scenario:</b></p> <p><b>Scenario 1:</b></p> <ul style="list-style-type: none"> <li>• Allow walk-ins for individuals to make reports.</li> <li>• Do not rush the survivor and let them explain their situation with no time constraint.</li> <li>• Create an environment where the survivor feels safe disclosing confidential information in regard to the perpetrator and find solutions without risking their safety.</li> </ul> <p><b>Scenario 2:</b></p> <ul style="list-style-type: none"> <li>• Be fully attentive to the survivor while the report is being made.</li> <li>• Let the survivor know you understand the situation correctly. This can be done by repeating the case back to the survivor to let them know what you recorded. If need be, ask questions for clarification.</li> <li>• Ask how the survivor would like to handle the situation before confronting the perpetrator.</li> <li>• Make the survivor feel reassured that their case will be handled with safety and carried out in the best interest of the survivor.</li> </ul> <p><b>Scenario 3:</b></p> <ul style="list-style-type: none"> <li>• Let the survivor know that if they feel uncomfortable disclosing the report to you, there are other staff members who can handle the situation.</li> </ul>
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**Note for Online Delivery:** Online discussions tend to take longer so you may need to add additional time for break-out sessions and large group discussion. The duration times noted for this section are based on in-person training. If this is conducted online, allow for an additional 5 minutes in the break-out groups and an additional 5 minutes in large group discussions. The **Producer** or **Facilitator** can document the conversation on an online white board, or, if not available, they can share their screen and type participant responses as they are mentioned.

**Slide: Inadequate reaction to disclosure and secondary victimization**



**Duration for this slide:** 15 minutes

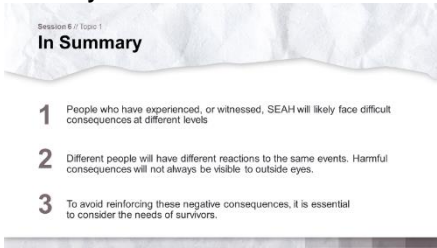
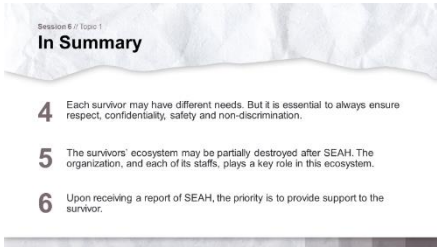
**Facilitator says:**

The four principles and the survivor-centered approach must be at the heart of our response. We have seen how they can be applied in practice and we will come back to them later. It is important to remember that if the principles are not followed, survivors could be exposed to further risks and harm.

SEAH survivors face numerous challenges upon seeking care in the aftermath of violence. When not provided the adequate response, survivors may experience secondary victimization and develop aggressive behavior themselves.

Secondary victimization occurs when the survivor suffers further harm due to their experience of the **behaviors** and **attitudes** of others they interact with. Secondary victimization may, for instance, be caused by questioning about the incident that is intended as or perceived by the survivor as "victim-blaming," such as questioning the survivor's reaction to the assault or using inappropriate language or insensitive comments. This process can **cause further trauma**, create **distrust** in **support services**, **health care professionals** and institutions, and **impact** the survivor's **help-seeking behavior**.

To prevent additional trauma in survivors of sexual violence, it is crucial as a professional to be aware of your own attitudes and behaviors towards SEAH survivors and to take a survivor-centered approach.

<p><b>Slides: In summary</b></p>  	<p>⌚</p>	<p><b>Duration for this slide:</b> 5 minutes</p> <p><u>In summary:</u></p> <ul style="list-style-type: none"> <li>• People who have experienced or witnessed SEAH will likely face difficult consequences at different levels.</li> <li>• People will have different reactions to the same events. Harmful consequences will not always be visible to outside observers.</li> <li>• To avoid reinforcing these negative consequences, it is essential to consider the needs of survivors.</li> <li>• Each survivor may have different needs, but it is essential to always ensure respect, confidentiality, safety, and non-discrimination.</li> <li>• The survivor's ecosystem may be partially destroyed after SEAH. The organization, and each of its staff, plays a key role in this ecosystem.</li> <li>• Upon receiving a report of SEAH, the priority is to provide support to the survivor.</li> </ul>
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**Topic Two: Your role in receiving reports of SEAH****Duration: 50 minutes****Learning Objectives:**

- Define staff roles and responsibilities in receiving reports of SEAH.
- Define staff limitations in receiving and handling reports.

**Slides: Roles and responsibilities**

Session 6 // Topic 2

### SEAH related roles and responsibilities

In your opinion, among the proposed actions:

- Which should be implemented by any staff receiving a report?
- Which should be implemented by SEAH teams only?
- Which ones should not be implemented?

Session 6 // Topic 2

### Roles and responsibilities of SEAH teams

1 Develop PSEA system, including prevention and formal reporting mechanisms	2 Disseminate information to communities and staff about existing mechanisms	3 Identify needed services for survivors of SEAH	4 Provide an adequate response and offer referrals to SEAH survivors, handle reports and investigate
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Session 6 // Topic 2

### SEAH related roles and responsibilities of non-specialists

1 <b>ON THE PROGRAMMING SIDE...</b> Consult with women and girls, and other vulnerable groups to SEA (e.g. children, older people, people with disabilities...) to identify and reduce relevant sector-specific SEA risks and ensure that all services do not cause any harm	2 <b>FOR ALL FRONTLINE STAFF...</b> If a survivor discloses a SEA incident to you: <ul style="list-style-type: none"> <li>Know how to <b>safely and ethically support</b> and <b>listen</b> to survivors <b>without judgment</b></li> <li><b>Report the situation</b> through formal SEA reporting mechanism</li> <li>If a <b>GBV referral pathway</b> is available, provide accurate information on the services and referral options and know how to safely refer survivors with their informed consent.</li> </ul> <i>This is the focus of this module</i>
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**Duration for this slide: 15 minutes****Facilitator says:**

Now that we have a better understanding of the impact of SEAH on survivors and their needs, we will further explore the roles and responsibilities of each in addressing SEAH situations.

We will distinguish between the role of specialized teams—SEAH focal points, investigation teams, prevention teams, GBV teams, and case managers who can provide support to survivors—and the rest of the teams in an organization, especially the frontline workers. Specialized teams are not always in place in organizations, and the way they work, including how their SEAH-related responsibilities are organized, depends on the internal functioning of each organization. In some organizations, there are full-time dedicated SEAH teams in charge of both prevention and case management. In others, staff have an additional PSEA responsibility added to their current functions and do not have any role beyond training and prevention, like being involved in investigations. Some organizations also have investigation teams, while others may request support from an external investigator, specialized in SEAH.

Although some are specialized and some are not, we all have a role to play in receiving reports. However, this role is very different depending on our profile and expertise, and it is essential to know our roles, responsibilities, and limits at each level.

Let's first explore some proposed actions to respond to the reception of a SEAH report. In groups, answer the following questions:

In your opinion, among the proposed actions:

- Which should be implemented by all staff receiving a report?
- Which should be implemented by SEAH teams only?
- Which ones should not be implemented?

You have 10 minutes to complete the group activity.

**Facilitator's Note:**

Debrief the exercise by reviewing all proposed actions:

	PSEA teams	All	To avoid
Listen to the survivor		X	
Verify the truthfulness of the facts	X		
Develop an action plan to address the survivor's needs	X		
Initiate a report to the SEAH teams		X	
Question the survivor's attitude			X
Conduct surveys in the community to identify possible SEAH situations	X		
Accompany the survivor to the hospital, police station, and other services needed	X (with informed consent only)		
Receive a report with empathy		X	
Inform the survivor about existing formal reporting mechanisms		X	
Inform the survivor of the reporting obligation and what it entails		X	
Look for witnesses	X		
Summon the alleged perpetrator	X		
Propose an amicable solution to satisfy the survivor			X
Recommend to the survivor the behaviors and attitude to follow to avoid repetition			X
Try to convince the perpetrator not to repeat such behavior			X

**Facilitator says:**


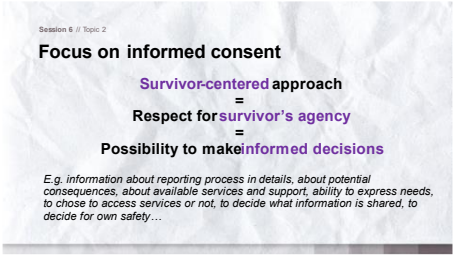

Well done. You were able to identify the differences between the role of the entire staff and the specific responsibilities of the specialized teams! Let's quickly go over the latter. Specialized SEA teams can be focal points with a prevention and case management role, but also investigation teams. These are the staff who are empowered to develop mechanisms, coordinate prevention actions, manage reporting mechanisms, and ensure the management of reported cases, such as providing support to survivors, launching investigations, or recommending sanctions and other measures following investigations.

For the rest of the staff, it is important to understand that you also have a key role in receiving reports. As field staff, you may be the only identified and accessible reporting channel for survivors because they trust you, because of language barriers, or because of other barriers to accessing formal mechanisms. It is therefore your responsibility to provide an adequate response if you are disclosed a situation. We will come back to this later.

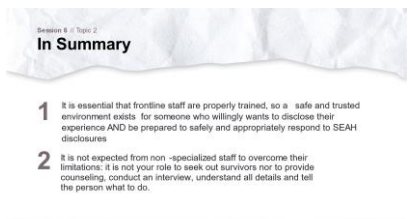
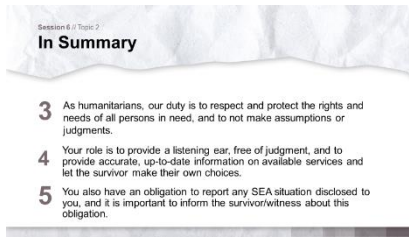
On the other hand, it is essential that you do not overstep this role and engage in investigations, mediation, or other actions. Such actions could cause further damage to the survivors, create risks and tensions in the community, but also expose you as staff.



**Note for Online Delivery:** The producer may create breakout rooms of small groups to discuss and ask them to keep track of their lists to share with the bigger group discussions. Consider creating a shared online document for each group through your respective cloud service for groups to take notes. The producer may share the link in the chat box for the respective groups and participants may view and contribute to the joint document.

<p><b>Slide: Focus on mandatory reporting</b></p> 	<p>⌚</p> <p>💬</p>	<p><b>Duration for this slide:</b> 5 minutes</p> <p><b>Facilitator says:</b> When we talked about the principles of the survivor-centered approach, we talked about confidentiality. However, we also mentioned mandatory reporting of SEA cases, which is principle five of the IASC Core Principles.</p> <p>As discussed, all humanitarian workers are required to report suspicions of SEA, including disclosures of SEA allegations made by witnesses or survivors.</p> <p>When someone appears ready to make a disclosure, the staff member has an obligation to inform that person that they are required to report to the Focal Point in their organization.</p> <p>It is essential you communicate this information to the person sharing the situation with you if you receive an SEA report, and explain who will be informed, when, and how in order to preserve the trust relationship established between you and not cause further harm to the survivor.</p>
<p><b>Slide : Focus on informed consent</b></p> 	<p>⌚</p> <p>💬</p>	<p><b>Duration for this slide:</b> 5 minutes</p> <p><b>Facilitator says:</b> The survivor-centered approach involves respecting and protecting survivor agency. It involves ensuring that they can make informed decisions.</p> <p>True or “informed” consent requires an understanding of and ability to exercise the right to say “no.” Beneficiaries may not know that they have the right to say no or that they will be able to obtain humanitarian assistance if they do.</p> <p>In the case of reporting SEAH allegations, this means:</p> <ul style="list-style-type: none"> <li>Ensuring that the survivor is aware of the mandatory reporting and what it implies: who will be informed of what, when, how, and why, and what will be the follow-up to the report.</li> <li>Informing her/him about the process in details, including the potential consequences of reporting—such as an investigation or safety risks to be considered and prevented—and consequences of orientation towards specialized services.</li> <li>Letting the survivor express her/his needs such as choosing to access services how, when, or if at all; choosing what information s/he agrees to share (e.g., name); and deciding based on her/his safety (e.g., possibility to request any protection measures wished).</li> </ul>
<p><b>Slide: Challenges faced by staff when receiving SEAH reports</b></p> 	<p>⌚</p> <p>💬</p> <p>📄</p>	<p><b>Duration for this slide:</b> 25 minutes</p> <p><b>Facilitator says:</b> You now know what your role is in relation to receiving SEAH reports, but this may be new to you and it's not always easy to imagine yourself in a situation where you are receiving a report.</p> <p>Take time to discuss as a group: What challenges or concerns do humanitarian workers face when a SEAH survivor discloses an incident to them?</p> <p><b>Facilitator's note:</b> Give the groups a few minutes to discuss the challenges and concerns they identify and to note them on post-its. Ask them to post their notes on the board and share the results with the rest of the group.</p>



		<p>Expect this type of feedback:</p> <ul style="list-style-type: none"> <li>• Fear of not being up to the task of supporting the survivor.</li> <li>• Fear of being uncomfortable.</li> <li>• Reluctance to receive a report involving a colleague.</li> <li>• Fear of retaliation by the accused colleague.</li> <li>• Difficulty discerning veracity of the allegation.</li> <li>• Fear of harming a colleague.</li> </ul> <p>Be sure to address these concerns by emphasizing:</p> <ul style="list-style-type: none"> <li>• Reminding them of the limits: They are not expected to handle the situation alone. They are primarily a channel of support and relay to the specialized teams.</li> <li>• Confidentiality: This principle is also in place to protect them in case they have to report a case involving another colleague.</li> <li>• Requirement of neutrality: They are not expected to assess whether the situation is true or not. This is the responsibility of the investigation teams who will do everything possible to confirm or deny the facts in all objectivity.</li> </ul>
<p><b>Slides: In summary</b></p>  	<p>⌚</p>	<p><b>Duration for this slide: 5 minutes</b></p> <p><u>In summary:</u></p> <ul style="list-style-type: none"> <li>• It is essential that frontline staff are properly trained, so a safe and trusted environment exists for someone who willingly discloses their experience, AND are prepared to safely and appropriately respond to SEAH disclosures.</li> <li>• It is not expected from non-specialized staff to overcome their limitations. It is not your role to seek out survivors nor to provide counseling, conduct an interview, understand all details, or tell the person what to do.</li> <li>• Our duty as humanitarians is to respect and protect the rights and needs of all people and to not make assumptions or judgments.</li> <li>• Your role is to provide a listening ear, free of judgment, and to provide accurate, up-to-date information on available services and let the survivor make their own choices.</li> <li>• You also have an obligation to report any SEAH situation disclosed to you and it is important to inform the survivor or witness about this obligation.</li> </ul>

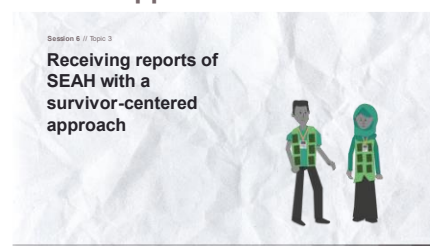


### Topic Three: Receiving a Report of SEAH with a survivor-centered approach

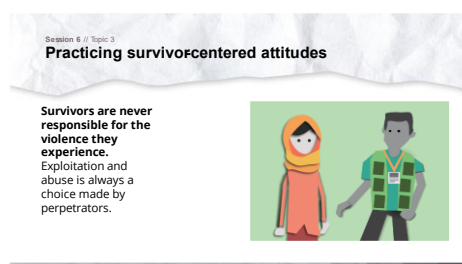
**Duration: 85 minutes Learning**

**Objectives:**

- Translate the survivor-centered approach into practice.
- Describe how to receive an SEAH report and understand the LIVES approach.



#### Slides : Practicing survivor centered-attitudes



**Duration for this slide: 15 minutes**



**Facilitator says:**

As we have seen, the essence of your role is to receive evidence of SEAH by empathizing, listening, and caring for the survivor, especially because in many cases you are the only entry point for the survivor to report the situation s/he has experienced.

In that case, front-line support is the most valuable thing you can provide. Even if you are not a specialist in caregiving, you will have provided essential support to the person.

However, we should be aware that we all bring our own attitudes and beliefs to our work, and some of these attitudes may unknowingly be harmful to survivors. It is important to recognize and begin to challenge our own attitudes. Survivor-blaming is common in many communities and is something that we must actively strive to avoid and counter in our work with survivors.

Take time as a group to list behaviors and attitudes that should be encouraged, or avoided, when receiving an SEAH report.



**Facilitator's note:**

Give the group 10 minutes to identify attitudes to encourage and avoid when dealing with a survivor or witness of SEAH who shares a situation with you. Then share the results of the group work. One group member provides one behavior to avoid and one to encourage. The next group member continues, and so on, until everything has been shared.



**Note for Online Delivery:** The producer records participant responses on a virtual whiteboard or other shared document and shares their screen for the Facilitator and participants.

#### Slide: Behaviors, statements, and survivor's expectations








**Duration for this slide: 5 minutes**



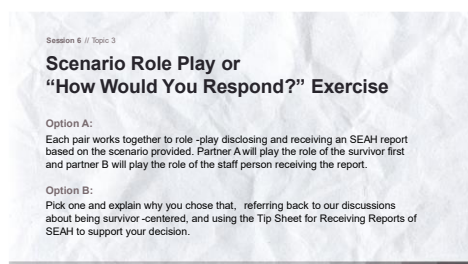
**Facilitator says:**

That's great. You've identified the attitudes that reflect or oppose a survivor-centered approach. Here is a brief synthesis of the key behaviors to adopt or avoid. These behaviors reflect survivor expectations when they decide to disclose their situation.

<p>Session 6 // Topic 3</p> <p><b>Behaviours and statements: what survivors expect</b></p> <table border="1"> <thead> <tr> <th>To be treated with dignity and respect</th> <th>versus</th> <th>To be treated with victim-blaming attitudes</th> </tr> </thead> <tbody> <tr> <td>To have the power to choose</td> <td></td> <td>Feeling powerless and being told what to do or what is "best"</td> </tr> <tr> <td>To have one's privacy and confidentiality upheld</td> <td></td> <td>Feeling shame and stigma, including having one's experiences shared without their consent</td> </tr> <tr> <td>To be free from discrimination and judgment</td> <td></td> <td>Discrimination on the basis of gender, ethnicity, age, marital status, religion, circumstances, etc.</td> </tr> <tr> <td>To have accurate access to information</td> <td></td> <td>To have limited or incomplete information on available options</td> </tr> <tr> <td>Feeling safe and secure in disclosing their experience to you because you actively listen, support and provide available information</td> <td></td> <td>Feeling less safe after disclosing their experience to you</td> </tr> </tbody> </table>	To be treated with dignity and respect	versus	To be treated with victim-blaming attitudes	To have the power to choose		Feeling powerless and being told what to do or what is "best"	To have one's privacy and confidentiality upheld		Feeling shame and stigma, including having one's experiences shared without their consent	To be free from discrimination and judgment		Discrimination on the basis of gender, ethnicity, age, marital status, religion, circumstances, etc.	To have accurate access to information		To have limited or incomplete information on available options	Feeling safe and secure in disclosing their experience to you because you actively listen, support and provide available information		Feeling less safe after disclosing their experience to you		<p><b>Facilitator's note:</b> Go through the slides mentioning dos, don'ts, and survivor expectations, and be ready to answer eventual questions from participants about some behaviors listed on the table.</p>
To be treated with dignity and respect	versus	To be treated with victim-blaming attitudes																		
To have the power to choose		Feeling powerless and being told what to do or what is "best"																		
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To have accurate access to information		To have limited or incomplete information on available options																		
Feeling safe and secure in disclosing their experience to you because you actively listen, support and provide available information		Feeling less safe after disclosing their experience to you																		
<p><b>Slide: First line support: the LIVES approach</b></p> <p>Session 6 // Topic 3</p> <p><b>First line support: the LIVES approach</b></p> <p>The most valuable thing you can provide. Even if you are not a specialist, you will have provided essential support to the person.</p> <p>Remember 5 letters : LIVES</p> <ul style="list-style-type: none"> <li>L ... LISTEN</li> <li>I ... INQUIRE about needs</li> <li>V ... VALIDATE the experience</li> <li>E ... ENSURE safety</li> <li>S ... SUPPORT</li> </ul>	         	<p><b>Duration for this slide:</b> 10 minutes</p> <p><b>Facilitator says:</b> To provide front-line support, you can apply the LIVES approach. These five letters will help you remember the key steps to follow when receiving an SEA report:</p> <ul style="list-style-type: none"> <li>• Listen: Listen closely with empathy and without judgement.</li> <li>• Inquire: Ask the person if they need any support.</li> <li>• Validate: Show the survivor you believe and understand them.</li> <li>• Enhance Safety: Maintain a safe environment for the survivor. Apply the Do No Harm principle: Will my choice of actions have negative consequences on the survivor?</li> <li>• Support: Help connect the survivor, with their consent, to appropriate resources and services, including existing SEAH reporting and survivor support mechanisms.</li> </ul> <p><b>Facilitator's note:</b> You can expect questions about what empathy means. Participants may be confused between empathy and sympathy. Remind them to put themselves in the other person's shoes while keeping enough distance to protect them.</p> <p>Ensure participants also understand the expected attitudes when listening to the disclosure of an SEAH situation. Remain calm even if the situation is emotional. Be mindful of words or reactions that can trigger more emotional stress for the person.</p> <p>Emphasize the following key message: We can all help make a situation of sexual misconduct less harmful when we respond appropriately.</p>																		
<p><b>Slide: Tips for Responding to SEAH</b></p> <p>Session 6 // Topic 3</p> <p><b>Tips for Responding to SEAH</b></p> <ul style="list-style-type: none"> <li>Listen with empathy and without judgement</li> <li>Don't investigate or interview, but make sure you note the basics of their information: who, what, when, where – NEVER ask why the survivor did or didn't do something, as this can imply judgement.</li> <li>Ask about their concerns for personal safety</li> <li>Refer to available services with survivor consent.</li> </ul> <p>Session 6 // Topic 3</p> <p><b>Tips for Responding to SEAH</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of your position and interactions.</li> <li>Tell them what you are required to do with the information and what happens next.</li> <li>Be open-minded and willing to alter your beliefs when presented with new information.</li> <li>Ask sincere questions.</li> </ul>		<p><b>Duration for this slide:</b> 5 minutes</p> <p>Distribute <i>Handout Eight: Tips for Responding to SEAH</i> and allow participants to review silently for a few moments.</p> <ul style="list-style-type: none"> <li>• Tell them you are required to report the information to your organization and explain what happens next. (See Facilitator's Note Below.)</li> <li>• Listen with empathy and without judgment.</li> <li>• Ask sincere questions.</li> <li>• Don't investigate or interview, but make sure you note the basics of their information: Who, what, when, and where. NEVER ask why the survivor did or didn't do something as this can imply judgment.</li> <li>• Ask about their concerns for personal safety and be sure to convey those in your report.</li> <li>• Be open-minded and willing to alter your beliefs when presented with new information.</li> <li>• Recognize the importance of your position and interactions.</li> </ul> <p>Respond to any questions or comments about the tips on the sheet and move on to the final activity.</p>																		

**Facilitator's Note:** The final exercise in this activity is an optional SEAH reporting role-play exercise. In advance of the session, facilitators should carefully consider if role-playing is the right fit for their audience. If facilitators believe that role-playing a report could be triggering for the group, or that the group may not approach it with the seriousness and openness it requires, opt for the alternative "What would you do?" activity during which participants discuss how they would show a survivor-centered response in a variety of different situations involving SEA.

### Slide: Role Play Scenario or "How Would You Respond?" Exercise



**Duration for this activity:** 45 minutes



#### Facilitator's note:

- Divide participants into pairs by asking everyone to count off: A, B, A, B, A, B, etc.
- Distribute *Handout Nine: A SEA Scenario* to each pair.



#### Facilitator explains:

Each A and B pair will work together to role play disclosing and receiving a report based on the scenario provided.

Partner A will play the role of the survivor first and Partner B will play the role of the staff person receiving the report.

Allow time for pairs to review roles and review the reporting system to be able to tell the person what comes next.

Leave time for debriefing in pairs, examining what worked well and what was challenging.

Collectively debrief on things learned, comparing against items on the tip sheet.



**For Online Delivery:** Break participants out into pairs or small groups of two to three for the role-play exercise. If splitting into small groups is not possible, facilitators can model the role-play and then ask if any participants would be willing to model the role-play for the rest of the group.

### Slides: In summary



**Duration for this slide:** 5 minutes

#### In summary:

- Put yourself in the survivor's shoes and demonstrate empathy.
- Never investigate, seek out witnesses, or attempt to do a mediation. You could expose the survivor and yourself to further risks.
- The survivor should be able to keep control over her/his situation. Always request consent before referring and ensure s/he is properly informed about your obligation to report.
- Remember LIVES. The first line of support is an essential part of the response.
- Reporting is also part of your role in the response and is not optional. It is critical to further protect survivors, but also communities and the organization.



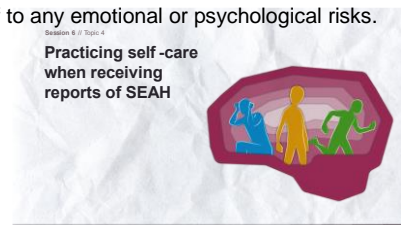
### Topic Four: Practicing self-care when receiving an SEAH report

**Duration:** 25

**minutes Learning**

**Objectives:**

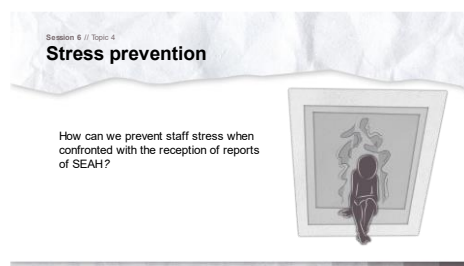
- Be able to fulfill the role of receiving SEAH reports without exposing oneself to any emotional or psychological risks.



**Facilitator's note:** This session is less detailed and contains less theoretical input than the previous ones. Its main purpose is to allow time for discussion between participants and bring them to formalize the risks of stress or emotional difficulties that can arise from receiving SEAH reports, and to share their good practices in terms of stress prevention and management.

This section should in no way replace the implementation by organizations of measures aimed at guaranteeing the well-being of their staff and preventing psychosocial risks at work. If such measures are in place at your organization, you can adapt this session and provide accurate information to participants about existing support mechanisms.

#### Slide: Stress Prevention



**Duration for this activity:** 15 minutes

#### Facilitator says:

Receiving SEAH reports can generate stress. Staff can have doubts about the proper reaction to the disclosure, about the way they should report it, and about the consequences of the SEAH situation on the survivor, the communities, or the organization. Let's discuss practices related to stress prevention and management. I invite you to share any ideas that could cover both individual and organizational strategies.

How can we prevent staff stress when confronted with the reception of reports of SEAH?

#### Facilitator's note:

Give 10 minutes to participants to brainstorm about stress prevention and management strategies. Make sure they share both personal strategies and organizational stress prevention mechanisms and record all suggestions.

Remind participants that we all have our own strategies and that each of us can decide what is self-care to her/him and what helps preventing stress. There is no one-size-fits-all strategy. Also, make sure that the responsibility of the organization to guarantee the well-being of its staff and prevent stress is highlighted.



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