



Facilitator's Guide

Prevention of Sexual Exploitation and Abuse (PSEA)

Module 2: Preventing Sexual Exploitation
and Abuse (PSEA)

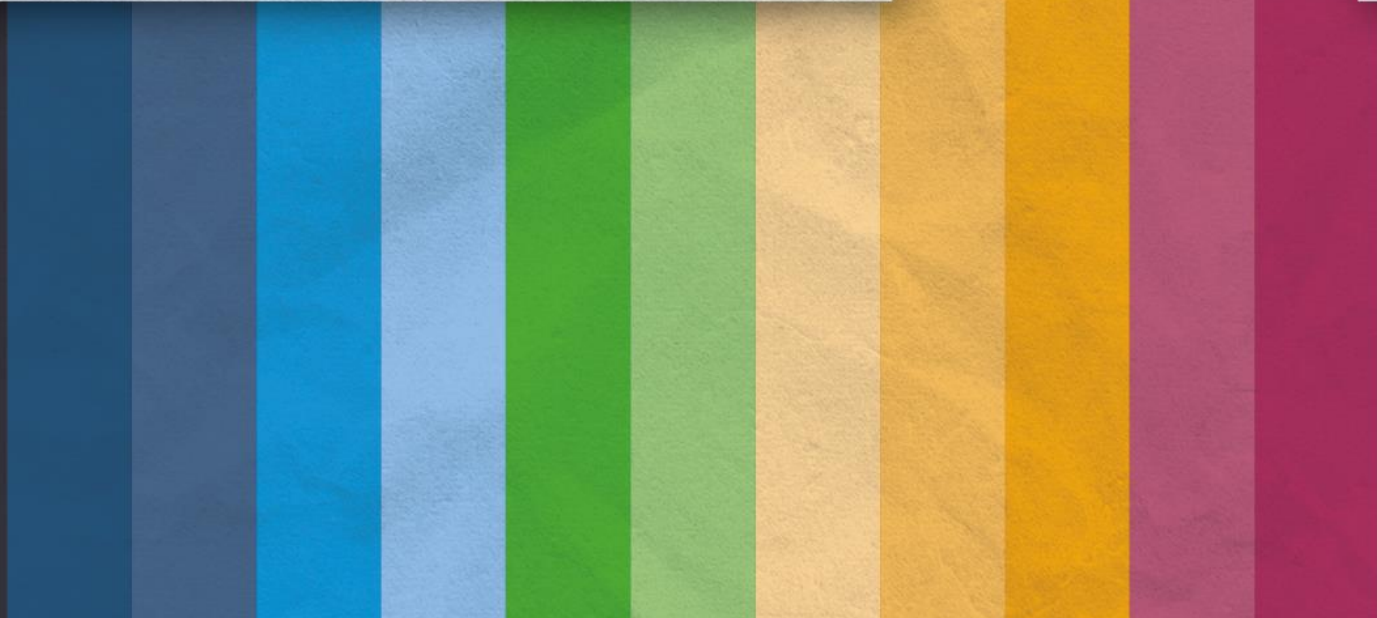


Table of Contents

Module Rationale	04
Module Description	04
Agenda	05
Target Audience	06
Facilitator Competencies	06
Module Learning Objectives	06
Instructional Approach	07
Pre- and Post- Testing	07
Materials and Preparation Needed	07
About this Facilitator's Guide	08
Facilitation Notes	09
Session One: Bystander Intervention	12
Session Two: Safe Recruitment and Selection	25
Session Three: Safe Programming and Risk Management	43

Table of Contents placeholder in case the Handouts and Annexes need to be included.

Module Information

Module Rationale

The 2021 version of InterAction's Prevention of Sexual Exploitation and Abuse (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 sexual exploitation, abuse and harassment (SEAH) at an individual level, through active bystander intervention, and at an organizational level through safe recruitment, selection, and programming practices. This training is mainly focused 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 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 one, if desired.

Module Description

This Module, *Preventing Sexual Exploitation and Abuse*, contains three sessions. Each offers participants concrete and effective ways to prevent SEAH, both on an organizational and individual level. Session One covers how organizations in the humanitarian aid sector can recruit and retain high-quality staff and build safeguards in their organizational structure to prevent SEAH. Session Two focuses on how to conduct programmatic risk assessments and create effective mitigation strategies in programming. Finally, Session Three 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.

The module is designed to be delivered in-person or remotely via webinar. Remote participants will use virtual breakout rooms for group discussions to promote interactivity. This Facilitator's Guide contains instructions for both in-person and remote facilitation.

Agenda

Topic/Activity	Description	Duration
Welcome	Welcome Participants, Facilitator Introduction	2 minutes
Icebreaker	Share about Yourself (length of time depends on number of participants)	5 – 20 minutes
Module Overview	Self-Care Advisory, Session Expectations, Learning Objectives	25 minutes
Session One: Bystander Intervention	Topic One: The Bystander Effect Topic Two: The Behavior Continuum Topic Three: Bystander Intervention Scenario Application Total time	15 minutes 25 minutes 50 minutes 90 minutes
Session Two: Safe Recruitment and Selection	Topic One: Recruitment and Planning to Prevent SEAH Topic Two: Candidate Interviewing and Selection Topic Three: Hiring Due Diligence Total Time	105 minutes 40 minutes 30 minutes 175 minutes
Session Three Safe Programming	Topic One: Thinking About Risk Topic Two: The Risk Management Cycle Topic Three: Understanding Risks Topic Four: Identifying Risks Topic Five: Mitigating Risks Total time:	10 minutes 20 minutes 40 minutes 40 minutes 40 minutes 150 minutes
	Total module time	One day

Target Audience

This Module deepens knowledge and skills around PSEA, and it builds upon the foundations of Module 1 on PSEA Standards and Reporting. Participants should have already received training on PSEA Standards and Reporting provided in InterAction's Module 1 or the equivalency. Module 2 Session 1 on **Bystander Intervention** is for all staff, and could be combined with the basic training of InterAction's Module 1, PSEA Standards and Reporting for a comprehensive 2-day program for staff. Module 2 Session 2 on **Safe Recruitment and Selection** is designed for HR staff and program supervisors and managers involved in hiring staff for field programs. Module 2 Session 3 **Safe Programming** is designed for staff who are directly responsible for managing risks in program activities, including senior management, program managers, program developers/fundraisers, and compliance officers responsible for managing risk and the prevention of SEA by staff in programs.

Because the three sessions in the Module are designed for three different target audiences, the sessions mostly likely will be delivered separately and at different times. As each session is independent of the other, each session can be completed as its own training or workshop.

Facilitator Competencies

This training requires the Facilitator to 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).

The following is a list of competencies that are important for a facilitator to possess in order to successfully deliver this Module:

- Be comfortable openly discussing gender norms, power dynamics, and local and internationally used terms to describe different types of SEA.
- Have the ability to facilitate a productive, respectful and honest session that may be difficult and uncomfortable for some participants.
- Have a keen cultural awareness and is familiar with issues of concern locally and how they are situated within the context of international standards. This includes transactional sex, underage marriage, relationships between staff and beneficiaries, and other controversial issues that could arise when training on this topic.
- Be skilful at redirecting a conversation when participants have gone off-topic or become argumentative.
- Demonstrate an understanding of the root causes and impacts of SEA and be committed to ending SEA.

For Safe Recruitment and Selection and Safe Programming Sessions:

- Have the ability to facilitate discussions on organizational prevention strategies with senior management and other managers and be comfortable in answering challenging questions.
- Have a basic understanding of recruitment processes and the importance of strategies for deterring unsuitable candidates from joining organizations
- Have a basic understanding of risk management approaches and facilitating a group in developing a plan on understanding, identifying, mitigating, and monitoring risks of SEA in programs.

Module Learning Objectives

- Develop "bystander intervention" strategies for interrupting inappropriate and potentially harmful behavior.
- Adapt strategies to attract candidates willing to abide by our organizational ethical standards and deter candidates unsuitable to work in the humanitarian aid and development sector, especially with children and adults at risk.
- Describe the steps of a four-part risk management cycle of Understand, Identify, Mitigate and Monitor and apply it to PSEA.

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 stand out from existing content in the PSEA 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 interactions. 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 4 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 session, 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. There are separate pre- and post-tests for each of the sessions: Bystander Intervention, Safe Recruitment and Selection, and Safe Programming. The Pre- and Post-Tests can be found in the Annex.


Materials and Preparation Needed


- Flipchart paper labelled "Question Tree" and sticky notes placed around the room
- Copies of Handout One: Bystander Intervention Scenarios
- Copies of Handouts for Safe Recruitment and Selection Session
 - Handout Two: Safe Recruitment Job Descriptions
 - Handout Three: Interviewing for Safe Recruitment
 - Handout Four: Conducting Reference and Background Checks for Safe Programming
 - Handout Five: Checklist for Safe Recruitment, Contractors and Performance Management
- Copies of Handouts for Safe Programming Session
 - Handout Six: Safe Programming Risk Management and Assessment Plan

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 SEA and can commit SEA.



Facilitator Script



Facilitator Note



Note for the Producer



Culture Note



Language Note

Facilitation Notes

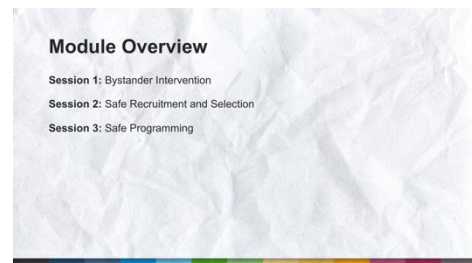
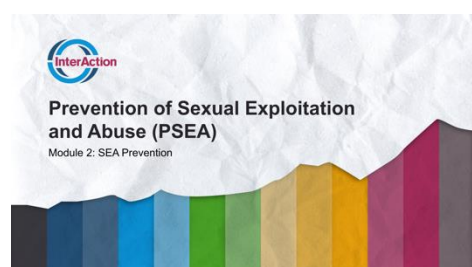
Introduction Session for EACH MODULE

Duration: 15 minutes

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

NOTE: This introduction is designed for use before each of the sessions, especially if the sessions are delivered independently, as stand-alone training and without other training modules.

Slide: 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 max 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 SEA “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/>






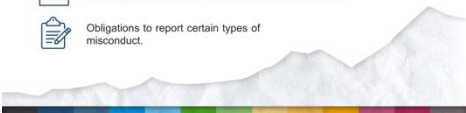
Slide: Ice-Breaker



Duration for this slide/activity: 5-20 minutes depending on number of participants

Facilitator says:

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>Slide: Self-Care Advisory Message</p> <p>Self-care Advisory Message</p> <p>Due to the sensitive nature of today's topic, we encourage you to <i>participate to the extent you feel comfortable</i> 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> 	<p>⌚</p> <p>...</p>	<p>Duration for this slide/activity: 1 minute</p> <p>Facilitator says:</p> <p>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>
<p> 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 stigma around sexual violence but that experiencing SEA is never the victims fault. People should feel free to seek the support they deserve no matter the circumstances.</p>		
<p>Slide: Respecting Privacy and Acknowledging Reporting Obligations</p> <p>Respecting Privacy and Acknowledging Reporting Obligations</p> <ul style="list-style-type: none">  Don't share details of specific cases that could identify people involved.  Keeping confidentiality of what we discuss in this room.  Obligations to report certain types of misconduct. 	<p>...</p>	<p>Facilitator says:</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, if during our discussions, 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, time periods.</p> <p>Confidentiality is also very, very important when discussing SEA. Sharing specific information about cases of sexual violence can have serious consequences for survivors, the people accused of wrongdoing, organizations, 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>

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 SEA. You should be aware of options for reporting within the country office, and who may be able to take the most direct measures for addressing and safety and/or well-being. You should also be aware of any escalated means of reporting (such as to a regional office, HQ, Board of Directors, etc.) if you lack confidence in the leadership, or the leadership is the subject of the allegations.

Slide: Session Expectations



Duration for this slide: 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: Responses on the remote on flipchart paper and keep the list posted in a visible location throughout the session.

Sample Group Expectations

- Confidentiality
- Listen respectfully/ No interrupting.
- Be present (limit cell phone/laptop use).
- 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.
- Respect privacy. Please don't share specific names or situations that should be confidential.
- Respect opinions. It is okay to have differences of opinion, but disagreements should be communicated respectfully.

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.

For Remote Delivery: Group expectation responses can be documented on the whiteboard or chat screen by the producer. "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.

Session One: Bystander Intervention

Duration: 90 minutes

Session Learning Objective:

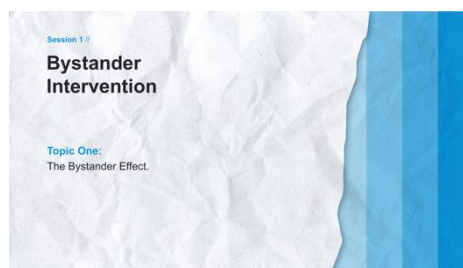
- Develop safe and appropriate strategies for preventing sexual exploitation, abuse and harassment through active bystander intervention.

Topic One: The Bystander Effect

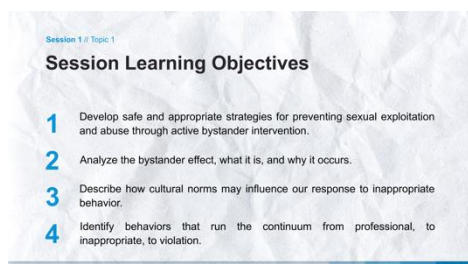
Duration for this slide: >1 minute

Learning Objectives:

- Analyze the bystander effect, what it is and why it occurs.
- Describe how cultural norms may influence our response to inappropriate behavior.



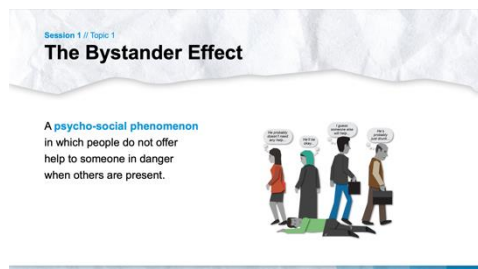
Slide: Session Learning Objectives



Duration for this slide: 2 minutes

- Develop safe and appropriate strategies for preventing sexual exploitation, abuse, and harassment through active bystander intervention.
- Analyze the bystander effect, what it is and why it occurs.
- Describe how cultural norms may influence our response to inappropriate behavior.
- Identify behaviors that run the continuum from professional, to inappropriate, to violation.

Slide: The Bystander Effect



Duration for this slide: 5 minutes



Facilitator asks:

Who has heard of the bystander effect or the bystander phenomenon before?





For remote facilitation, use the poll function or have participants type yes or no in the chat screen.








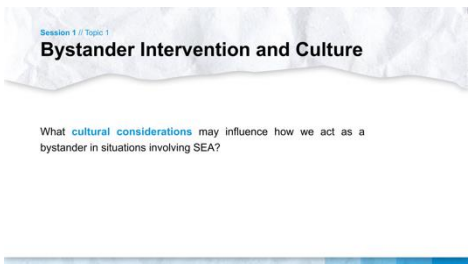

Ask:


Would someone be willing to share their definition of the bystander effect?

After a participant has shared their definition, show the cartoon on the slide and say:

		<p>As the cartoon is showing us, the bystander effect is when people do not offer help to someone in need when other people are present. There is a lot of research out there that shows a direct connection between the number of people present and an individual's willingness to help others in need. When more people are present, fewer people step in to offer help.</p> <p>Ask:</p> <p>Is there a term used to describe the bystander effect in your language?</p>
<div data-bbox="113 860 268 1016">  </div> <p>Language Note: If this session is being translated, work with a translator to ensure the appropriate translation of the word “bystander” and the terms “bystander effect/phenomenon” and “bystander intervention.” An active bystander is someone who observes a potentially harmful situation and steps in to positively influence the outcome. In Spanish, you may wish to use the term “intervención de testigos fortuitos” for bystander intervention.</p>		
<p>Slide: The Bystander Effect</p> <div data-bbox="204 1122 673 1384"> <p>Session 1 // Topic 1</p> <h3>The Bystander Effect</h3> <ol style="list-style-type: none"> 1 Why do you think when more people are present, less people are willing to help? 2 In other words, what are the reasons why the Bystander Effect occurs? <p>Personal Reflection: Think of a time when you were a bystander, or witness, to someone who seemed like they needed help.</p> <ul style="list-style-type: none"> • Did you step in? Why or Why not? • There is no judgement and no right or wrong answer. </div>	<div data-bbox="730 1077 774 1115">  </div> <div data-bbox="730 1171 774 1209">  </div>	<p>Duration for this slide: 5-10 minutes depending on optional video use</p> <p>Ask participants:</p> <p>Why do you think when more people are present, fewer people are willing to help? In other words, what are the reasons why the bystander effect occurs?</p> <p>Allow one or two people to share. Write answers on flipchart paper or virtual whiteboard for remote delivery.</p> <p><u>Possible answers include:</u></p> <ul style="list-style-type: none"> – Someone else who is more qualified will help. – Fear of embarrassment. Maybe the person is not actually in need of help, and their assistance will be rejected. – It is not their responsibility. It is a private matter. It is too dangerous. – They might get in trouble. Authorities could assume they are involved in the harm. – They are in a position of low power themselves and feel that there is nothing they can do to help.

		<p>Show optional video on Bystander Effect (Diffusion of Responsibility): https://www.youtube.com/watch?v=5-Az_BFoINo</p> <p>Bystander intervention is not about publicly shaming or humiliating someone for their bad behavior. The goal of bystander intervention is to interrupt a situation in which someone is being subjected to harmful behavior to positively influence the outcome. There are many different ways in which someone can intervene to help others, both directly and indirectly. To explore that a bit more, let's reflect on our personal experiences with intervening.</p>
<p>Slide: Bystander Intervention Personal Reflection (cont.)</p>	 	<p>Duration for this slide: 3 minutes</p> <p><i>Click to reveal personal reflection prompt on the slide</i></p> <p>Facilitator says:</p> <p>It is likely that at some point in your life, you have been a bystander, or witness, to a person involved in a potentially harmful situation that needed help. This situation could have been at work, in your neighborhood, or maybe out in public somewhere. If you are comfortable, close your eyes and think about this situation. Did you step in to help? Why or why not?</p> <p>Don't worry, there is no judgment here. You won't have to share this experience. This is just for you to think about independently.</p>

<p>Slide: Bystander Intervention Personal Reflection (cont.)</p>	 	<p>Duration for this slide/activity: 5 minutes</p> <p>Facilitator says:</p> <p>Bring participants back together and facilitate an all-group discussion using the following question:</p> <ul style="list-style-type: none"> Based on your personal reflection, what were the considerations for your decision to intervene or not intervene? <p><u>Possible answers include:</u></p> <p>The situation was in public/ I didn't know the people involved, so I chose not to intervene because it was too dangerous.</p> <p>I did intervene because it was at work, and I felt it was my responsibility.</p> <p>After 2-3 participants share their considerations for intervening, explain:</p> <p>Even though the bystander effect is something that happens in all societies around the world, our culture, personal values, life experiences, and organizational norms all play a role in our decision-making process when deciding to intervene or not.</p>
<div data-bbox="113 1218 268 1375">  </div> <p>Culture Note: In some cultures where social hierarchies are strict, it may never be appropriate for a person who possesses less power to intervene and address someone who is behaving inappropriately. Talk about if this is true in the culture of delivery and explain that this session will explore multiple ways to intervene that are safe, effective, and culturally appropriate.</p>		
<p>Slide: Bystander Intervention and Culture</p> 		<p>Duration for this slide: 5 minutes</p> <ul style="list-style-type: none"> Based on our knowledge of the culture here in (insert country name), what cultural considerations may influence how we act as a bystander in situations involving SEA? <p><u>Possible answers include:</u></p> <ul style="list-style-type: none"> Cultural norms around direct versus indirect communication. Power hierarchy, for example, the acceptability of confronting someone in a position of power. We want to make it clear that it may be difficult, or even unsafe, for people in low positions of power to intervene directly. People in lower positions of power can seek ways to intervene indirectly, such as speaking to someone that they trust who may be able to help.

		<ul style="list-style-type: none"> • Saving face, the idea of never shaming someone in front of others. • The importance of the community versus the individual, for example, not wanting to disrupt harmony in the community for the sake of one person. <p><u>Ask participants:</u></p> <ul style="list-style-type: none"> • How does the bystander effect relate to the prevention of sexual misconduct? <p><u>Allow for a few responses and then affirm:</u></p> <p>Promoting a “speak-up” culture in which people use bystander intervention skills to help stop inappropriate words or actions before they escalate is a key way to prevent SEAH. In fact, bystander intervention is one of the ways that experts around the world have found to be most effective for preventing acts of sexual violence.¹</p> <p>Bystander intervention is most effective when it is done early on, before inappropriate words or actions escalate to the level of exploitation or abuse. It is more likely that intervention will be effective when people set their boundaries and expectations for appropriate conduct as soon as they notice words or actions that go against their personal or organizational values and norm. While we recognize that people in low positions of power may not have the agency to directly intervene, this session will identify ways that all people, no matter what their standing in a community or organization may be, can act as a bystander either directly or indirectly, to help prevent instances of SEAH from occurring. To explore this a bit further, let's move on to an exercise that demonstrates how interpersonal interactions can be viewed upon a continuum of behavior.</p>
--	---	--

For Remote Delivery: Group expectation responses can be documented on the whiteboard or chat screen by the producer.

¹ [Stop SV: A Technical Package to Prevent Sexual Violence, CDC, 2016](#)

Topic Two: The Behavior Continuum

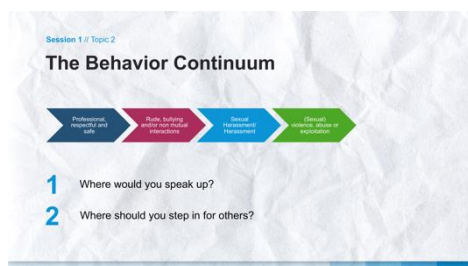
Duration: 20 minutes

Learning Objectives:

- Identify behaviors that run the continuum from professional, to inappropriate, to violation.



Slide: Behavior Continuum



Duration for this slide: >1 minute



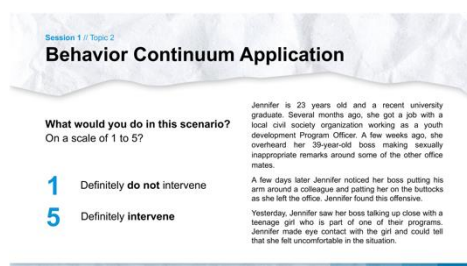
Facilitator says:

Sexual misconduct can be viewed on a continuum of behaviors of human interaction. At one end of the continuum are professional, respectful, and safe behaviors. At the other end are sexual abuse, violence, and exploitation. Between these opposite ends are other behaviors, including those that begin to feel inappropriate, intimidating, and harassing. Our responsibility as supportive colleagues is to intervene before a behavior moves further toward sexual violence.²



Language Note: Check for understanding of the word continuum. Consider replacing the word with range or another local word that defines the concept that the behaviors go from acceptable, to unacceptable, to violation.

Slide: Behavior Continuum Application





Duration for this slide/activity: 10 minutes



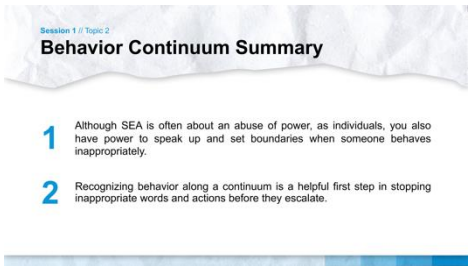


I am going to read you a scenario, and I would like for you to move to the area of the room where you belong based on your decision to intervene or not. On one side of the room is a flipchart labeled "Intervene" and on the other side is one labeled "Do Not Intervene."

Here is the first part of the scenario:

Jennifer is 23 years old and a recent university graduate. Several months ago, she got a job with a local civil society organization working as a youth development Program Officer. A few weeks ago, she overheard her 39-year-old boss making sexually inappropriate remarks around some of the other office mates.

² Source: [Engaging Bystanders in Sexual Violence Prevention, NSVRC, 2009](#)

		<p>Move to the area in the room where you fall based on your decision to intervene.</p> <p>OR for remote delivery, type in the chat screen where you think the behavior falls, on a scale of 1 through 5, with 1 being definitely not intervene and 5 being definitely intervene.</p> <p>Again, 1 is <i>definitely do not intervene</i> and 5 is <i>definitely intervene</i>. There are no right or wrong answers, intervening is a personal decision based on the context of the situation.</p> <ul style="list-style-type: none"> • Would anyone be willing to share why you placed yourself where you did? <p><u>Allow for a response and say:</u></p> <p>That's okay, here's the next part of the scenario.</p> <p><i>A few days later, Jennifer noticed her boss putting his arm around a colleague and patting her on the buttocks as she left the office. Jennifer found this offensive.</i></p> <p>Move to the appropriate area in the room based on your decision to intervene.</p> <p>OR for remote delivery, type in the chat screen where you think your behavior falls, on a scale of 1 through 5, with 1 being definitely not intervene and 5 being definitely intervene.</p> <ul style="list-style-type: none"> • Would anyone be willing to share why you placed yourself where you did this time? <p> <u>Ask:</u></p> <p>If Jennifer were in a lower position of power, for example, an office cleaner, how might that influence her willingness to intervene? What if she were in a higher position of power, such as the Director of Finance?</p> <p> <u>Ask participants:</u></p> <ul style="list-style-type: none"> • Based on this description where would you say this behavior falls on the continuum of behavior? <p>Allow for a response and confirm that this is clearly a case of sexual harassment.</p> <p>Click to reveal the final part of the scenario.</p> <p><i>Yesterday, Jennifer saw her boss talking up close with a teenage girl who is part of one of their programs. Jennifer made eye contact with the girl, and could tell that she felt uncomfortable in the situation.</i></p> <p>One last time, move to the appropriate area in the room based on your decision to intervene.</p>
--	--	--

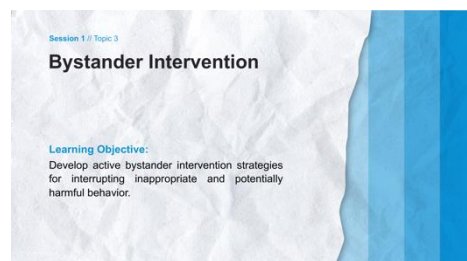
		<p>OR for remote delivery, type in the chat screen where you think your behavior falls, on a scale of 1 through 5, with 1 being definitely not intervene and 5 being definitely intervene.</p> <ul style="list-style-type: none"> • Would anyone be willing to share why you placed yourself where you did this time? <p>Thank participants for sharing and reinforce that intervention is a personal decision.</p> <p><u>Ask participants:</u></p> <ul style="list-style-type: none"> • Based on the description of behavior in this scenario, where would you say this behavior falls on the continuum of behavior? <p>Allow for a response and confirm that this is a case of sexual exploitation because [NAME's] boss is abusing his position of power with the girl who is a beneficiary and a participant of a program that he oversees.</p>
<div data-bbox="113 1010 268 1167">  </div> <p>For Online Delivery: For the behavior continuum exercise, ask the producer to manage the chat box in which participants type where they think the behavior falls on a scale of 1 through 5, with 1 being <i>definitely not intervene</i> and 5 being <i>definitely intervene</i>.</p>		
<p>Slide: Behavior Continuum Summary</p> 	 	<p>Duration for this slide: 2 minutes</p> <p>Facilitator says:</p> <ul style="list-style-type: none"> • Although SEA is often about an abuse of power, as individuals, you also have power to speak up and set boundaries when someone behaves inappropriately. • Recognizing behavior along a continuum is a helpful first step in stopping inappropriate words and actions before they escalate. <p>You also have the power to be an ally for another person in reaching out to help them through active bystander intervention. When people step up to help others, they are working to address the issue itself as well as increasing the level of trust and respect in an organization or community.</p> <p>Imagine you are aware of an inappropriate situation or a pattern of behavior that is problematic. Perhaps you are not the target, but someone else is. Some of the things that you can do as a bystander may be subtle or, in other words, not that noticeable, but can still go a long way in helping a situation. We are going to review a variety of strategies for bystander intervention, and then finish our session with some practice.</p>

Topic Three: The Bystander Intervention

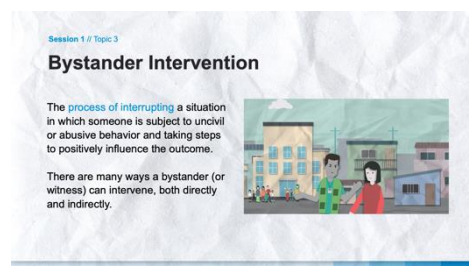
Duration: 45 minutes

Learning Objectives:

- Develop active bystander intervention strategies for interrupting inappropriate and potentially harmful behavior.



Slide: Bystander Intervention Definition



Duration for this slide/activity: 2 minutes



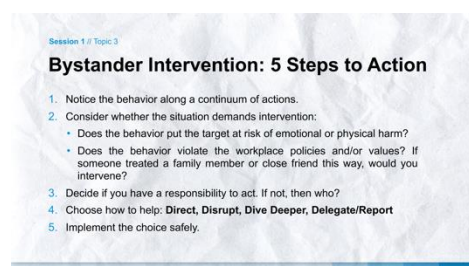
Ask:

Would anyone be willing to share their definition of bystander intervention?

Allow for a response or two and click to show definition on the slide:

The process of interrupting a situation in which someone is subject to uncivil or abusive behavior and taking steps to positively influence the outcome. There are many ways a bystander (or witness) can intervene, both directly and indirectly.

Slide: Bystander Intervention: Five Steps to Action



Duration for this slide/activity: 5 minutes

Bystander Intervention: Five Steps to Action







Facilitator says:

Bystander Intervention can be broken down into the following five steps:

- 1. Notice** the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?
- 2. Consider** whether the situation demands intervention:
 - Does the behavior put the person targeted at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

		<p>3. Decide who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.</p> <p>4. Choose how to help. Discuss what an intervention might look like in each of these options: Direct, Disrupt, Dive Deeper, Delegate/Report.</p> <p>5. Implement the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?</p>																
<p>Slide: Ways to Intervene: Brainstorm</p> <div><p>Session 1 // Topic 3</p><p>Ways to Intervene: Brainstorm</p><table><thead><tr><th>Direct</th><th>Distract/Disrupt</th><th>Dive Deeper</th><th>Delegate/Report</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></tbody></table></div>	Direct	Distract/Disrupt	Dive Deeper	Delegate/Report													<div><div></div><div></div><div></div></div> <div></div>	<p>Duration for this slide: 5 minutes</p> <p>Facilitator note:</p> <p><u>Distribute Scenario One: Bystander Intervention Handouts</u></p> <p>Facilitator says:</p> <p>Count off from numbers 1 through 5 so that there are five groups.</p> <p>Each group will discuss one of the corresponding scenarios on the Handout (1-5). You will have five minutes to discuss the questions on the handout and how you would apply the Bystander Intervention Process based on your scenario.</p> <p>When we come back together, each group will have 5 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> <p>Remember that there is no right or wrong answers. The purpose of this activity is to explore the range of options someone could have to positively influence the outcome in a situation in which someone may be in harm's way. Delegating or reporting is often the safest course of action.</p> <p>Optional: Show the participants the slide "Ways to Intervene Brainstorm" table that they can copy to organize their thoughts.</p> <p>Facilitator note:</p> <p>Some of the scenarios will look familiar to participants if they completed Module 1, Session 4, Recognizing Prohibited Conduct.</p>
Direct	Distract/Disrupt	Dive Deeper	Delegate/Report															



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. For small group discussions, pre-assign groups a scenario and provide the handout to participants electronically so that they can follow along in their small groups. Under either option, the producer should share the slide with the example being discussed by the large group for the debrief.


Slide: Scenario 1

Session 1 // Topic 3

Scenario One

Miguel is new to the team on a civil society development project based in the capital city. One day, after coming back to the office from a field visit, some team members are discussing how beautiful the young female program participants are, which Miguel finds disturbing.

One colleague in particular, George, who is known as a "ladies' man" is bragging the next day about all his girlfriends and is sharing their profile pictures on social media around the office.




Duration for this slide/ discussion: 5 minutes



Facilitator asks:

Would someone from Group 1 be willing to read the scenario and share what their group discussed?

Allow Group One to share their thoughts for a minute or two and ensure the following points are covered:


- A direct intervention may be to directly tell the men that their comments are inappropriate or to call one of the men aside and tell him that the comments are inappropriate and that they need to stop.
- A private intervention is likely to be more effective so the men engaging in the bad behavior do not get defensive.
- This behavior may also be reported to leadership or delegated to another trusted colleague to intervene.

Slide: Scenario 2

Session 1 // Topic 3

Scenario Two

Leo 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 people feel uncomfortable with Leo's behavior, so they ignore him.




Duration for this slide/ discussion: 5 minutes





Facilitator asks:

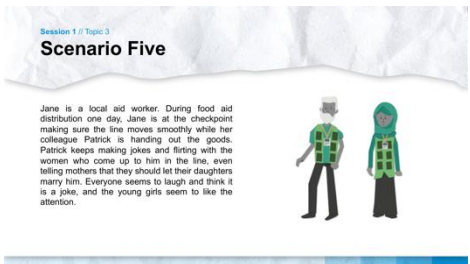
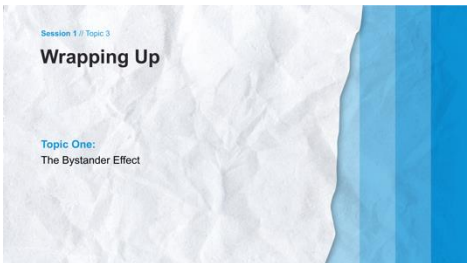
Would someone from Group 2 be willing to read the scenario and share what their group discussed?

Allow Group 2 to share their thoughts for a minute or two and ensure the following points are covered:

- A direct intervention may be to directly tell Leo that the joking is inappropriate. Another intervention may be to call a person who is laughing aside, and tell them that the joking is offensive and that it needs to stop.
- Remember that a private intervention is likely to be more effective so the person engaging in the bad behavior does not get defensive.
- This behavior may also be reported to leadership or delegated to another trusted colleague to intervene.

<p>Slide: Scenario 3</p> <p>Session 1 // Topic 3 Scenario Three</p> <p>Rose is a 9-year-old girl who is often left in the care of her blind grandmother. A middle-aged man, Maung, is the lead of the soccer club at a school that an INGO has established. Maung often visits Rose and her grandmother to bring them sweets and other gifts.</p> <p>A local aid worker, Seikmon, notices that Maung visits Rose and her grandmother often and finds the visits inappropriate.</p> 	<p>⌚</p> <p>💬</p> <p>📄</p>	<p>Duration for this slide/discussion: 5 minutes</p> <p>Facilitator asks:</p> <p>Would someone from Group 3 be willing to read the scenario and share what their group discussed?</p> <p><u>Allow Group 3 to share their thoughts for a minute or two and ensure the following points are covered:</u></p> <ul style="list-style-type: none"> Seikmon can talk to Maung about the visits and how they seem inappropriate. Seikmon can talk to the grandmother and find out more about what is happening during the visits. Report through the organization's SEA reporting mechanism. <p>Facilitator's note:</p> <p>In the debrief discussion be sure to reinforce how early intervention and detection of manipulative behaviors that abusers use to gain access to potential victims (also known as grooming³) can help prevent more severe incidents of sexual violence from occurring.</p>
<p>Slide: Scenario 4</p> <p>Session 1 // Topic 3 Scenario Four</p> <p>Erika has been working at the project office for several months now. Recently, she has become disturbed by some of the actions of one of her colleagues, James. James often makes comments about "how lovely" women are and one day she catches him looking at some pornographic images on his personal phone.</p> <p>Erika notices that James often goes out into the rural areas in the staff vehicle to talk with young girls. One day she runs into James at a local bar with what looks to be an underage girl. They both appear to be drunk.</p> 	<p>⌚</p> <p>💬</p>	<p>Duration for this slide/ discussion: 5 minutes</p> <p>Facilitator asks:</p> <p>Would someone from Group 4 be willing to read the scenario and share what their group discussed?</p> <p><u>Allow Group 4 to share their thoughts for a minute or two and ensure the following points are covered:</u></p> <p>Early warning signs:</p> <p>Comments about women. Looking at pornographic images. These behaviors should have been reported and addressed earlier, perhaps avoiding the current situation.</p> <ul style="list-style-type: none"> A direct intervention strategy could be that Erika reports this behavior directly to the appropriate point person according to the organizational reporting procedures. A delegation strategy may be telling someone Erika trusts to intervene on her behalf.

³ See <https://www.rainn.org/news/grooming-know-warning-signs> for more information about grooming.

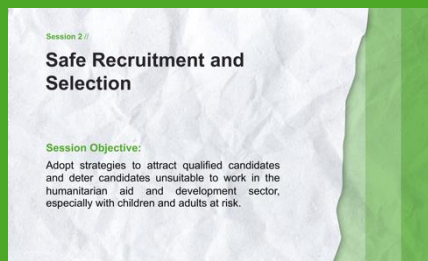
<p>Slide: Scenario 5</p>  <p>Session 1 // Topic 3 Scenario Five</p> <p>Jane is a local aid worker. During food aid distribution one day, Jane is at the checkpoint making sure the line moves smoothly while her colleague Patrick is handing out the goods. Patrick keeps making jokes and flirting with the women who come up to him in the line, even telling mothers that they should let their daughters marry him. Everyone seems to laugh and think it is a joke, and the young girls seem to like the attention.</p>	<p>⌚</p> <p>...</p>	<p>Duration for this slide/ discussion: 5 minutes</p> <p>Facilitator asks:</p> <p>Would someone from Group 5 be willing to read the scenario and share what their group discussed?</p> <p>Scenario 5:</p> <p><u>Allow Group 5 to share their thoughts for a minute or two and ensure the following points are covered:</u></p> <ul style="list-style-type: none"> • If Jane feels comfortable talking to Patrick, she could directly intervene by telling him that she finds his joking inappropriate and request that it stop. Remember that direct interventions are best done in a private setting to avoid a defensive reaction from the person engaging in the offensive behavior. • Jane could disrupt the situation by joking back with Patrick and saying something like, "They wouldn't want to marry you. You are too old!" A follow-on interaction would be necessary to stop the behavior from happening again in the future. • Jane could delegate intervention by asking a supervisor or someone else she trusts to talk to Patrick about his offensive behavior.
<p>Slide: Session 1: Wrapping Up</p>  <p>Session 1 // Topic 3 Wrapping Up</p> <p>Topic One: The Bystander Effect</p>	<p>⌚</p> <p>...</p>	<p>Duration for this slide/exercise: 2-5 minutes depending on time remaining from scenario debrief</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>Facilitator says:</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 about how we can prevent SEA through bystander intervention. As staff in the international development/humanitarian aid sector, it is our duty to uphold the highest standards of conduct and to speak out against inappropriate and harmful conduct.</p>

Session Two: Safe Recruitment and Selection

Duration: 3.5 hours

Session Objective:

- Adopt strategies to attract qualified candidates and deter candidates unsuitable to work in the humanitarian aid and development sector, especially with children and adults at risk.



Introduction and Expectation Setting

Duration for this slide: 45 minutes

Learning Objectives:

- Set the goals and expectations for the training and create a safe environment to discuss sensitive topics.

Introduction






Facilitator's Note: If this session is being independently delivered as a stand-alone training module, be sure to cover the Introduction section on pages 8-11.



Topic One: Recruitment Planning to Prevent SEAH

Duration for this slide: 1 hour 45 minutes

Learning Objectives:

- Identify SEAH risks in positions and how to mitigate them.
- Define how diversity in employment can help reduce SEAH risk.
- Describe how advertising for positions can help attract the right candidates.

<div data-bbox="204 394 675 656"> <p>Session 2 //</p> <h2>Safe Recruitment and Selection</h2> <p>Session Objective: Adopt strategies to attract qualified candidates and deter candidates unsuitable to work in the humanitarian aid and development sector, especially with children and adults at risk.</p> </div> <div data-bbox="204 712 638 763"> <p>Slide: Topic One: Recruitment Planning to Prevent SEA</p> </div> <div data-bbox="204 790 671 1050"> <p>Session 2 // Topic 1</p> <h3>Recruitment Planning to Prevent SEA</h3> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify SEA risks in positions and how to mitigate them. Define how diversity in employment can help reduce SEA risk. Describe how advertising for positions can help attract the right candidates. </div> <div data-bbox="204 1117 655 1144"> <p>Slide: Recruitment Planning to Prevent SEA</p> </div> <div data-bbox="204 1171 675 1431"> <p>Session 2 // Topic 1</p> <h3>Recruitment Planning to Prevent SEA</h3> <p>Joel Davis in a photograph from Youth to End Sexual Violence's website.</p>  </div>	<div data-bbox="730 398 770 439">...</div> <div data-bbox="730 707 770 757">  </div> <div data-bbox="730 898 770 947">  </div> <div data-bbox="730 1122 770 1162">...</div>	<p>Facilitator says:</p> <p>Welcome to this session on Safe Recruitment and Selection. This session focuses on how organizations can recruit and retain high-quality staff and build safeguards in their organizational structure to prevent sexual exploitation, abuse, and harassment. We are going to cover:</p> <p>Facilitator note:</p> <p>Introduce the Safe Recruitment and Selection Session. Review the learning objectives for Topic One: Recruitment Planning to Prevent SEA</p> <p>Facilitator note:</p> <p>Mention that you are going to share details of a story about a sexual abuse case that is already in the public record, so it is no longer confidential.</p> <p>Facilitator says:</p> <p>For the past several years, many high-profile cases have come to light about humanitarian workers who have been engaged in sexually exploiting and abusing the people they serve and also sexually harassing and abusing the people they work with. In many cases, the individuals had histories of abuse that could have been detected before hiring, if proper reference and background checks had been done. Take the case of a humanitarian worker, Joel Davis, who was arrested in New York in July 2018 on charges of attempting to sexually exploit a child and possessing child sex abuse material. He was caught by an undercover investigator while Joel was making plans to rape two children, one eight and one two years old.</p> <p>Joel was 22, and already a known humanitarian. He claimed to be an expert on the subject of rape in conflict. He claimed he had started an international organization, Youth to End Sexual Violence, and also served as an ambassador for the United Nations special representative on sexual violence in conflict. In addition, he said that he was a Campaign Director for a steering committee on stopping rape in conflict that had over 5,000 human rights organizations and other experts. He also claimed he was a candidate for the Nobel Peace Prize.</p>
--	---	--

	 	<p>A simple background check on him would have revealed that he did not graduate from college as he claimed, and his organization was not operational. Its non-profit status was revoked three years earlier, and there was no reported business activity. He also didn't have any verifiable documented experience to make him an "expert" in sexual violence in conflict settings. This information was all in public records. Anyone could have checked this information. But they didn't.</p> <p>In January 2020, Joel pleaded guilty to enticing a child to engage in illegal sexual activity, possession of child pornography, and distribution and receipt of child pornography. He is facing a sentence of 10 years to life.</p> <p>As we know from the many cases of sexual exploitation, abuse and harassment that have come to light, especially with the MeToo and AidToo movements, we know that this is not an exceptional occurrence. There are numerous examples of predators being hired in humanitarian organizations. Humanitarian work provides a cover for offenders who want to have access to children and others, where they can work with little direct supervision, with easy access to children and other at-risk people, and be seen on the outside as heroes by many people.</p> <p>Facilitator note:</p> <p>If time permits, ask participants if they are aware of any such cases (even outside of the aid sector). Be sure to emphasize anonymity if examples are confidential.</p> <p>Facilitator says:</p> <p>Despite all of our best efforts to prevent potential perpetrators from entering our organizations, they can still end up being hired. Background checks do not always catch everything, and some people are able to hide aspects of their prior positions that are cause for concern. However, by looking at all aspects of the recruitment and selection process, from the design of job descriptions to careful interviewing, we can do a lot to make our organizations safer for the people we serve and our staff.</p>
--	--	---



Culture Note: This is just one example of a known SEA case. There are many. The facilitator may want to choose another example that might be more suitable and realistic for their context. The point is, SEA happens everywhere and in every country, so it is important to have policies, systems, and activities in place to prevent offenders from entering our organizations.

Slide: Activity: Identifying SEA Risks in Positions

Session 2 // Topic 1

Activity: Identifying SEA Risks in Positions

- 1 What are the SEA Risks in this position?
- 2 What tasks or language would you change/add to help prevent SEA?



Duration for this slide/activity: 35 minutes



Facilitator says:

We are now going to examine how to identify SEA risks in positions, and how to mitigate risks. We are going to start by looking at the job description.



Note to facilitator:




In this session, groups will be working with an assigned job description to help them understand the concepts in this topic. The four job descriptions can be found in the Appendix under Handout 1. The four job descriptions are: Driver, WASH (Water, Sanitation, and Hygiene) Technician, Finance Officer, and Health Care Coordinator. You can use other job descriptions from your own organization, but be sure to choose a variety that include a driver, a program position, an operations position, and an administrative type position.



Facilitator says:

In this session, you will work in small groups with an assigned job description that is common in aid and development settings (or your own organization's positions). Each group will have a different job description. The groups will use their job description in subsequent learning activities as they go through each of the key learning areas in the recruitment and selection process. The learning sessions focus on identifying and mitigating SEA risk in the hiring process. At the conclusion of the session, you will have a collection of ideas from all of the working groups that can be used or adapted for your own use.

Safe practice in recruitment means that every stage of the process should be considered carefully in order to deter unsuitable candidates from applying or being hired to work in your organization.

<p>Plenary Debrief – Driver Position</p>	<div data-bbox="724 427 761 479"></div> <div data-bbox="724 730 761 781"></div> <div data-bbox="724 1066 761 1117"></div>	<p>Facilitator Note:</p> <p>Explain to participants that they will be assigned to groups (two to four people), and each group will have a job description that is common in aid and development settings. They will be using this job description throughout this session as they work through the recruitment and selection process.</p> <p><u>Activity: Job Descriptions</u></p> <p>Facilitator says:</p> <p>We are going to break into groups now, and each group will identify the SEAH risk challenges in their job description. In your group, answer the following questions:</p> <ul style="list-style-type: none"> • What are the SEAH risks in this position? • What tasks or language would you add to help prevent or mitigate SEAH? <p>Please note your responses and select a spokesperson for sharing your responses when we return to the larger group.</p> <p>Facilitator notes:</p> <p>When participants return to the larger group, have each group present their findings for their job descriptions.</p> <p>After each presentation, you can add other SEAH risks or prevention strategies as noted below that may not have been mentioned:</p> <p>DRIVER POSITION</p> <p>SEAH risks:</p> <ul style="list-style-type: none"> • Freedom to drive alone to different areas and pick up children or adults at risk • Opportunities to exchange rides for sexual favors • Drivers can be seen as having power and status, which is appealing to children or adults at risk • Can be bribed or coerced by other staff to help them engage in SEAH activities (Can't say no to the CD if they ask you to bring them a sex worker)
--	--	--

<p>Plenary Debrief - WASH Technician Position</p>		<p>Prevention:</p> <ul style="list-style-type: none"> • Add responsibility to maintain detailed daily records on trips, including mileage and passenger names • Sample prevention language for all job descriptions: <p><i>Organization's staff must comply with its Code of Conduct that prohibits sexual exploitation, abuse, and harassment (SEAH) of its program participants and staff. Staff are also expected to create and maintain a working environment to prevent SEAH, and report any SEAH suspected violations of the Code of Conduct. Retaliating against anyone who makes a report of SEAH is prohibited. Any violation of the Code of Conduct will be treated as a serious matter resulting in disciplinary action.</i></p> <p>Note: It can be emphasized to drivers that they have the ability and duty to report anyone, including senior management, if they are asked to participate in an activity they are not comfortable with or know to be against organizational policy (for example, taking staff to know brothels).</p> <p>WASH TECHNICIAN POSITION</p> <p>SEAH risks:</p> <ul style="list-style-type: none"> • A lot of contact with the community, which opens possibilities for SEAH • A lot of travel time spent outside of the operation base; may open opportunities for SEAH at hotels, bars, etc. • Can be seen as having power and status, which can be abused • Responsible for hiring staff, which opens opportunities for SEAH. <p>Prevention:</p> <ul style="list-style-type: none"> • Add responsibility to log trips and activities • Add a statement about the requirement to follow the organization's recruitment practices when hiring staff • Add SEAH prevention language in the job description (see note under Driver job description) • Add language about mainstreaming SEAH measures
---	--	---

<p>Plenary Debrief – Finance Officer Position</p>		<p>FINANCE OFFICER POSITION</p> <p>SEAH risks:</p> <ul style="list-style-type: none"> • Has easy access to money that can be used for illicit purposes • Pays cash to casual workers • Establishes own filing of cash receipts—no oversight • Can be bribed or coerced by staff because of easy access to money • Can be seen as having power and status, which can be abused <p>Prevention:</p> <ul style="list-style-type: none"> • Add requirement that requests for program money can only be done under the supervision of the head of Finance • Indicate that paying casual staff must be in accordance with established procedures • Should assist the head of Finance in establishing the system for the filing of cash receipts • Add SEAH prevention language in the job description (see note under Driver job description)
<p>Plenary Debrief – Health Care Coordinator</p>		<p>HEALTH CARE COORDINATOR POSITION</p> <p>SEAH risks:</p> <ul style="list-style-type: none"> • Has access to children and adults at risk in private health care settings • Hires casual workers who work closely with community members • Can be seen as having power and status, which can be abused • May have specialized knowledge or access to medicine/treatments that are scarce • A lot of travel time spent outside of the operation base; may open opportunities for SEAH at hotels, bars, etc. <p>Prevention:</p> <ul style="list-style-type: none"> • Since this role establishes health service protocol, add language about mainstreaming SEAH measures and protocols. • Add language about responsibility to reinforce SEAH training and policy with all casual workers and staff

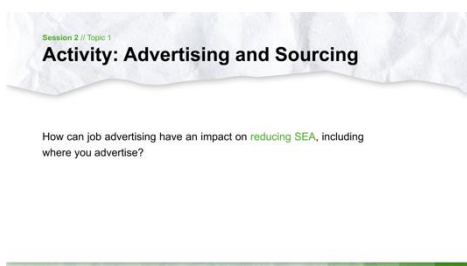
32

Plenary Debrief – Driver		<p>DRIVER</p> <p>You can start out by asking the group if women can be drivers. See Culture Note.</p> <ul style="list-style-type: none"> • The qualifications of this job may not be required for performing this job, such as prior NGO experience. • The ability to read and write in English may not need to be a requirement, as long as the candidate can communicate verbally in English (as required by this job) and complete travel logs in English. • Advertising in local languages can also help attract more diverse candidates.
Plenary Debrief – WASH Technician		<p>WASH TECHNICIAN</p> <ul style="list-style-type: none"> • Many technical positions require university degrees. However, there are people who may qualify based on years of experience doing the work. Along with the degree experience, there could be a statement, “or equivalent working experience.” • Having a degree in one of the areas noted in the job description may not require five years of experience. • For the requirement to work outside of the operational base 75% of the time, be more descriptive of the areas and for how long a person will be away during an average visit. This language might be an unnecessary barrier to attracting women candidates, if in fact, the trips are short and not in dangerous areas, for example.
Plenary Debrief – Finance Officer		<p>FINANCE OFFICER</p> <ul style="list-style-type: none"> • Like the WASH Technician position, participants should consider if the qualifications are too stringent. For example, a formal accounting education may not be necessary if a candidate has demonstrated experience. • Four years of experience outside of formal education appears to be too high for this position.
Plenary Debrief – Health Coordinator		<p>HEALTH CARE COORDINATOR</p> <ul style="list-style-type: none"> • It would be important for candidates to have one of the degrees noted for this work; however, the experience requirement, 10 years, seems very high and will likely be a barrier for diverse hiring. • The requirement to work 75% outside of the operational base should be more specific, too, as noted in the WASH Technician job description. • Other experience requirements might also be too high, which should be explored.

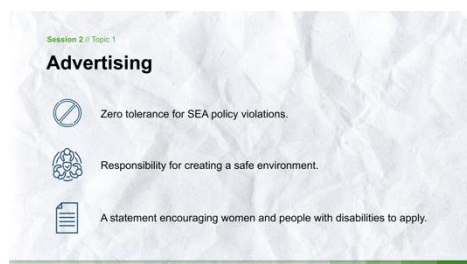
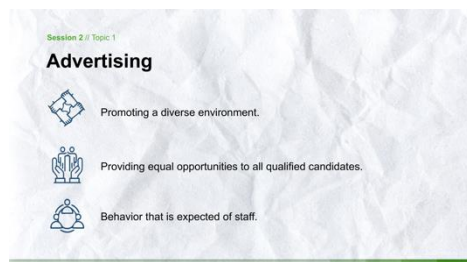


Culture Note: In some cultures, it is not considered appropriate for women to be drivers, or the work settings are considered too dangerous for them. In such contexts, it may be possible for women to be hired as drivers for work that would not put them in perceived danger, such as driving for local supplies, taking staff to and from guest houses and the office, and travel to and from the airport. Women drivers can also be assigned to driving other women staff to job sites.

Slide: Advertising and Sourcing



Slide: Advertising - Activity



Activity: Advertising & Sourcing

Duration for this slide/activity: 35 minutes

Facilitator says:

How can job advertising have an impact on reducing SEAH risk, including where you advertise?

Facilitator Note:

In their groups, have the participants write a short advertisement for their assigned job description and consider where they will post the position advertisement to attract women and other diverse candidates.

Facilitator says:

Be creative! You can also consider using some of the SEAH prevention language you already created for your job description and the changes you made to your job description to reduce barriers for women and other diverse candidates.

Note to facilitator:

When participants return to the larger group, have each group present their findings for their job descriptions. After each presentation, you can add suggestions (as noted below) that may not have been mentioned.

Advertisement language should include mention of:

- Promoting a diverse environment
- Providing equal opportunities to all qualified candidates
- Behavior that is expected of staff (and that no one can be asked for money or other favors in exchange for a job)
- Zero tolerance for SEA policy violations
- Responsibility for creating a safe environment
- A statement encouraging women and people with disabilities to apply

<p>Slide: Job Posting (examples)</p>		<p>Examples for posting. This will be site specific, but some examples include:</p> <p>Places frequented by women and people with disabilities such as:</p> <ul style="list-style-type: none"> • Health clinics • Women's centers • School sites • Gathering points • Community clubs
---	--	--

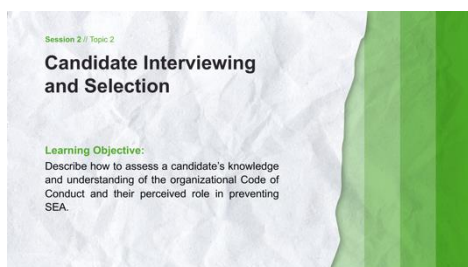
Topic Two: Interviewing and Selection

Duration: 40 minutes

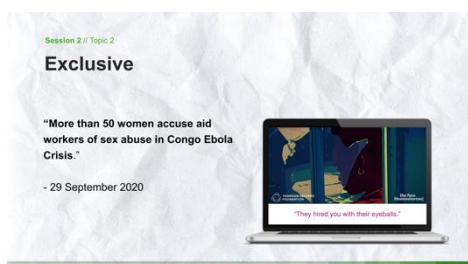
Learning Objectives:

- Describe how to assess a candidate's knowledge and understanding of the organizational Code of Conduct and their perceived role in preventing SEA.

Slide: Topic Two: Candidate Interviewing and Selection



Slide: Exclusive (DRC allegations report)



Duration for this: Slide/Introduction: 5 minutes



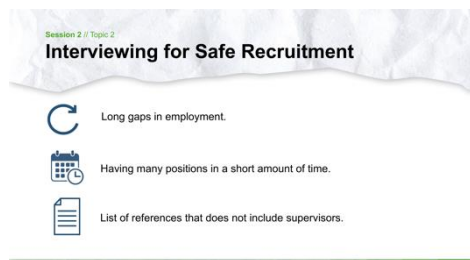
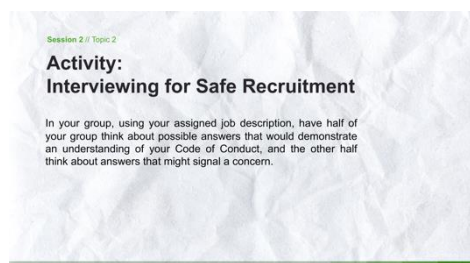
Facilitator note:

Introduce Topic Two: Candidate Interviewing and Selection



Facilitator says:

The recruitment process itself is a high risk for sexual exploitation. For example, the recent DRC allegations of sexual exploitation in the Ebola response (2021) revealed that some women had to exchange sexual favors in order to get a job with NGOs. No one person alone should ever be allowed to do the recruitment and selection of workers, even for casual and temporary workers. Ideally, there should be a hiring panel with at least one woman on the panel. For rapid recruitment, at least two people should be involved in the recruitment, with one of them being a woman. Monitoring and spot-checking of the recruitment processes should also be conducted to ensure that recruitment policies are being followed. Women should not be interviewed in private rooms alone with a man.

Slide: Interviewing for Safe Recruitment**Slide: Activity: Interviewing for Safe Recruitment**

During the interviewing process, you should assess the candidate's knowledge and understanding of your Code of Conduct, their perceived role in preventing SEAH, and how they would respond to SEAH incidents. It is during this process that you might identify possible warning signs. Some examples of warning signs are:

- Unexplained long gaps in employment
- Having many positions in a short amount of time
- List of references that does not include supervisors

Note: Remember, these are areas that are explored further with candidates so you can make an informed judgment about their candidacy. It does not mean that people with these warning signs should not be considered. For example, a mother may take off time from work for an extended period of time to take care of her children. You should not exclude her from the candidate pool because of this. Maybe a candidate did not include the name of their prior supervisor because they were a whistle-blower, and they fear retaliation. In that case, they may want to provide the name of another person in the organization who can speak to their work and character.

Also, it is not uncommon for humanitarian workers to change jobs frequently. However, you must still explore with the candidate their reasons for the job changes.

Be sure to also follow up with the candidate on any discrepancies between what is said in the interview and what is on their C.V. or other information they provided.

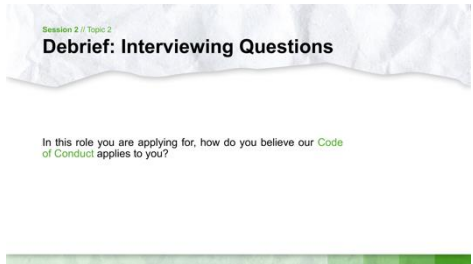

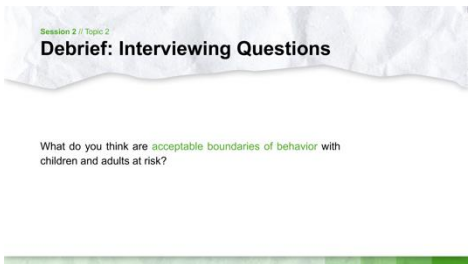
Activity Duration: 40 minutes

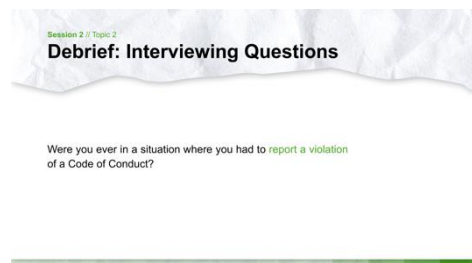
Facilitator says:

There are questions you can ask candidates to help you gauge their awareness of SEAH and their attitudes about it. Before asking these questions, you should give the candidate a copy of your Code of Conduct ahead of time to review. Also, have a copy available for them if you are conducting an in-person interview.

Please take a look at Handout Two: Interviewing for Safe Recruitment. We will break into our groups now. In your group, using your assigned job description, have half of your group think about possible answers that would demonstrate an understanding of your Code of Conduct, and the other half think about answers that might signal a concern.

Bring the participants back to the larger group and ask them to share responses.

<p>Slide: Debrief: Interviewing Questions (1)</p>  <p>Slide: Debrief: Interviewing Questions (2)</p>  <p>Slide: Debrief: Interviewing Questions (3)</p> 	<p>For each of the questions, be sure that participants demonstrate an understanding of the following for each of the questions:</p> <ol style="list-style-type: none"> <i>In this role you are applying for, how do you believe our Code of Conduct applies to you?</i> <p>Candidates should indicate that they cannot engage in any of the prohibited behaviors. A warning sign might be if the candidate doesn't seem to understand the connection between the Code of Conduct and their work with the organization.</p> <ol style="list-style-type: none"> <i>Have you ever been named in a sexual exploitation, harassment, or abuse concern with any of your past employers?</i> <p>Most candidates will say no to this question. It is still important to ask this question because if the candidate is hired, and the organization finds out later that the candidate was involved in a prior SEAH concern, it can be cause for disciplinary action, up to termination of employment for giving false information.</p> <ol style="list-style-type: none"> <i>What do you think are acceptable boundaries of behavior with children and adults at risk?</i> <p>Candidates should be able to explain that they should not engage in any prohibited behavior, especially for positions working with children. For positions working with children, the interviewer may want to follow up with questions on how the candidate believes children should be treated and disciplined. Warning signs would be if the candidate seems to have difficulty understanding the importance of boundaries, or reveals that prohibited behavior with children, such as touching or physical discipline, is acceptable.</p>
--	---

Slide: Debrief: Interviewing Questions (4)**Slide: Debrief: Interviewing Questions (5)****4. Were you ever in a situation where you had to report a violation of a Code of Conduct?**

The fact that a candidate did report a suspected violation of a Code of Conduct is a positive answer. A warning sign would be if the candidate did not believe it was their responsibility to report a violation if they were not absolutely sure that someone violated the Code of Conduct. Suspicions should also be reported. Their response also needs to be balanced with the fact that in entry-level positions or in positions like drivers, staff may be afraid to report because of concerns about losing their job or other reporting barriers. Managers and those in higher-level positions should be held to a higher reporting standard.

5. What would you do if you observed a colleague breaching our Code of Conduct?

A positive response from a candidate would be that they would immediately report the observed violation of the Code of Conduct. A warning signal would be if the candidate said they would only report if they were absolutely sure that the colleague breached the Code of Conduct. Another warning signal would be if they said they would first investigate the situation before deciding if they should report it.

Close this session

**Facilitator says:**

Keep in mind that except for a negative response to question #2, responses to the other questions that may trigger a warning sign, do not automatically disqualify a candidate from consideration. For example, a person who has not worked in the aid sector may not be familiar with reporting mechanisms. You will be comparing responses of all candidates as part of the overall selection process and checking references, with the knowledge that the answers to these questions are a very important consideration along with other job qualifications in the selection process.

Topic Three: Hiring Due Diligence: Reference and Background Checks

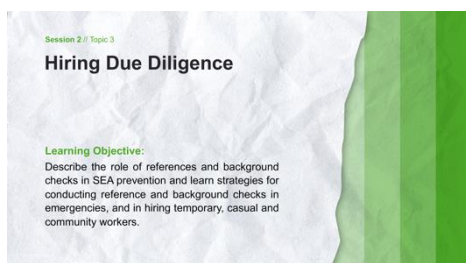
Duration: 30 minutes

Learning Objectives:

- Describe the role of references and background checks in SEA prevention, and learn strategies for conducting references and background checks in emergencies, and in hiring temporary, casual and community workers.

NOTE: For those organizations who are participating in the Interagency Misconduct Disclosure Scheme, facilitated by the Steering Committee for Humanitarian Response, you can include your organization's policies on how that is used during reference checks. The Interagency Misconduct Disclosure Scheme promotes bilateral exchanges between organizations to ask specifically about a candidate's past history of misconduct in the prior organization, purportedly in a way that respects legal restrictions and complies with data privacy. This is meant to be a complement to and not a replacement for police checks and general reference checks, as those can also highlight warning signs for a candidate's ethical behavior.
<https://www.schr.info/the-misconduct-disclosure-scheme>

Slide: Topic Three: Hiring Due Diligence



Slide/Activity Duration: 5 minutes



Facilitator note:

Introduce Topic Three: Hiring Due Diligence: Reference and Background Checks and the learning objectives

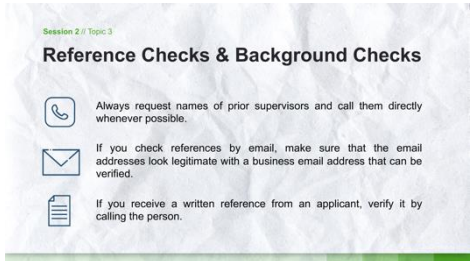

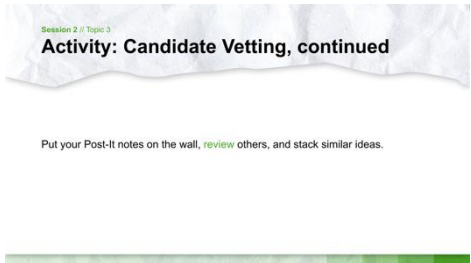


Facilitator says:

Reference and background checks are critically important in the recruitment process; however, often, proper checks are not done on candidates when there is an emergency or in the case of temporary or casual workers. Not checking references and doing background checks puts staff and community members at great risk.

Most organizations have policies on reference and background checks. Here are some key considerations.

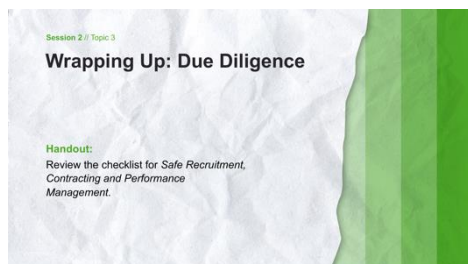
- Always request the names of prior supervisors and call them directly whenever possible.
- If you check references by email, make sure that the email addresses look legitimate with a business email address that can be verified.
- If you receive a written reference from an applicant, verify it by calling the person.

<p>Slide: Reference Checks & Background Checks</p> 		<p>Carefully review each of the written references together to make sure they have not been completed by the same person. This can often be easily detected when all the references have the same words and expressions for many of the questions.</p> <p>Background checks/reference checks</p> <p>Some organizations utilize third-party organizations for criminal background checks. If your organization does not have this capability, the organization may consider requesting a local police check, where allowable by law, particularly for high-risk positions.</p> <p>Some organizations will only provide minimal information on candidates. However, generally, an employer will indicate if the person is eligible for rehire. If they are not eligible for rehire, this is a potential warning signal and should be followed up on with the candidate.</p> <p><i>For those organizations who participate in the Interagency Misconduct Disclosure Scheme, you can include a reference to how the organization integrates that form of reference check in its policies.</i></p> <p>Refer participants to <u><i>Handout Four: Conducting Reference and Background Checks</i></u> with sample SEA references).</p>
<p>Slide: Activity: Candidate Vetting</p>  <p>Slide: Activity: Candidate Vetting, continued</p> 	<p>🕒</p> <p>💬</p> <p>📄</p>	<p>Duration for this Slide/Activity: 20 minutes</p> <p>Facilitator says:</p> <p>Let's discuss what we can do to properly vet our candidates during emergencies or when hiring temporary, casual, or community workers.</p> <p>Facilitator Note:</p> <p>Ask participants to write down as many ideas as they can think of for vetting candidates for SEA risks on post-it notes, with one idea per note, in 5 minutes.</p>



Online instruction for this exercise: Give the participants 5 minutes to think about their idea. Then ask them to add them to an online whiteboard, or the facilitator or producer can type them on a shared screen. This exercise may take 10 minutes longer than the in-person training.

**Slide: Wrapping up
Hiring Due Diligence**



Duration: 5 minutes



Facilitator Note:

To wrap up this session, have participants review the Handout Five: Checklist for Safe Recruitment, Contracting, and Performance Management. Ask if they would add anything to the list.

Close the session

Session Three: Safe Programming and Risk Management

Duration: 125 minutes

Session Learning Objective:

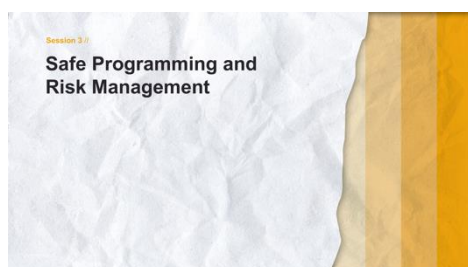
- Apply the steps of the four-part PSEA risk management cycle of Understand, Identify, Mitigate and Monitor to existing and new humanitarian aid programs.⁵

Facilitator Note: This session is designed to be a “workshopping” session with team members directly responsible for managing risk and works best when project teams are analysing their own project activities for risk of PSEA. The facilitator should have some familiarity with the project activities and complete the “Risk Management Assessment and Plan Worksheet” on their own in preparation for the training to anticipate where teams may need more guidance in this activity. This session is meant for those at a senior level, who are responsible for designing and managing programs in order to consider, document, and monitor SEA risks by staff in the field.

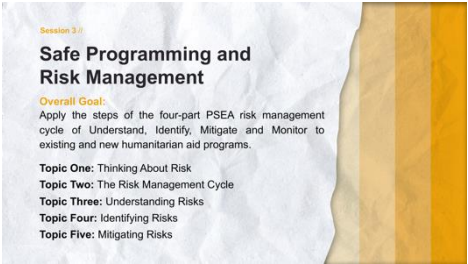
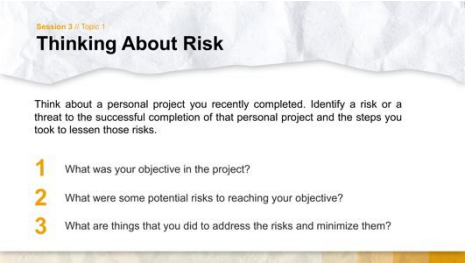
If there is capacity and interest in gathering information about SEA risks directly from beneficiaries and/or casual workers from the community, consider using the materials from the “Empowered Aid” project. Those materials are designed to be used as a participatory research methodology with women and girls as program participants to better understand what they perceive as risks of SEA and how they deal with those risks so that the organization can take better steps to address those risks. The knowledge gained from this type of participatory research can directly feed into the managing risks exercise here, taking into account risk mitigation strategies women and girls themselves contributed to.

https://globalwomensinstitute.gwu.edu/sites/g/files/zaxdzs1356//downloads/GWI-EmpoweredAid-PARWorkshopFacilitationGuide-Final_a11y.pdf

Slide: Topic One: Thinking about Risk



⁵ The materials in this section are adapted from tools in the “Sexual Exploitation and Abuse Risk Management Toolkit”, United Nations Peace Operations: June 2018 and “Protection from Sexual Exploitation and Abuse (PSEA): A Practical Guide and Toolkit for UNICEF and Partners” UNICEF 1 April 2020.


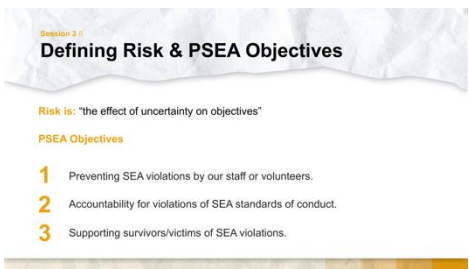



<p>Slide: Safe Programming and Risk Management</p>  <p>ACTIVITY Slide: Thinking about Risk</p> 	<p>⌚</p> <p>...</p> <p>...</p>	<p>Duration for this slide/activity: 5 minutes</p> <p>Facilitator says:</p> <p>“Risk management” can sound like a difficult topic. But in reality, we all manage “risks” in both our personal and professional lives. The goal of this session is to bring more awareness, attention and purpose to what we already do—to ensure we apply it to preventing sexual exploitation and abuse in our programs. This means gaining a better awareness and understanding of how to identify, assess and mitigate risk.</p> <p>Let’s think about risk in a different way for a moment. Think about a recent project you completed in your personal life: maybe it was working on improving your living space or office space; planning a wedding or birthday party; going on a trip for a holiday or to visit relatives; completing a hobby project; or the process of getting a job.</p> <p>DIVIDE people into pairs, and ask people to think about their personal project and identify a risk in the successful completion of that personal project and the steps they took to lessen those threats to their project. They should then share with their partner. Take 2 minutes.</p> <p>ASK the following prompting questions:</p> <ul style="list-style-type: none"> – What was your objective in the project? What did you want to do? (seeing relatives; completing a certain task; hosting a successful wedding) – What were some potential risks to reaching your objective? (Missing your transportation for your trip; breaking tools in your project; food not arriving for your party) – What are things that you did to address the risks and minimize them? (set an alarm and leave with plenty of time; treating tools carefully; ensure the prepared food for a wedding or party was on time)
<p>Plenary Debrief</p>	<p>⌚</p> <p>...</p> <p>📄</p>	<p>Duration for this slide/activity: 5 minutes</p> <p>Facilitator says:</p> <p>Everyone let’s return to the large group. Can I have someone share with me their example?</p> <p>Facilitator's note:</p> <p>Be sure that sharing participants are answering each of the three prompting questions on the slide about objectives, risks, and actions to minimize risks. You can reframe their response through these three questions when summarizing their response.</p> <p>Allow two to three participants to share.</p>

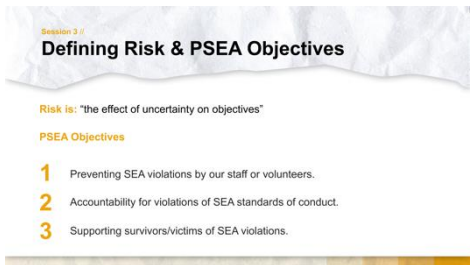
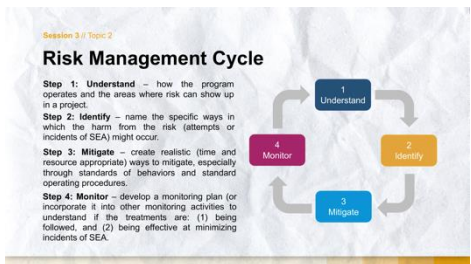


Note for Online Delivery: Rather than dividing into pairs, take 2 minutes for individuals to reflect on these questions and answer for themselves. Consider softly playing background music to offset “dead air.” After 2 minutes, ask for individuals to share.

Topic Two: The Risk Management Cycle

Duration: 10 minutes

		<p>Facilitator says:</p> <p>Now we are going to look at how to apply a little more structure and analysis to that same process you used when looking at risks of SEA in our programs. We do this by talking about the steps of Risk Management.</p>
<p>Slide: Defining Risk & PSEA Objectives</p> 	  	<p>Duration for this slide/activity: 1 minute</p> <p>Facilitator says:</p> <p>The definition of risk is really simple: "effect of uncertainty on objectives." Another way to think about it is "the possibility that something bad is happening."</p> <p>Facilitator note:</p> <p>Apply this definition to at least one of the examples that participants shared in the previous session by identifying: (1) the objective and (2) the threat or uncertainty of accomplishing that objective.</p>

<p>Slide (same): Defining Risk & PSEA Objectives</p> 	<p>⌚</p> <p>💬</p>	<p>Duration for this slide: 2 minutes</p> <p>Facilitator says:</p> <p>Therefore, when we define “risk” in our projects from a PSEA point of view, the very definition of risk asks us to identify our objectives in PSEA.</p> <p>When know we have three objectives:</p> <ol style="list-style-type: none"> 1) Prevent SEA from occurring at all 2) Hold people accountable for SEA violations when they do occur 3) Support victims/survivors of SEA violations <p>In the Risk Management Assessment and Plan Worksheet that we will be using in this session, we will be focused on preventing occurrences in our programs, but it is also important to think about how holding people accountable for violations and supporting victims/survivors can also play a role in prevention.</p> <p>We know that the biggest part of risk management is aimed at minimizing the “how often” of violations. We also know that risk management can never eliminate those risks. Systems for reporting potential sexual exploitation and abuse violations, good response systems to hold people accountable through disciplinary actions, and providing support to victims/survivors, should also be considered in the full risk management landscape.</p>
<p>Slide: Risk Management Cycle</p>  <p>Adapted from: DPKO-DFS Guidelines on Enterprise Risk Management (2012).</p>	<p>⌚</p> <p>💬</p>	<p>Duration for this slide: 5 minutes</p> <p>Facilitator says:</p> <p>Risk management is the application of activities and methods that organizations use to understand, identify and mitigate risks that can affect their ability to achieve certain objectives.</p> <p>Monitoring the mitigation or treatment of risks completes the cycle, where new risks may emerge based on our learning.</p> <p><u>The graphic shows the 4-step cycle:</u></p> <ol style="list-style-type: none"> 1. Understanding how the program operates and the areas where risk can show up in a project. 2. Identifying the risks: Name the specific ways in which the harm from the risk might occur.

		<ol style="list-style-type: none"> 3. Mitigate the risk: Identify realistic (time and resource appropriate) ways to mitigate risks, especially through standards of behaviors and standard operating procedures 4. Monitor the risk: Develop a monitoring plan (or incorporate it into other monitoring activities) to understand if the mitigation efforts or treatments are: (1) being followed; and (2) being effective at minimizing risk) <p>The goal with risk management is to minimize risks by implementing controls, processes, and procedures, recognizing that it may be nearly impossible to eliminate risks entirely.</p>
--	--	---

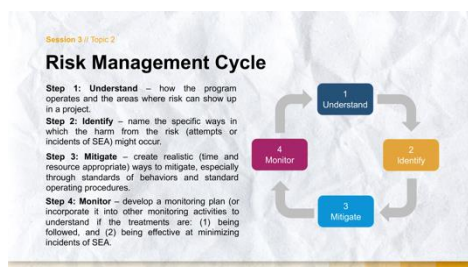
Topic Three: Understanding Risks

Duration: 10 minutes

Learning Objective:

- Apply the Understand portion of the Risk Management Cycle

Slide (same): Risk Management Cycle



Duration of this slide/activity: 2 minutes



Facilitator note:

Distribute *Handout Six: "Risk Management Assessment and Plan"*

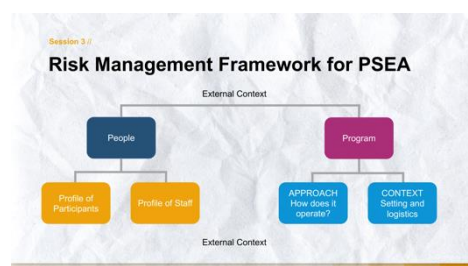


Facilitator says: We are now going to walk through the three most important steps in the Risk Management Cycle and apply them to your own projects.

We will:

1. Understand the Risk
2. Identify the Risk
3. Mitigate the Risk

Slide: Risk Management Framework for PSEA

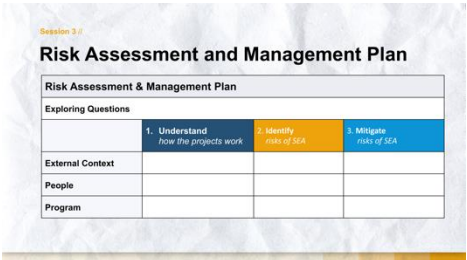


Duration for this slide/activity: 2 minutes



Facilitator says:

All SEA risks can be viewed through the lens of risks posed by people (staff) and those posed through the program delivery (approach and context). For people, we look at the profiles of the staff involved and the profile of those who are either being directly helped by the programs or could be affected by staff in the community. For programs, we look at the program approach (its methods of operations) and the context of the setting of the program, and some of the logistical aspects. The analysis of People and Program are set against the larger backdrop of the External Context of the country or local context.

		<p>1. External Context: This provides the backdrop for the other pieces of analysis. It looks at the external context in which the staff and program operates—at the country and local levels—especially at the legal, structural, cultural, linguistic, and social norms around sexual and gender-based violence.</p> <p>2. People: It examines the profiles of the staff involved and the profile of those who are either being directly helped by the programs or could be affected by staff in the community. This helps establish how staff might abuse power and how participants might be susceptible to being abused.</p> <p>3. Program: This looks at the program approach and asks questions about how it is delivered in the community, and program context, asking questions about the setting and logistical aspects.</p> <p>In the next activity, we will ask ourselves questions about our projects, and these three categories of External Context, People and Program, will help guide the topics of our questions.</p>
<p>Slide: Risk Assessment and Management Plan</p>  <p><i>Activity: Handout 6</i></p>	<p>⌚</p> <p>📄</p> <p>...</p>	<p>Duration for this slide/activity: 2 minutes</p> <p>Facilitator note:</p> <p>Divide people into small workgroups for the next set of activities using Handout 6: Safe Programming Risk Management and Assessment Plan. If you have a group working on several different projects, you will want to divide them into their respective project teams. If you have one group working on a large project, you might have them look at the questions in the three different topic areas: External Context, People, and How the Program Operates.</p> <p>Facilitator says:</p> <p>Now we will divide into small teams to work through the <i>Safe Programming Risk Management and Assessment Plan (Handout Six)</i>.</p> <p>This first step actually involves two parts:</p> <p>First, at the top of the page of Handout 6, be sure to list the types of activities the project is involved in general. This can help serve as a reference point as the rest of the questions go into more detail.</p>

Slide: Understanding Risk

Session 3 // Topic 3

Understanding Risk

Risk Assessment & Management Plan	
PROJECT: For example, operating a health clinic in a village, includes direct health services, non-health services in surrounding communities, training staff and participants on health.	1. Understand
External Context	
Local attitudes, laws, etc. towards sexual violence, child abuse, including underage sex.	
Available services for survivors?	
People	
Staff and volunteer gender balance on teams	
How are teams managed? How are field teams supervised?	
Who is targeted for assistance? How are they susceptible to being taking advantage of?	
Program	
How do staff interact with program participants? Where? How often?	
What are the goods/services delivered or activities conducted? How?	
How to staff control, or appear to control, access to goods/services/activities?	
Language? Use of digital communication tools for work?	



Handout 6 Activity: 20 minutes

Facilitator says:

The next part of the step is to fill out the Column of "Understand," by filling out the answers to the prompting questions under the Categories of **External Context, People, and How the Program Operates**

This helps to understand and identify the situation on the ground. You could also consider it a "situational analysis" of how SEA issues might arise in the context of program delivery.

Keep in mind not all questions may be relevant to your work, and concentrate on those that are.

Take 20 minutes to discuss your assignment in small groups. We will only feed back into the whole group when we have completed the worksheet at the end. But we will take breaks in between each section to identify any questions or concerns in completing each step.



Facilitator's note:

Assign the groups according to project teams OR assign them the specific Categories of **External Context, People** and with two groups dividing the largest group of questions on how the **Program Operates**.



Duration for this slide/activity: 5 minutes

Facilitator says:

Now that everyone has completed *Step 1*, did any group have particular challenges or questions?

Topic Four: Identifying Risks

Duration: 25 minutes

Learning Objective:

- Apply the Identify portion of the Risk Management Cycle

Slide/Activity: Identifying Risk

Risk Assessment & Management Plan

PROJECT: (for example, operating a health clinic in a village includes direct health services, distribution of supplies to surrounding communities, training staff and participants on health)

Identify	Assess	Mitigate
External Context <ul style="list-style-type: none"> Local attitudes, laws, etc. towards sexual violence, child abuse, including underage sex. Available services for survivors? 		
People <ul style="list-style-type: none"> Staff and volunteer gender balance on team How are teams managed? How are field teams supervised? Who is targeted for assistance? How are they susceptible to being taken advantage of? 		
Program <ul style="list-style-type: none"> How do staff interact with program participants? Where? How often? What are the goods/services delivered or activities conducted? How? How to staff control, or appear to control, access to goods/services/activities? Language? Use of digital communication tools for work? 		



Duration for this slide/activity: 2 minutes



Facilitator says:

The next part of the step is to fill out the column of "Identify," by filling out the answers for each row based on your answers from Step 1. Now that we understand the identified issues and circumstances, how might this present a risk of sexual exploitation and abuse of community members?

Think about:

- *When, where, and how are there opportunities for exploitation or abuse?*
- *What are local attitudes toward child abuse and sexual violence?*
- *What are the power differentials between staff and participants?*

Keep in mind not all questions may be relevant to your work, and concentrate on those that are. Answers in the Assessment column may also overlap and repeat between the different rows, or probing questions. That's okay—we will look in the final step to see if there might be different ways we mitigate the risks.

Take 20 minutes to discuss your assignment in small groups. We will only feed back into the whole group when we have completed the worksheet at the end. But we will take breaks in between each section to identify any questions or concerns in completing each step.

Plenary Debrief



Duration for this activity: 5 minutes



Facilitator says:

Now that everyone has completed *Step 2*, did any group have particular challenges or questions?

Topic Five: Mitigating Risks

Duration: 40 minutes

Learning Objective:

- Apply the Mitigate portion of the Risk Management Cycle

Slide/Activity: Mitigating Risk

Session 3 // Topic 5

Mitigating Risk

Risk Assessment & Management Plan	
PROJECT: (for example, operating a health clinic in a village; includes direct health services, door-to-door surveys in surrounding communities, training staff and participants on health)	→ Mitigate
External Context <ul style="list-style-type: none"> Local attitudes, laws, etc. towards sexual violence, child abuse, including underage sex. Available services for survivors? 	
People <ul style="list-style-type: none"> Staff and volunteer gender balance on team. How are teams managed? How are field teams supervised? Who is targeted for assistance? How are they susceptible to being taken advantage of? 	
Program <ul style="list-style-type: none"> How do staff interact with program participants? Where? How often? What are the goods/services delivered or activities conducted? How? How to staff control, or appear to control, access to goods/services/activities? Language? Use of digital communication tools for work? 	



Duration for this slide/activity: 2 minutes



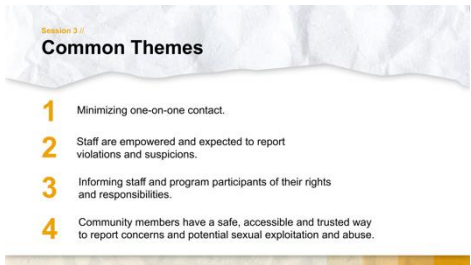
Facilitator says:

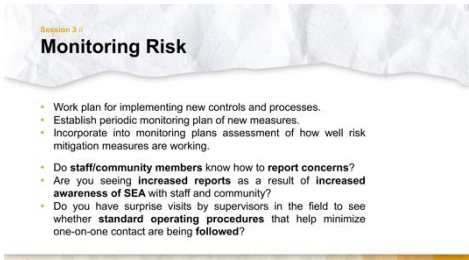
The last step is to fill out the column of "Mitigate" the risk. Now that we understand the identified issues and circumstances of program operations and delivery and how this might present risk of sexual exploitation and abuse toward community members, what can we do to minimize those risks?

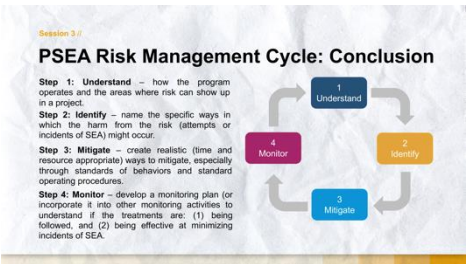
Keep in mind that we may not be always able to address every single risk factor. For example, we may not be able to change a certain cultural acceptance of transactional sex. However, in crafting potential controls, we can recognize that context.

Also, keep in mind resource constraints. If money were no object, we could all likely create controls that could nearly eliminate PSEA violations, but that would not be realistic to ever implement. Think in terms of achievable processes, procedures, and requirements that could minimize opportunities for people to misuse power:

- Standard Operating Procedures that minimize one-on-one contact
- How we raise awareness with participants that they never have to give anything to get benefits and report concerns
- Adequate internal controls: ensuring that there is adequate separation of duties in the workflow. The staff collecting information on participants should not be the same staff deciding on benefits, or the same staff delivering benefits or the same staff monitoring benefits received, reducing the perception (and actual operation) that one person controls all decision making.

<p>Activity:</p> <ol style="list-style-type: none"> 1. Complete the "Mitigate" column for all the rows you have been working with, to the best of your ability 2. Using flipchart paper, Compile all of the unique methods you have identified to "Mitigate" risk. When you present, be sure you can identify how that treatment can address the multiple ways identified from columns 1 and 2 that staff could exploit or abuse people. 	<p>⌚</p> <p>💬</p>	<p>Duration for this slide/activity: 15 minutes</p> <p>Facilitator says: This will also be a two-part process, as we want to present your final product to the rest of the group.</p> <ol style="list-style-type: none"> 1. Complete the "Mitigate" column for all the rows you have been working with, to the best of your ability <p>Keep in mind that some of your mitigation options will show up in multiple columns—that's okay. That will set us up for part 2.</p> <ol style="list-style-type: none"> 2. Using flipchart paper, compile all of the unique methods you have identified to "Mitigate" risk. When you present, be sure you can identify how that treatment can address the multiple ways identified from columns 1 and 2 that staff could exploit or abuse people. <p>We don't have to repeat treatments for each issue. Rather present your unique treatment procedures, protocols, systems, etc., and be able to describe how each of those addresses multiple risks. Each presentation should be 5 minutes.</p>
<p>Debrief Presentations</p> <p>Slide: Common Themes (in mitigating risk)</p> 	<p>⌚</p> <p>💬</p> <p>📄</p>	<p>Duration for this slide/activity: 20 minutes</p> <p>Facilitator says: Let's everyone share their treatment methods and describe how they address multiple risks of exploitation and abuse.</p> <p>Facilitator note: While there will be some specifics and particularities to each treating risks in different projects, some common themes will emerge from this exercise. In summarizing the group presentations, highlight these points:</p>

		<p><u>Minimizing one-on-one contact</u>, especially between genders and with children: This can be done through standard operating procedures or specific behavior protocols for interacting with program participants or others.</p> <p><u>Staff are empowered and expected to report violations</u>: It is important that staff should keep each other accountable. When staff sees other staff violating the standard operating procedures or specific behavior protocols for interacting with program participants or others, they must speak out because these actions could be red flags of more serious violations of exploitation or abuse.</p> <p><u>Informing program participants of their rights and responsibilities</u>: People should clearly know what to expect in terms of program assistance AND how they should be treated by NGO staff—no one should ever ask for anything (including sex) in exchange for assistance or employment.</p> <p><u>Community members have a safe, accessible, and trusted way to report concerns and potential sexual exploitation and abuse</u>. We know we can't be everywhere and see everything, which is why reporting systems for staff and community members are so important. While we can minimize risks in how the program is delivered, we can never eliminate them. Good reporting systems are important ways to address the risks that still remain after implementing new controls. They are also important in providing a good response if sexual exploitation, abuse, or harassment occurs. Additionally, if people are aware that they might get caught or reported, people may be less likely to engage in the behavior, giving reporting systems a preventative aspect, too.</p>
<p>Slide: Monitoring Risk</p>  <p>Monitoring Risk</p> <ul style="list-style-type: none"> • Work plan for implementing new controls and processes. • Establish periodic monitoring plan of new measures. • Incorporate into monitoring plans assessment of how well risk mitigation measures are working. • Do staff/community members know how to report concerns? • Are you seeing increased reports as a result of increased awareness of SEA with staff and community? • Do you have surprise visits by supervisors in the field to see whether standard operating procedures that help minimize one-on-one contact are being followed? 	<p>⌚</p> <p>💬</p>	<p>Duration of Slide: 2 minutes</p> <p>Facilitator says:</p> <p><u>Risk management is an ongoing process. It typically includes:</u></p> <ul style="list-style-type: none"> – Establish a work plan for implementing new controls and processes – Prioritize addressing risks with the most obvious risk factors that carry the most significant consequences, but balance them with easier controls to implement for “quick wins.”

		<ul style="list-style-type: none"> – Establish quarterly assessments of risk registers for progress on risk mitigation work plans, efficacy of risk measures, and whether new risks are emerging <p>Think of ways that you already work with implementation plans, risk registers, or quarterly reports and assessments of project activities. What are ways to incorporate a monitoring approach to your Risk Assessment and Management Plan into the work you already do?</p> <p><u>How can you incorporate into monitoring plans an assessment of how well risk mitigation measures are working?</u></p> <ul style="list-style-type: none"> – Do community members know how to report concerns? Can you include questions on surveys you already deliver? – Are you seeing increased reports as a result of increased awareness of SEA by staff and community? – Do you have unannounced visits by supervisors in the field to see whether standard operating procedures that help minimize one-on-one contact are being followed?
<p>Slide: PSEA Risk Management Cycle Conclusions</p>  <p>PSEA Risk Management Cycle: Conclusion</p> <p>Step 1: Understand – how the program operates and the areas where risk can show up in a project.</p> <p>Step 2: Identify – name the specific ways in which the harm from the risk (attempts or incidents of SEA) might occur.</p> <p>Step 3: Mitigate – create realistic (time and resource appropriate) ways to mitigate, especially through standards of behaviors and standard operating procedures.</p> <p>Step 4: Monitor – develop a monitoring plan (or incorporate it into other monitoring activities to understand if the treatments are: (1) being followed, and (2) being effective at minimizing incidents of SEA.</p>	<p>⌚</p> <p>...</p>	<p>Duration of Slide: 1 minute</p> <p>Facilitator says:</p> <p>We spent time together today analyzing three of the four steps in Risk Management for SEA in our project activities.</p> <ol style="list-style-type: none"> 1. Understanding how the program operates and the areas where risk can show up in a project. 2. Identifying the specific ways in which the harm from the risk might occur. 3. Mitigating the risk by creating realistic (time and resource-appropriate) ways to mitigate risks, especially through standards of behaviors and standard operating procedures.

		<p>We also covered:</p> <p>4. Monitoring the Risk</p> <ul style="list-style-type: none">– Create realistic controls and standard operating procedures– Create an Implementation plan with assigned responsibilities for ensuring the controls are integrated into project work– Create a Monitoring plan on implementation of controls and how well the risk mitigation measures are working <p>While we can't solve all risk management issues in our short time together, you should now have a good understanding of the framework and how to apply it.</p>
--	--	---

Icon credits: Freepik and Shareicon.net.