



# Prevention of Sexual Exploitation and Abuse (PSEA)

Module 2: SEA Prevention



# Module Overview

**Session 1:** Bystander Intervention

**Session 2:** Safe Recruitment and Selection

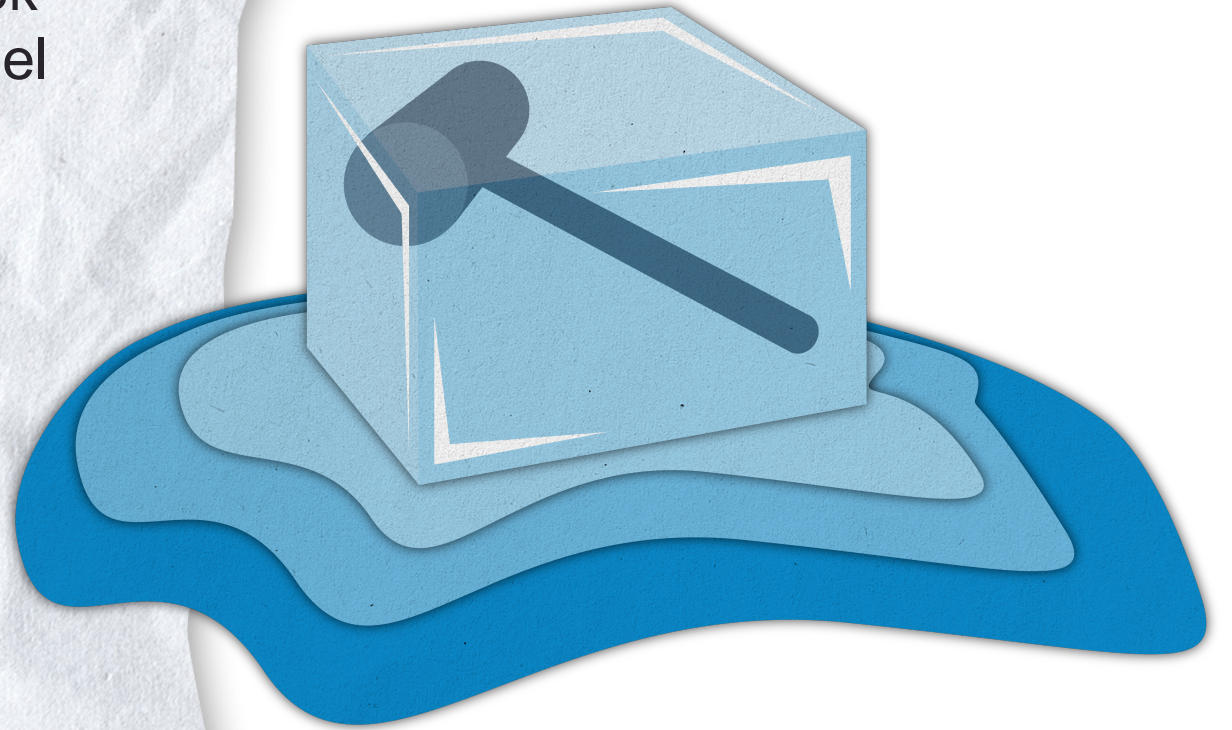
**Session 3:** Safe Programming





# Ice Breaker

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.





# Self-care Advisory Message

Due to the sensitive nature of today's topic, we encourage you to *participate to the extent you feel comfortable* and to take a break from the session if needed. If this session brings up things that you would like to talk about, seek support from a trusted colleague, friend, or family member.





# Respecting Privacy and Acknowledging Reporting Obligations



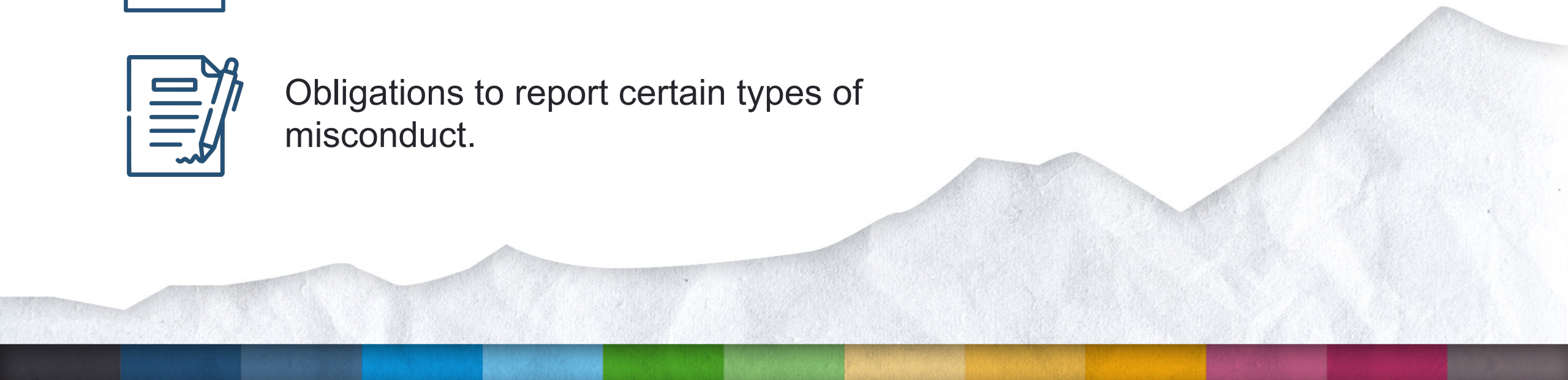
Don't share details of specific cases that could identify people involved.



Keeping confidentiality of what we discuss in this room.



Obligations to report certain types of misconduct.





# Session Expectations

Consider the following themes for generating session expectations.



Active Listening



Respect



Integrity



Privacy



Caring



# Session 1



Session 1 //

# Bystander Intervention

**Topic One:**

The Bystander Effect.



# Session Learning Objectives

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



# The Bystander Effect

A **psycho-social phenomenon** in which people do not offer help to someone in danger when others are present.





# The Bystander Effect

- 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?

## Personal Reflection:

Think of a time when you were a bystander, or witness, to someone who seemed like they needed help.

- Did you step in? Why or Why not?
- There is no judgement and no right or wrong answer.



# Bystander Intervention and Culture

What **cultural considerations** may influence how we act as a bystander in situations involving SEA?



# Behavior Continuum

## Learning Objective:

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



# The Behavior Continuum



- 1** Where would you speak up?
- 2** Where should you step in for others?



# Behavior Continuum Application

**What would you do in this scenario?**

On a scale of 1 to 5?

**1**

Definitely **do not** intervene

**5**

Definitely **intervene**

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.

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.

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.



# Behavior Continuum Summary

1

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.

2

Recognizing behavior along a continuum is a helpful first step in stopping inappropriate words and actions before they escalate.



# Bystander Intervention

## Learning Objective:

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



# Bystander Intervention

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.





# Bystander Intervention: 5 Steps to Action

1. Notice the behavior along a continuum of actions.
2. Consider whether the situation demands intervention:
  - Does the behavior put the target 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?
3. Decide if you have a responsibility to act. If not, then who?
4. Choose how to help: **Direct, Disrupt, Dive Deeper, Delegate/Report**
5. Implement the choice safely.



# Ways to Intervene: Brainstorm

Direct	Distract/Disrupt	Dive Deeper	Delegate/Report



# 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.





# Scenario Two

Lee 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 Lee's behavior, so they ignore him.

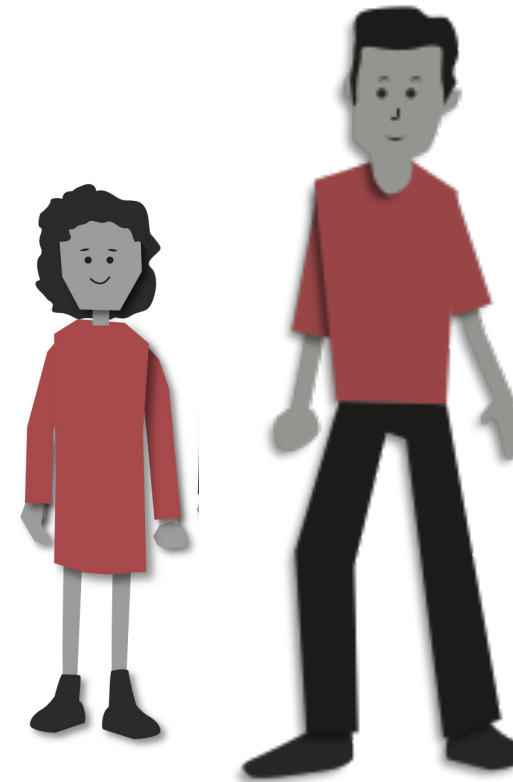




# Scenario Three

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.

A local aid worker, Seikmon, notices that Maung visits Rose and her grandmother often and finds the visits inappropriate.





# Scenario Four

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.

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.





# Scenario Five

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.





Session 1 // Topic 3

# Wrapping Up

**Topic One:**

The Bystander Effect.



# Session 2



Session 2 //

# Safe Recruitment and Selection

## 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.



# Recruitment Planning to Prevent SEA

## Learning Objectives:



Identify SEA risks in positions and how to mitigate them.



Define how diversity in employment can help reduce SEA risk.



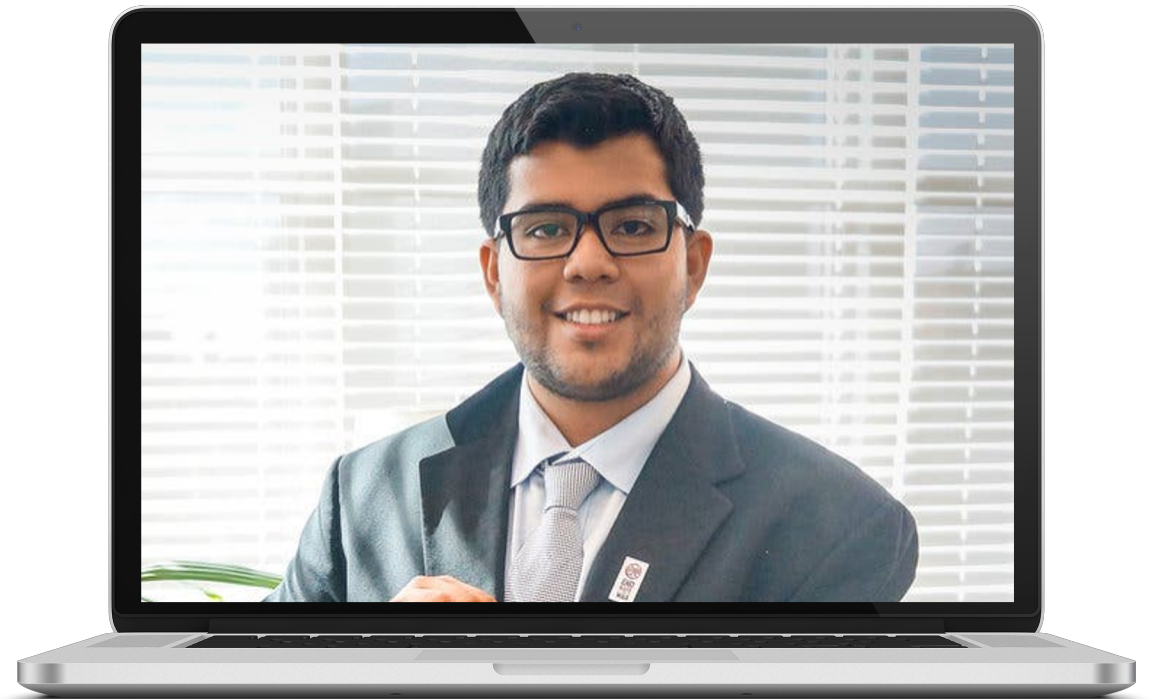
Describe how advertising for positions can help attract the right candidates.



Session 2 // Topic 1

# Recruitment Planning to Prevent SEA

**Joel Davis** in a photograph from Youth to End Sexual Violence's website.





# 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**?



# Activity: Diversity in the Work Environment

What changes could you make to **reduce barriers** for *women, people with disabilities, and other minority groups*?



# Activity: Advertising and Sourcing

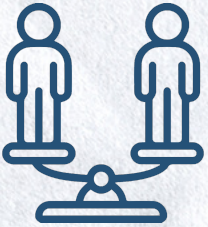
How can job advertising have an impact on reducing SEA, including where you advertise?



# Advertising



Promoting a diverse environment.



Providing equal opportunities to all qualified candidates.



Behavior that is expected of staff.



# Advertising



Zero tolerance for SEA policy violations.



Responsibility for creating a safe environment.



A statement encouraging women and people with disabilities to apply.



# Job Posting



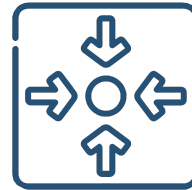
Health Clinics



Women's Centers



School sites



Gathering Points



Clubs



# Candidate Interviewing and Selection

## Learning Objective:

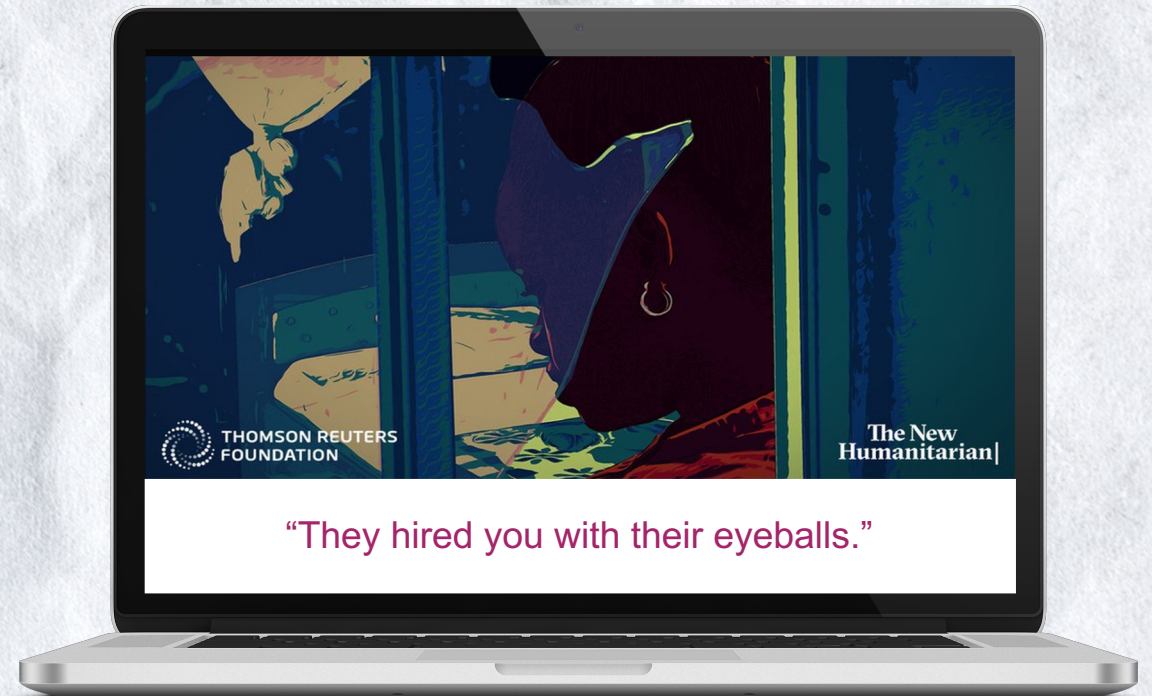
Describe how to assess a candidate's knowledge and understanding of the organizational Code of Conduct and their perceived role in preventing SEA.



# Exclusive

**“More than 50 women accuse aid workers of sex abuse in Congo Ebola Crisis.”**

- 29 September 2020





# Interviewing for Safe Recruitment



Long gaps in employment.



Having many positions in a short amount of time.



List of references that does not include supervisors.



# **Activity:**

## **Interviewing for Safe Recruitment**

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.



Session 2 // Topic 2

# Debrief: Interviewing Questions

In this role you are applying for, how do you believe our **Code of Conduct** applies to you?



# Debrief: Interviewing Questions

Have you ever been named in a sexual exploitation, harassment, or abuse concern with any of your past employers?



# Debrief: Interviewing Questions

What do you think are **acceptable boundaries of behavior** with children and adults at risk?



# Debrief: Interviewing Questions

Were you ever in a situation where you had to **report a violation** of a Code of Conduct?



# Debrief: Interviewing Questions

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



# Hiring Due Diligence

## Learning Objective:

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



# Reference Checks & Background Checks



Always request 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.



# Activity: Candidate Vetting

Write down as many ideas as you can think of for **vetting candidates** for SEA risks on Post-It notes, with one idea per note. You have 5 minutes.



# Activity: Candidate Vetting, continued

Put your Post-It notes on the wall, **review** others, and stack similar ideas.



# Wrapping Up: Due Diligence

## Handout:

Review the checklist for *Safe Recruitment, Contracting and Performance Management*.



# Session 3



Session 3 //

# Safe Programming and Risk Management



# Safe Programming and Risk Management

## Overall Goal:

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

**Topic One:** Thinking About Risk

**Topic Two:** The Risk Management Cycle

**Topic Three:** Understanding Risks

**Topic Four:** Identifying Risks

**Topic Five:** Mitigating Risks



# Thinking About Risk

Think about a personal project you recently completed. Identify a risk or a threat to the successful completion of that personal project and the steps you took to lessen those risks.

- 1 What was your objective in the project?
- 2 What were some potential risks to reaching your objective?
- 3 What are things that you did to address the risks and minimize them?



# Defining Risk & PSEA Objectives

**Risk is:** “the effect of uncertainty on objectives”

## PSEA Objectives

- 1** Preventing SEA violations by our staff or volunteers.
- 2** Accountability for violations of SEA standards of conduct.
- 3** Supporting survivors/victims of SEA violations.



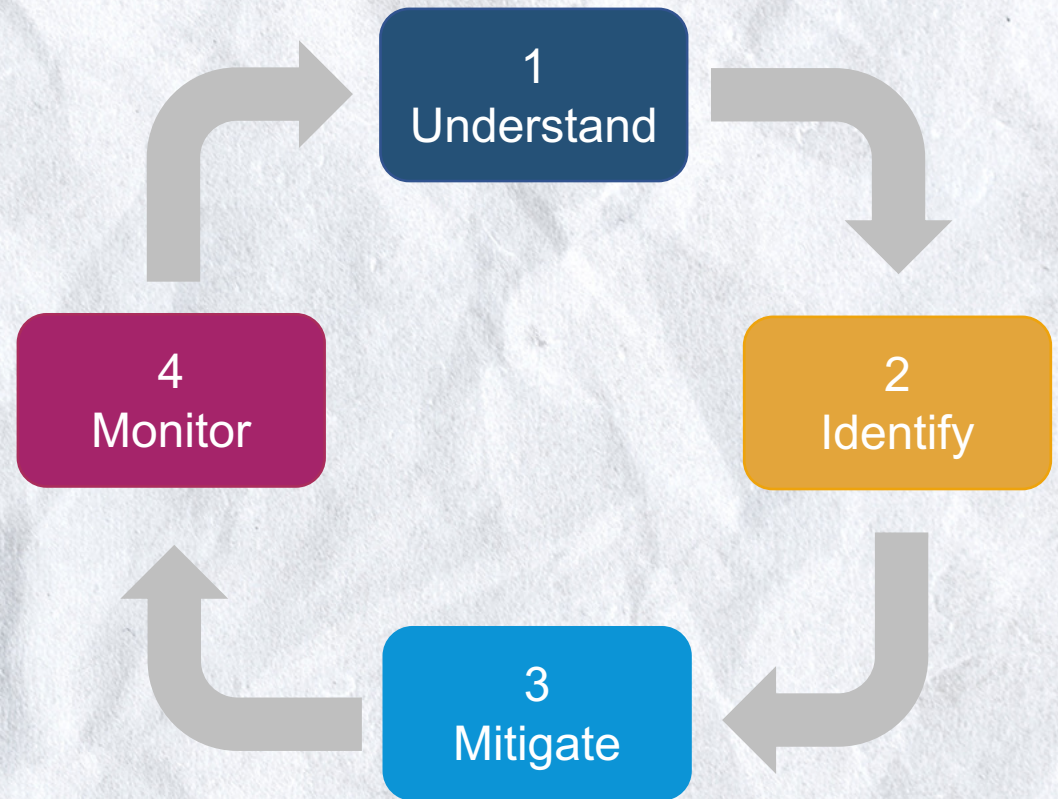
# Risk Management Cycle

**Step 1: Understand** – how the program operates and the areas where risk can show up in a project.

**Step 2: Identify** – name the specific ways in which the harm from the risk (attempts or incidents of SEA) might occur.

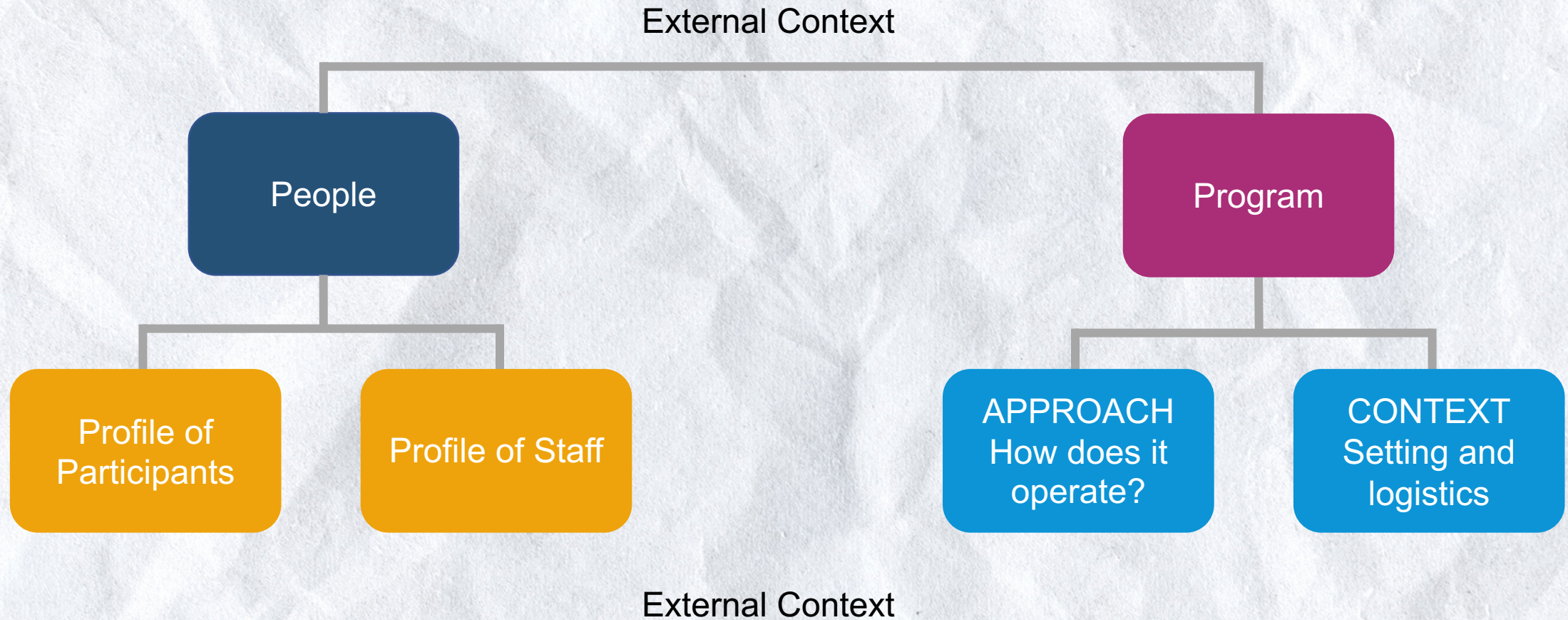
**Step 3: Mitigate** – create realistic (time and resource appropriate) ways to mitigate, especially through standards of behaviors and standard operating procedures.

**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.





# Risk Management Framework for PSEA





# Risk Assessment and Management Plan

Risk Assessment & Management Plan			
Exploring Questions			
	1. Understand <i>how the projects work</i>	2. Identify <i>risks of SEA</i>	3. Mitigate <i>risks of SEA</i>
External Context			
People			
Program			



# Understanding Risk

Risk Assessment & Management Plan	
<b>PROJECT:</b> (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)	1. Understand
<b>External Context</b> <ul style="list-style-type: none"><li>- Local attitudes, laws, etc. towards sexual violence, child abuse, including underage sex.</li><li>- Available services for survivors?</li></ul>	
<b>People</b> <ul style="list-style-type: none"><li>- Staff and volunteer gender balance on team.</li><li>- How are teams managed? How are field teams supervised?</li><li>- Who is targeted for assistance? How are they susceptible to being taking advantage of?</li></ul>	
<b>Program</b> <ul style="list-style-type: none"><li>- How do staff interact with program participants? Where? How often?</li><li>- What are the goods/services delivered or activities conducted? How?</li><li>- How to staff control, or appear to control, access to goods/services/activities?</li><li>- Languages? Use of digital communication tools for work?</li></ul>	



# Identifying Risk

Risk Assessment & Management Plan	
<b>PROJECT:</b> (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)	2. Identify
<b>External Context</b> <ul style="list-style-type: none"><li>- Local attitudes, laws, etc. towards sexual violence, child abuse, including underage sex.</li><li>- Available services for survivors?</li></ul>	
<b>People</b> <ul style="list-style-type: none"><li>- Staff and volunteer gender balance on team.</li><li>- How are teams managed? How are field teams supervised?</li><li>- Who is targeted for assistance? How are they susceptible to being taking advantage of?</li></ul>	
<b>Program</b> <ul style="list-style-type: none"><li>- How do staff interact with program participants? Where? How often?</li><li>- What are the goods/services delivered or activities conducted? How?</li><li>- How to staff control, or appear to control, access to goods/services/activities?</li><li>- Languages? Use of digital communication tools for work?</li></ul>	



# Mitigating Risk

Risk Assessment & Management Plan	
<b>PROJECT:</b> (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)	3. Mitigate
<b>External Context</b> <ul style="list-style-type: none"><li>- Local attitudes, laws, etc. towards sexual violence, child abuse, including underage sex.</li><li>- Available services for survivors?</li></ul>	
<b>People</b> <ul style="list-style-type: none"><li>- Staff and volunteer gender balance on team.</li><li>- How are teams managed? How are field teams supervised?</li><li>- Who is targeted for assistance? How are they susceptible to being taking advantage of?</li></ul>	
<b>Program</b> <ul style="list-style-type: none"><li>- How do staff interact with program participants? Where? How often?</li><li>- What are the goods/services delivered or activities conducted? How?</li><li>- How to staff control, or appear to control, access to goods/services/activities?</li><li>- Languages? Use of digital communication tools for work?</li></ul>	



# Common Themes

1

Minimizing one-on-one contact.

2

Staff are empowered and expected to report violations and suspicions.

3

Informing staff and program participants of their rights and responsibilities.

4

Community members have a safe, accessible and trusted way to report concerns and potential sexual exploitation and abuse.



# Monitoring Risk

- 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**?



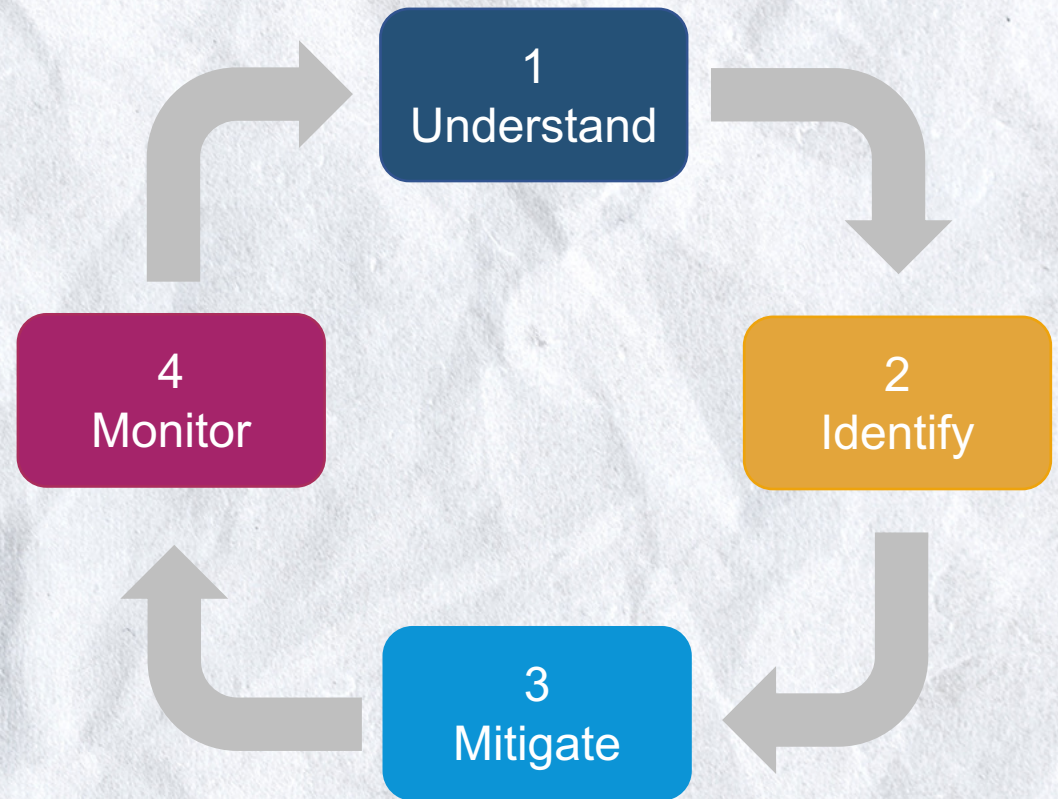
# PSEA Risk Management Cycle: Conclusion

**Step 1: Understand** – how the program operates and the areas where risk can show up in a project.

**Step 2: Identify** – name the specific ways in which the harm from the risk (attempts or incidents of SEA) might occur.

**Step 3: Mitigate** – create realistic (time and resource appropriate) ways to mitigate, especially through standards of behaviors and standard operating procedures.

**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.







**First Name and Last Name**

Title, Organization

[YourEmail@NGO.org](mailto:YourEmail@NGO.org)

**InterAction.org // @InterActionorg**

Icon credits: Freepik, Smashicons, Nhor Phai and Iconixar

THANK YOU