FACILITATOR NOTES:
The training and resources are hosted on the following website
https://interagencystandingcommittee.org/iasc-training

GENERAL FACILITATOR INSTRUCTIONS

ABOUT THIS TRAINING
- This training is an information and awareness-raising session that introduces the issue of Protection from Sexual Misconduct, including prevention and response to both Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH).
- This training is intended for employees of partner organizations that collaborate with UN agencies and NGOs in providing humanitarian assistance and protection.

CHOOSING A FACILITATOR
To maximize the positive impact of this training, the selected facilitator should:
- Be familiar with UN/Interagency policies and developments on Sexual Exploitation and Abuse (SEA) and on Sexual Harassment (SH).
- Have the necessary skills and experience to be able to facilitate sensitive discussions.

PREPARING FOR THIS TRAINING
Before giving this training, it is recommended that you:

1. **Consult the online resource entitled "Facilitating the Training on Saying NO to Sexual Misconduct" at** https://interagencystandingcommittee.org/iasc-training**.**
   - This resource provides detailed information about how to prepare for this training.
   - This resource provides links to all materials that must be prepared before the training.
   - The training materials are hosted at https://interagencystandingcommittee.org/iasc-training
   - Should you have any questions, you can email iasccorrespondence@un.org

2. **Gather and prepare all materials that you will need to facilitate the training.**
   - The list of materials required is available in the online resource, as well as on the next page (hidden slide) of this Facilitator Guide.
   - Note that many of these materials need to be printed before the training.
   - If you expect the internet connection to be an issue, you may want to pre-load the Awareness videos.
   - You will need to compile and print out a list of contacts for referrals within and outside of the participants' organization(s) that the participants can use to seek additional support should they feel it is necessary.

3. **Familiarize yourself with the contents of this training.**
   - Print and read the PDF version of this Facilitator Guide.
   - Become familiar with the suggested training agenda and approximate durations of each module. These details are available in the online resource, as well as on the next page (hidden slide) of this Facilitator Guide.
   - Go through the PowerPoint presentation to become comfortable with the animations and pacing.

HOW TO USE THE POWERPOINT MODES AND OPTIONS

HOW TO USE THE POWERPOINT VIEWS AND FEATURES

USING NORMAL VIEW

Normal view allows you to quickly navigate through the presentation (using the slide previews on the left of the screen) and edit the slide contents.

To go to Normal view:
1.   Select the *View* tab
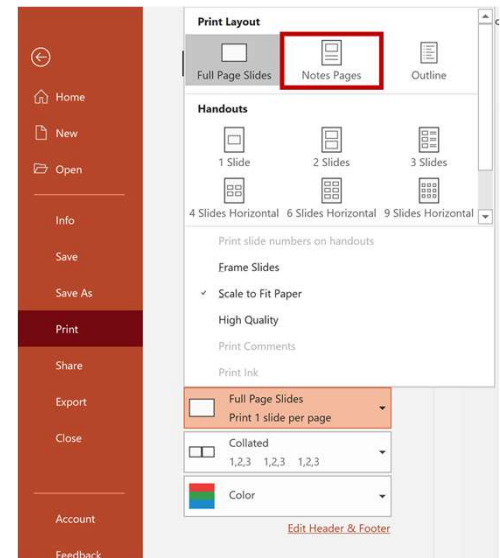2.   Select *Normal*

USING NOTES PAGE VIEW

Notes Page view allows you to view the Facilitator Instructions, which are an essential part of the Facilitator Guide.

To go to Notes Page view:
1.   Select the *View* tab
2.   Select *Notes Page*

To print the content of the Notes Page view:
1.   Select the *File* tab
2.   Select *Print*
3.   Under *Settings*, open the second dropdown menu
       (it might say *Full Page Slides*)
4.   Select *Notes Pages*
5.   Select Print

PLAYING THE SLIDE SHOW

To play the slide show, you can either:
1.   Select the Slide Show button on the lower right-hand corner of the screen

OR
1.   Select the *Slide Show* tab
2.   Select *From Beginning* or
       From Current Slide

To exit the slide show,
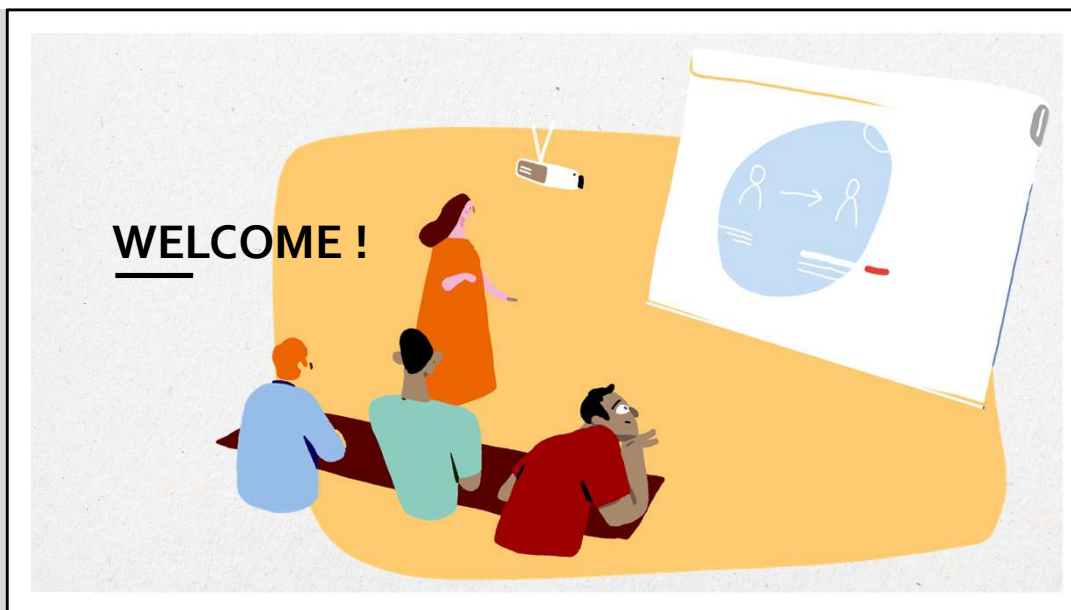select *Esc* on your keyboard.

USING PRESENTER VIEW

Presenter View allows you to project the slide show on the main projector while viewing the Facilitator's Instructions and other useful information on your computer screen.

To use Presenter View:
1.   Select the *Slide Show* tab
2.   Check the *Use Presenter View* checkbox
3.   Play the slide show

GENERAL MATERIAL REQUIRED
- This PowerPoint presentation (which is also the Facilitator's Guide)
- Printed version of the Facilitator's Guide (viewable in Notes Page view and available in PDF format)
- Internet connection
- Computer, projector and connecting cable for projection of the PowerPoint presentation
- Speakers for playing the videos and audio files

INTRODUCTION GOALS
- To introduce the topic of sexual misconduct within the humanitarian worldwide sector
- To engage participants in the learning process they will experience during the training
- To establish a safe learning environment

FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Before the participants arrive, place on each participant's desk:**
    - One printed copy of the Case Study Questionnaire (00_CaseStudy_Questionnaire)
    - One printed copy of the list of contacts for referrals within and outside of their organization(s), which they can use if they seek personal support
    - A pen

2. **After greeting the participants, introduce yourself.**
    - Provide your name, what organization you work for and your role.
    - Briefly summarize your experience working in humanitarian aid.

3. **Ask the participants to go the flipchart/board and quickly introduce themselves.**
    - Ask them to provide their name, what organization they work for and their role.
    - Have them write down the name of their organization on the flipchart/board. If the organization name is already written down, there is no need to re-write it.
    - Ask them to describe one key impact that working for their organization has had on their lives.

BEFORE WE START

YOU ARE NOT ALONE...

For some of you, this training may trigger emotional distress.

You are not alone! If you feel so, contact support channels within your organization to talk about it!

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FACILITATOR INSTRUCTIONS
Duration: 4 mins

Guiding words: "Topics, stories and vocabulary used in this training might be difficult to hear. For some of you, this training may trigger emotional distress. Should you experience, at any moment during this training, a difficult moment, you are free to step out of the room. You may also, at any time, contact appropriate support channels within your organization."

1. **Warn the participants about the difficult matters that will be explored during the day.**
    • Clearly inform them that parts of this training may trigger difficult memories or emotions.
    • Acknowledge that this is needed in order to go at the root of the situation of sexual misconduct.
    • If any activity, video or discussion is particularly difficult for them, they are free to step out of the room for the moment.
    • Should they feel a need to, they can also approach support channels within their organization (or, if they do not exist, they can contact their Human Resources).
    • Inform them that there is a list of contacts for referrals within and outside of their organization on their desk, which they may use to seek additional support should they feel the necessity.

2. **Explain to the participants that, during the training, they will hear examples of negative events involving humanitarian aid workers. Although these are all inspired from events that really happened, they are certainly not representative of the people who provide humanitarian services.**

3. **Explain to the participants that any information shared during this training stays in this room. That is to say, personal information or stories shared here should not be repeated outside.**

4. **Remind participants that we are not all "bad", but it is a disservice to ourselves, our partners, and mostly our beneficiaries to pretend that sexual misconduct does not happen.**

YOUR ORGANIZATION TODAY

*Does your organization
have any policies in place that
address sexual misconduct?*

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FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Start by mentioning that the training will cover sexual misconduct which includes sexual exploitation, sexual harassment, and sexual abuse.**

2. **On the flipchart/board with the list of participant organizations written on it, add three columns: "YES", "NO" and "??".**

3. **Ask the participants if they know if their organization has any policies in place that address sexual misconduct, sexual harassment, sexual exploitation and/or sexual abuse.**
   - To respond to the question, ask each participant to draw a checkmark under the appropriate column on the flipchart/board, next to the name of their organization.

4. **Ask questions about the results to stimulate a discussion.**
   - Did most participants respond "??"
   - Did participants from the same organization have differing responses?
   - In the case that such policies do exist, are these policies shared with all personnel in the organization?
   - In the case that such policies do exist, do the participants have a sense of the contents of these policies?

FACILITATOR INSTRUCTIONS
Duration: 6 mins

NOTE: Viewing the videos by clicking on this slides requires a connection to the internet, as the videos are not directly embedded into the PowerPoint. If you expect the internet connection to be an issue, you may want to pre-load the videos before the start of the session.
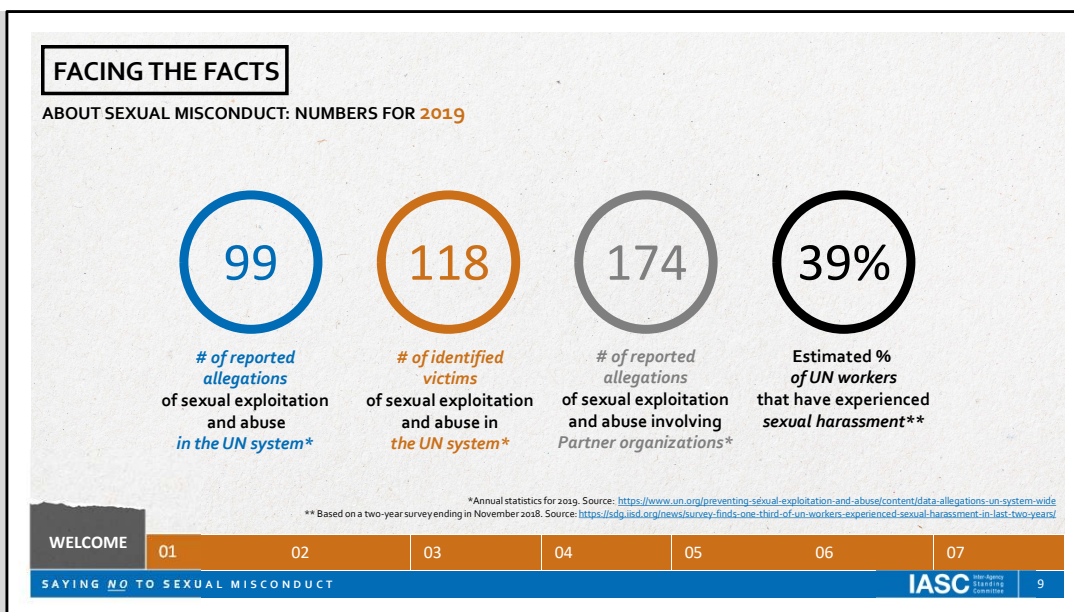
Ask "Why do you think we are here today?"
- Listen to the answers provided by participants. If no one answers, ask a couple of participants at random.
- Briefly elaborate on the answers and address any misconceptions about the training if certain learner expectations diverge from the training objectives.

1. **Choose one of the following Awareness Videos to show to the participants by clicking the appropriate number onscreen:**
   1) What Do You See? https://www.youtube.com/watch?v=MYEAQG62pYA
   2) Moon-Walking Bear https://www.youtube.com/watch?v=xNSgmm9FX2s
   3) Whodunnit https://www.youtube.com/watch?v=ubNF9QNEQLA

2. **CLICK to show the answer on screen and emphasize the following key points:**
   - We are here today because it's easy to miss something that none of us is looking for.
   - We all wish that sexual misconduct did not exist, but you know more than anyone that this is unfortunately not the reality.
   - Not only does sexual misconduct exist, but it's happening in our organizations under our very own eyes.
   - When sexual misconduct *does* happen (because we know it is happening), we must do everything we can to minimize the harm done on the victim by responding properly to the incident.
   - While sexual misconduct still exists, we must keep trying to put an end to it.

FACILITATOR INSTRUCTIONS
Duration: 8 mins

1. **Ask the participants to guess the statistics that are shown on screen, revealing the answers as you go (CLICK to reveal each number, from left to right).**
    *   Number of reported allegations of sexual exploitation and abuse in 2019 (UN System-wide)
        *   **Note:** 'UN System-wide' refers to UN Agencies, Funds and Programmes, and does <u>not</u> include Peacekeeping Operations
    *   Estimated total number alleged victims of sexual exploitation and abuse in 2019 (UN System-wide)
    *   Number of reported allegations of sexual exploitation and abuse in 2019 that involved partner organizations
    *   Estimated percentage of UN staff members that have experienced sexual harassment while working at the UN

2. **Emphasize the gap between the reported allegations and the real estimated number of victims in 2019 (UN System-wide).**

3. **Ask the participants how they feel about the facts they just discovered.**
    *   Are they shocked?
    *   Did they expect the numbers to be so high/low?

WHY ARE YOU HERE TODAY?

A SAFE LEARNING ENVIRONMENT

To learn how to define and detect sexual misconduct

To know what is acceptable vs unacceptable behaviour and behave accordingly

To empathize with victims and put their needs first

To clarify your role, responsibilities and options for action when sexual misconduct occurs

To understand how all of us can contribute to ending sexual misconduct

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FACILITATOR INSTRUCTIONS
Duration: 4 mins

1. **Explain the general reason why everyone is here today, emphasizing that:**
    - We recognize that fully eradicating (ending) sexual misconduct is very difficult to do.
    - In the meanwhile, we must focus on creating an environment that supports prevention and that minimizes harm to the victim when sexual misconduct does occur.

2. **Explain the specific reasons why everyone is here today.**
    - CLICK to reveal each reason and read them out loud.

3. **Briefly explain the history and purpose of this training.**
    - This training was originally developed by IOM, for their own staff and their partners, and the pilots were very successful.
    - Most recently, the training has been adapted for partnering organizations of all UN agencies and NGOs, thanks to a collaborative effort between multiple agencies, including IOM, UNHCR, WFP, UNICEF, NRC and ICVA.
    - This new training has been developed to ensure that one, coherent message about sexual misconduct is delivered *jointly* to all partnering organizations.

WHAT WILL HAPPEN TODAY

TOPICS
—
01 DECONSTRUCTING A CASE STUDY
02 DEMYSTIFYING POWER RELATIONS
03 DEFINING SEXUAL MISCONDUCT
04 LEADING BY EXAMPLE
05 THROUGH THE VICTIM'S EYES
06 REPORTING ALLEGATIONS
07 WRAP-UP

ACTIVITIES
—
• Group discussions
• Team activities
• Videos
• Instructor-led presentations
• Role-plays

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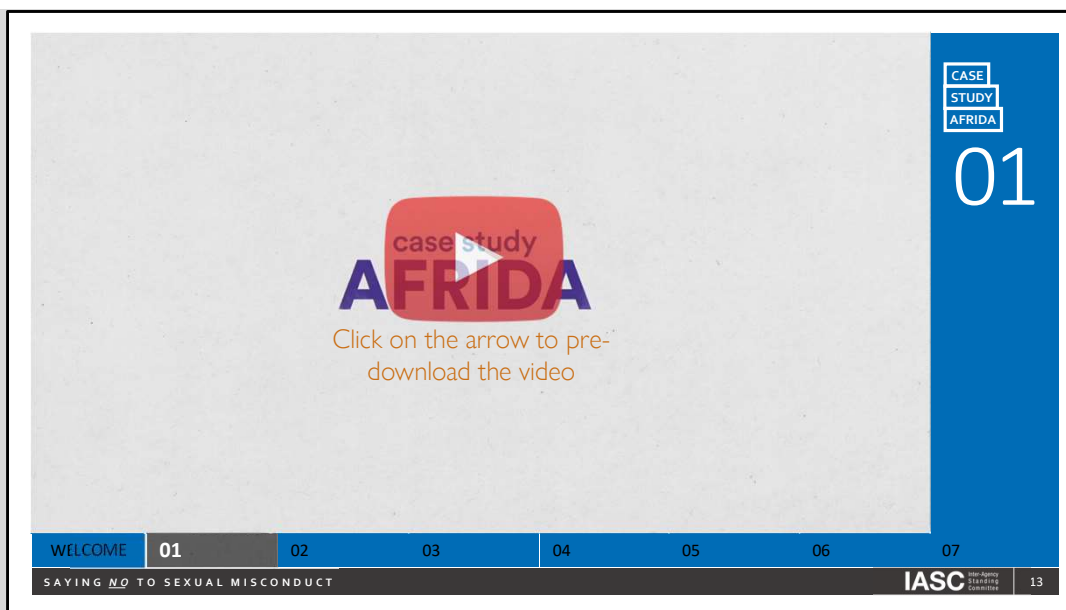
FACILITATOR INSTRUCTIONS
Duration: 3 mins

1. **Briefly describe the topics and activity types that will be explored during the day.**

ACTIVITY GOALS
- To contextualize the problem of sexual misconduct within a humanitarian aid setting
- To initiate discussions about the different elements that are linked to sexual misconduct
- To get the learners to personally, socially and emotionally value the importance of protection from sexual misconduct
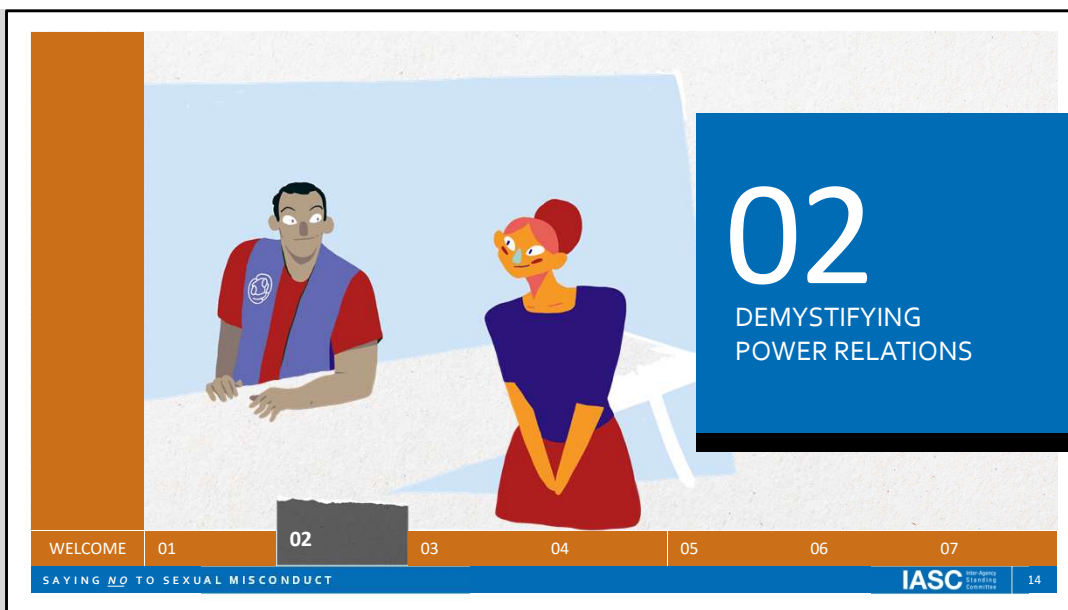
FACILITATOR INSTRUCTIONS
Duration: 10 mins

OPTION 1 (VIDEO)

1. **Hand out one printed copy of the case study (01_Story_Afrida) to each participant.**
   - Explain that they will watch a video of a case study, but the printed document can be used for reference throughout the training. They do not need to read it right away.

2. **Play the video by clicking on the link on screen.** To ease the screening, click on the arrow and pre-download the video and embed it yourself directly in the training.

OPTION 2 (PRINTED)

1. **Hand out one printed copy of the case study (01_Story_Afrida) to each participant.**

2. **Ask the participants to (individually) read the case study.**
   - Inform them that they have 10 minutes to read the case study.

ACTIVITY GOALS

- To contextualize notions of power relations and influence
- To demonstrate how gender-based stereotypes contribute to maintaining unequal power relations

CASE STUDY ANALYSIS

Question 1
Who holds power over the victim?
Why? How?

02

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FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Explain that it is time to use the Case Study Questionnaire (00_CaseStudy_Questionnaire) that is on their desk.**

2. **Divide the participants into teams of 6-8.**
   - Try to include members from different organizations/units/departments in the same team.
   - Try to have the same number of participants per team.

3. **CLICK to reveal the question on screen.**

4. **Ask the teams to discuss the question (in relation to the case study) as a team and write their responses in the Questionnaire.**
   - Inform the teams that they have 10 minutes to complete the question.
   - Remind the participants that they can consult the written version of the case study as needed.

CASE STUDY ANALYSIS

02

Question 1: Who holds power over the victim? why? how?

AFRIDA	ABEL	LARA	FAUSTIN
LIMITED POWER	**POWER**	**POWER**	**POWER**
—	—	—	—
• Is the victim	• Position of power	• Has peer influence	• Position of power
	• Status as a relief worker		• Status as a relief worker
	• Has the power to say no		• Has the power to report misconduct

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FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Before the participants start to share their results of their case study analysis, as them who they feel the victim is in the story. Once a consensus has been made (that Afrida is the victim), CLICK on Afrida and then continue to the next step.**

2. **Ask a spokesperson for one of the teams to share the results of their analysis for <u>one</u> character.**

3. **After the spokesperson is finished, CLICK on the PICTURE of each character they have chosen to reveal key information.**

4. **Allow the participants to discuss if needed.**
   - Try to keep the discussion focused, as time for this activity is limited.

5. **Repeat Steps 1 to 3 until all of the characters have been revealed.**

6. **Conclude the activity by presenting the key messages below:**
   - Violence and exploitation are almost always linked to power. Those who have more power can exploit and abuse others. Those who have the least power are most likely to be exploited and abused.
   - Today we are talking very specifically about abuses that happen at the hands of those providing humanitarian assistance and protection.
   - It is important to bear in mind the context in which this occurs and to realize that this is part of a much larger problem of gender-based violence.

INSTRUCTIONS

Duration: 15 mins

1. **Prior to the start of the training, if necessary, use the blank character cards (02_SEA-Power_CharacterCards_blank) to create new characters that are relevant to your context.**

2. **Explain to the participants that they are now going to do a role-play activity about power relations.**
   - Do not mention that this activity is specifically related to SEA.

3. **Hand out one SEA Character Card (02_SEA-Power_CharacterCards or 02_SEA-Power_CharacterCards_blank) to each participant, asking them not to show their card to anyone.**
   - Try to distribute female roles to men, and male roles to women.
   - Ask the participants to take a few minutes to imagine his/her character's life in terms of family, livelihood, emotional state, health, etc.

4. **Clear out a large space for participants to walk across (ideally the room length).**

5. **Ask all participants to stand on one side of the room.**

6. **Explain to the participants that they will hear a series of statements.**
   - If they feel they can answer YES to a statement, they should take one step forward.
   - If they feel they would not answer YES to a statement, then they should not move.

7. **One at a time, read the statements out loud allowing participants to move between each statement (02_SEA-Power_Statements).**
   - Continue reading the statements until the participant in front is no longer able to move forward.

8. Starting from the back, ask each participant to reveal who their character is and, as they do so, to briefly share their reaction to the results.
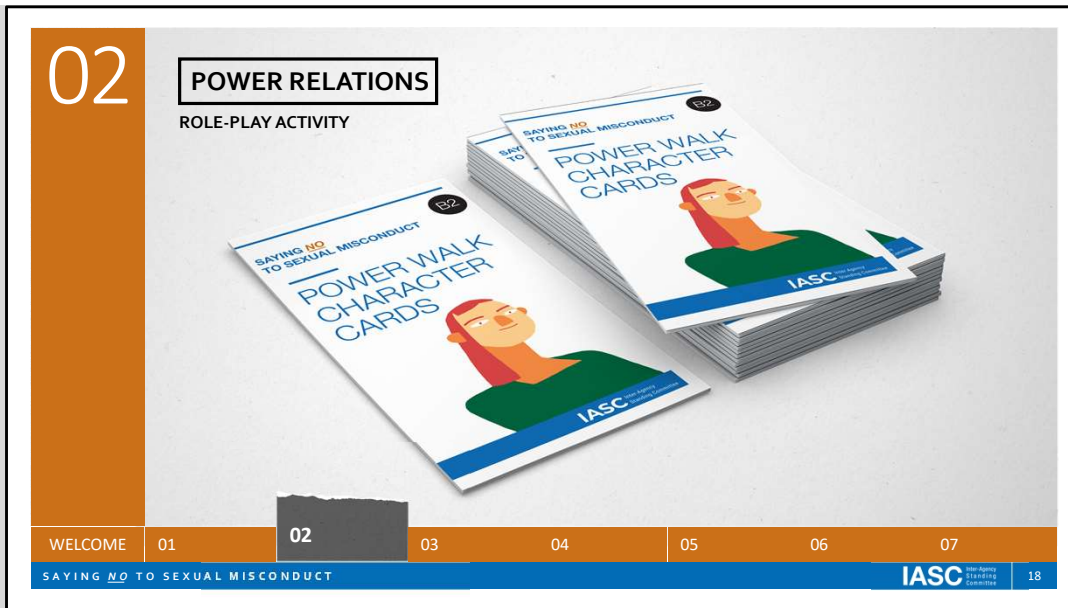- Why do they think they ended up in that position?
- How do they feel about being in that position?

General discussion guide (for both SEA and SH):

a) One of the power walks (sexual harassment or SEA PW) will be optional due to time constraints. However, it is critical for the facilitator to discuss the power walk not chosen (please discuss both issues) during the debrief by emphasizing the different power dynamics at play. The debriefing needs to touch on the points included in the notes under both power walks.

b) Mention, in the debrief about power, how people's different identities could impact how they experience power differently for example disability but also gender identity, sexual orientation, race, religion, etc. It is a good addition to the discussions about how we all have some power and we can all still be victims of SH based on different identities.

c) Prompt a question regarding power vs. gender issues (i.e. was there a difference between female and male respondents? Would you have answered the same if you were a man/woman)?

d) Regarding the card about having a baby in the SH PW, if participants ask if the person is married or not, park that question and keep it for the discussions to unpack why it makes a difference.

Statements to read out loud from 02_SEA-Power_Statements:

- I do not have to worry about providing for myself or my family
- I have a say on how family money is spent
- I eat at least two full meals a day
- I live in a place that I rent or own
- I have legal status in my country of residence
- I am not afraid of violence in my home
- I went to secondary or I expect to go to secondary school
- I have never had to line up or beg for food
- I have my own bank account
- I can influence decisions made at community level
- I can pay for treatment at a hospital if necessary
- I get to meet visiting government officials
- I am not afraid of walking on my own at night
- I have time and access to the internet
- I have access to clean drinking water

FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Prior to the start of the training, if necessary, use the blank character cards (02_SH-Power_CharacterCards_blank) to create new characters that are relevant to your context.**

2. **Explain to the participants that they will now redo the activity, but with slight changes. Ask them to reflect on the similarities between the two activities as they do them.**
   - Do not mention that this activity is specifically related to SH.

3. **Hand out one SH Character Card (02_SH-Power_CharacterCards_blank or 02_SH-Power_CharacterCards) to each participant, asking them not to show their card to anyone.**
   - Try to distribute female roles to men, and male roles to women.
   - Ask the participants to take a few minutes to imagine his/her character's life in terms of family, livelihood, emotional state, health, etc.

4. **Clear out a large space for participants to walk across (ideally the room length).**

5. **Ask all participants to stand on one side of the room.**

6. **Explain to the participants that they will hear a series of statements.**
   - If they feel they can answer YES to a statement, they should take one step forward
   - If they feel they would not answer YES to a statement, then they should not move

7. **One at a time, read the statements out loud allowing participants to move between each statement (02_SH-Power_Statements).**
   - Continue reading the statements until the participant in front is no longer able to move forward.

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8. Starting from the back, ask each participant to reveal who their character is and, as they do so, to briefly share their reaction to the results.
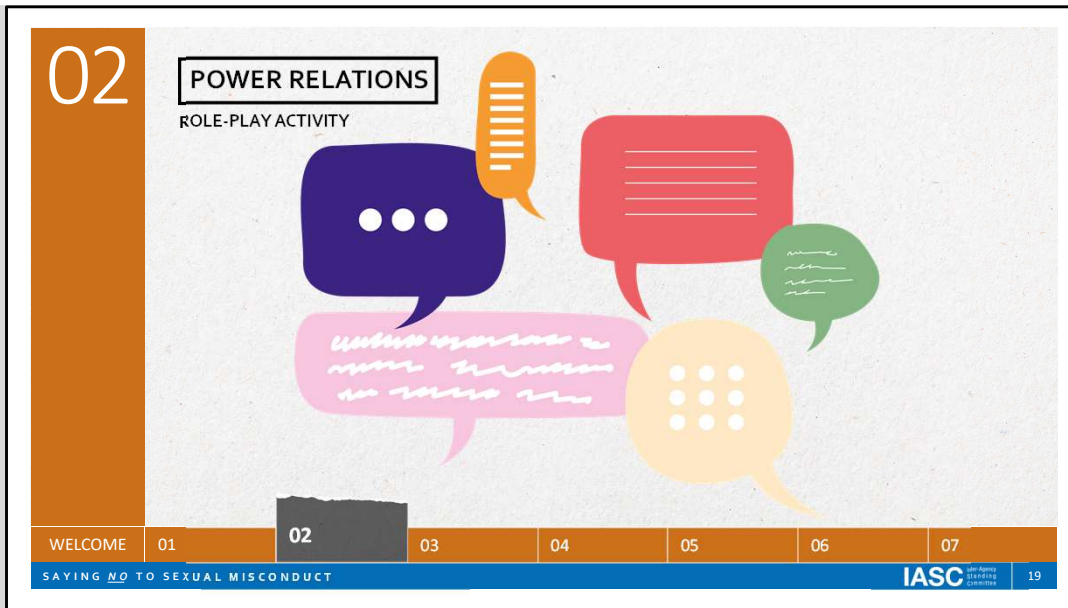- Why do they think they ended up in that position?
- How do they feel about being in that position?

General discussion guide (for both SEA and SH):
a) One of the power walks (sexual harassment or SEA PW) will be optional due to time constraints. However, it is critical for the facilitator to discuss the power walk not chosen (please discuss both issues) during the debrief by emphasizing the different power dynamics at play. The debriefing needs to touch on the points included in the notes under both power walks.

b) Mention, in the debrief about power, how people's different identities could impact how they experience power differently for example disability but also gender identity, sexual orientation, race, religion, etc. It is a good addition to the discussions about how we all have some power and we can all still be victims of SH based on different identities.

c) Prompt a question regarding power vs. gender issues (i.e. was there a difference between female and male respondents? Would you have answered the same if you were a man/woman)?

d) Regarding the card about having a baby in the SH PW, if participants ask if the person is married or not, park that question and keep it for the discussions to unpack why it makes a difference.

Statements to read out loud from 02_SH-Power_Statements:

- At work, I feel comfortable reporting something that I know is wrong
- I feel safe going to work
- I can have a baby without fear of losing my job
- I can go to work without anyone joking about my physical appearance
- I feel confident challenging a work colleague who makes me feel uncomfortable
- I am comfortable being open about my sexual orientation at work
- I can wear what I like to work without receiving any remarks
- If my boss asked me to go on a date, I could say no without hesitation
- I can go to work without hearing any comments about my looks
- I feel comfortable doing my job as a man/woman
- I feel confident and comfortable going to work
- If a colleague sent me inappropriate or sexual pictures, I would feel fine speaking up about it
- I feel that my boss and colleagues take me seriously
- I feel that my job can be done by either a man or a woman
- I don't feel that my sexual orientation negatively influences the way I'm treated at work

FACILITATOR INSTRUCTIONS

Duration: 10 mins

1. **Stimulate self-reflection by asking the participants some questions.**
   - What similarities or differences did you notice between the two Power Walk role-play activities?
   - What do you think certain participants moved further ahead than others? Do you notice a trend?
   - How did you feel playing the role of a character that is the opposite gender of your own?

2. **Debrief by asking the participants specific questions and guiding the discussion towards some key messages.**

   - **Question:** In our operations and the environment we work in, who holds the power?
     Key Message: People with power can be government, men, adults, police, military, supervisors, etc.

   - **Question:** What do we really mean when we say that someone has power?
     Key Message: Power is the ability to influence or control. It includes access to decision-making processes.

   - **Question:** During the role-play activity, why exactly did you feel powerful /vulnerable? Where did your sense of power or vulnerability come from?
     Key Message: There are many sources of power that are not only related to a formal position of authority, including money, gender, culture, age, etc.

   - **Question:** Can someone's power or vulnerability change?
     Key Message: Power and vulnerability is dynamic and can shift, depending on the context. Power can be influenced by factors such as social structure, surrounding community, office environment, etc.

ACTIVITY GOALS
- To validate the participant's initial understanding of the concepts of Sexual Exploitation, Sexual Abuse and Sexual Harassment
- To address any misconceptions by clearly defining each concept and providing contextual examples

FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **CLICK to reveal Question 2 on screen.**

2. **CLICK to reveal Question 3 on screen.**

3. **Ask the teams to discuss the questions (in relation to the case study) as a team and write their responses in the Questionnaire.**
   - Inform the teams that they have 10 minutes to complete the question.
   - Inform the teams that they cannot use Google to look up the term definitions.
   - Remind the participants that they can consult the written version of the case study as needed.

03

DEFINING SEXUAL MISCONDUCT

INSPIRED BY REAL-LIFE ALLEGATIONS

Knowing that prostitution is legal in the local region, Mr. Shin offers to give money to a beneficiary in exchange for sexual favours. Mr. Shin works for an international NGO.

Which term best describes this situation?

Sexual Exploitation (SE)

Sexual Abuse (SA)

Sexual Harassment (SH)

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FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Explain to the participants that they are going to explore their initial ideas about Sexual Misconduct through scenario descriptions.**
    - Mention that these scenarios are inspired by real-life allegations in the humanitarian aid sector.

2. **CLICK to reveal the first scenario.**

3. **Ask the participants to identify which term best describes the situation, and why they think so.**

4. **After the participants have had the opportunity to discuss their own viewpoints, quickly debrief by explaining why the term is most suitable.**
    - This is Sexual Exploitation because it involves exchanging money for sex and it also leverages on power to obtain sex. It does not matter if prostitution is legal in the country, it is still sexual exploitation.

5. **CLICK to go to the next situation.**

03 DEFINING SEXUAL MISCONDUCT

INSPIRED BY REAL-LIFE ALLEGATIONS

Ms. Aminatou, who works in a UN agency, sometimes receives personal emails from her colleague even though she does not want to receive them. More often than not, the emails contain photos of nude or topless women in suggestive poses.

Which term best describes this situation?

Sexual Exploitation (SE)

Sexual Abuse (SA)

Sexual Harassment (SH)

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FACILITATOR INSTRUCTIONS

1. **Ask the participants to identify which term best describes the situation, and why they think so.**

2. **After the participants have had the opportunity to discuss their own viewpoints, quickly debrief by explaining why the term is most suitable.**
   - This is Sexual Harassment because it involves sharing inappropriate (pornographic) photos that are offensive to a work colleague.

3. **CLICK to go to the next situation.**

03 DEFINING SEXUAL MISCONDUCT

INSPIRED BY REAL-LIFE ALLEGATIONS

Mr. Sanjit is a local driver contracted by a UN agency. He likes to talk about how he had sex with some of the beneficiaries at the distribution site, particularly the young pretty ones.

Which term best describes this situation?

Sexual Exploitation (SE)

Sexual Abuse (SA)

Sexual Harassment (SH)

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FACILITATOR INSTRUCTIONS

1. **Ask the participants to identify which term best describes the situation, and why they think so.**

2. **After the participants have had the opportunity to discuss their own viewpoints, quickly debrief by explaining why the term is most suitable.**
   - This is <u>Sexual Abuse</u> because it is a threat of an unwanted sexual act and it is based on unequal power.
   - Even if the act has not yet taken place, a threat in itself is enough to qualify as Sexual Abuse.
   - However please note that this scenario is also considered as SH for the colleagues in the car with the driver.

3. **CLICK to go to the next situation.**

03 DEFINING SEXUAL MISCONDUCT

INSPIRED BY REAL-LIFE ALLEGATIONS

Mr. Hasan, who works for a local NGO, develops a serious relationship with a young beneficiary. Whenever he can, he sends her family extra food rations. At one point, he offers to marry her so that he can take care of her in the long term.

Which term best describes this situation?

Sexual Exploitation (SE)

Sexual Abuse (SA)

Sexual Harassment (SH)

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FACILITATOR INSTRUCTIONS

1. **Ask the participants to identify which term best describes the situation, and why they think so.**

2. **After the participants have had the opportunity to discuss their own viewpoints, quickly debrief by explaining why the term is most suitable.**
   - This is Sexual Exploitation because it involves exchanging services or promises in exchange for sex or marriage, and it is also using power differentials.

3. **Acknowledge that we all know that something was wrong in all of the scenarios they just read, and that it's normal to not be able to define exactly what was wrong at this point.**

CASE STUDY ANALYSIS

03

Question 2: Is there any sexual misconduct involved in the story? if yes, what went wrong?

AFRIDA

YES, SEA
—
• Is the victim

ABEL

YES, SEA
—
• Having sex with a beneficiary
• Having sex with a *minor*
• Providing more services in exchange for sex

LARA

NO
—

FAUSTIN

NO, but there is misconduct
—
• Should report immediately

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FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Ask a spokesperson for one of the teams to share the results of their analysis of Question 2 for <u>one</u> character.**

2. **After the spokesperson is finished, CLICK on the character they have chosen to reveal key information.**

3. **Allow the participants to discuss if needed.**
   - Try to keep the discussion focused, as time for this activity is limited.
   - Mention that, a bit later on during the training, they will have an opportunity to discuss in more detail the behaviours of each character.

4. **Repeat Steps 1 to 3 until all of the characters have been revealed.**

5. **Conclude the activity by presenting the key messages below:**
   - While there is probably a general agreement that something was wrong in the story, it can be difficult to define exactly what was wrong or inappropriate.
   - Over the next few minutes, they will look more closely at the different elements that make up Sexual Misconduct (introduction to next slide).

03 DEFINING SEXUAL MISCONDUCT

Question 3: How would you define each of the following terms?

	Sexual Exploitation (SE)	Sexual Abuse (SA)	Sexual Harassment (SH)
Who?	• Us + Beneficiary	• Us + Beneficiary	• Us + Us
What?	• Abuse of vulnerability, differential power, or trust • Victim's sexual activity generates benefits	• Physical intrusion of a sexual nature • Use of force or coercion	• Unwelcome advance or conduct of a sexual nature • Creates an intimidating environment or becomes a condition of employment
Examples?	• Offering money, gifts, or a job in exchange for sex • Withholding due services or blackmailing for sex • Hiring prostitutes • Threats of sexual exploitation	• Unwanted kissing, touching, grabbing, or rubbing • Threats of an unwanted sexual act • Raping or attempted rape • Any sexual activity with a child	• Touching, kissing or speaking inappropriately to a colleague at work • Attempted or actual sexual assault • Raping or attempted rape

UN Glossary on Sexual Exploitation and Abuse (second edition, 2017);
UN System Model Policy on Sexual Harassment (approved 11-12 October 2018)

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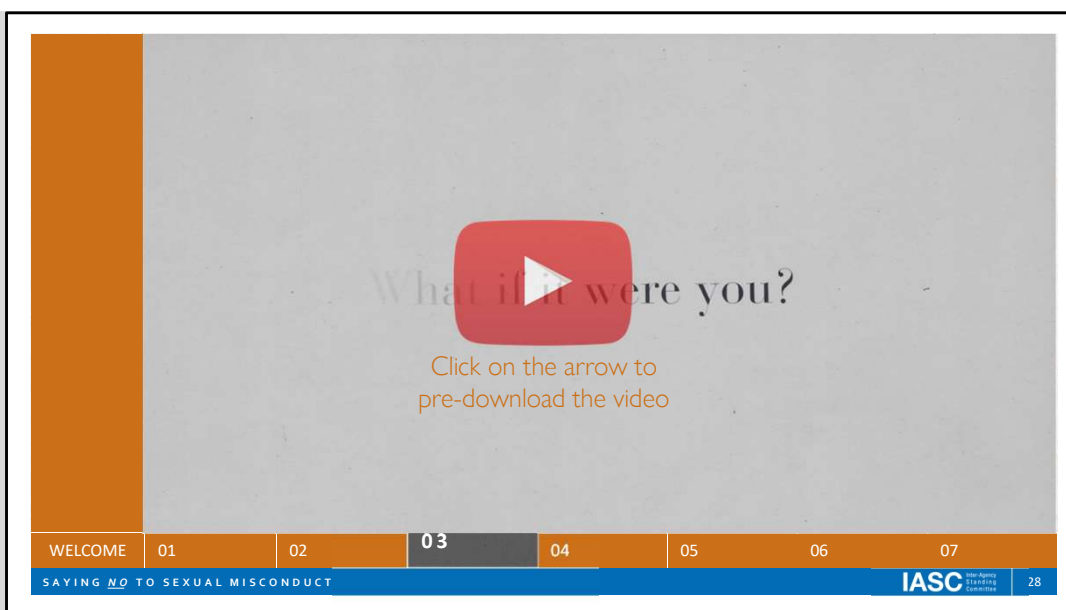SAYING *NO* TO SEXUAL MISCONDUCT   **IASC** Inter-Agency Standing Committee | 27

FACILITATOR INSTRUCTIONS
Duration: 15 mins

1. **Ask a spokesperson for one of the teams to share the results of their analysis for <u>one</u> term.**

2. **After the spokesperson is finished, CLICK on the term they have chosen to reveal the definition.**
    - Emphasize that only <u>some</u> examples of each term are shown on screen; they should not be considered as complete lists

3. **Verbally emphasize certain key points as you reveal each definition:**
    - **Sexual Exploitation (SE):** SE is basically using a situation of power to get sex. It often involves exchanging something for sex or for sexual favours. It includes hiring sex workers / hostesses / prostitutes, even if prostitution is legal in that country. In SE, the perpetrator is a humanitarian aid worker (i.e. one of 'us') whereas the victim is a beneficiary, a person of concern, or other person in a position of vulnerability. In a situation of SE, the perpetrator is the person that benefits the most from the sexual activity. SE includes the threat of SE as well as actual SE.
    - **Sexual Abuse (SA):** SA involves sexual assault, by force or coercion. It includes not only rape, but any other sexual activity that is not consented. Any sexual activity with a child (under 18 years old) is considered as both SA and child abuse. In SA, the perpetrator is a humanitarian aid worker (i.e. one of 'us') whereas the victim is a beneficiary, a person of concern, or other person in a position of vulnerability. SA includes the threat of an unwanted sexual act as well as the act itself.
        - An example of a threat which could be considered sexual abuse is *I overheard a colleague say to a beneficiary that he would like to kiss her because she looks pretty today.*
    - **Sexual Harassment (SH):** SH is any unwelcome words, acts, or gestures of a sexual nature. SH can include sexual assault, including attempted sexual assault, attempted rape and raping. The perspective of the person targeted by the conduct decides what is reasonable or not in terms of unacceptable behaviour. In SH, both the perpetrator and the victim are employees working in the same organization.

4. **Repeat Steps 1 to 3 until all of the terms have been revealed.**

5. **Once all 3 definitions have been revealed, present the key messages below:**
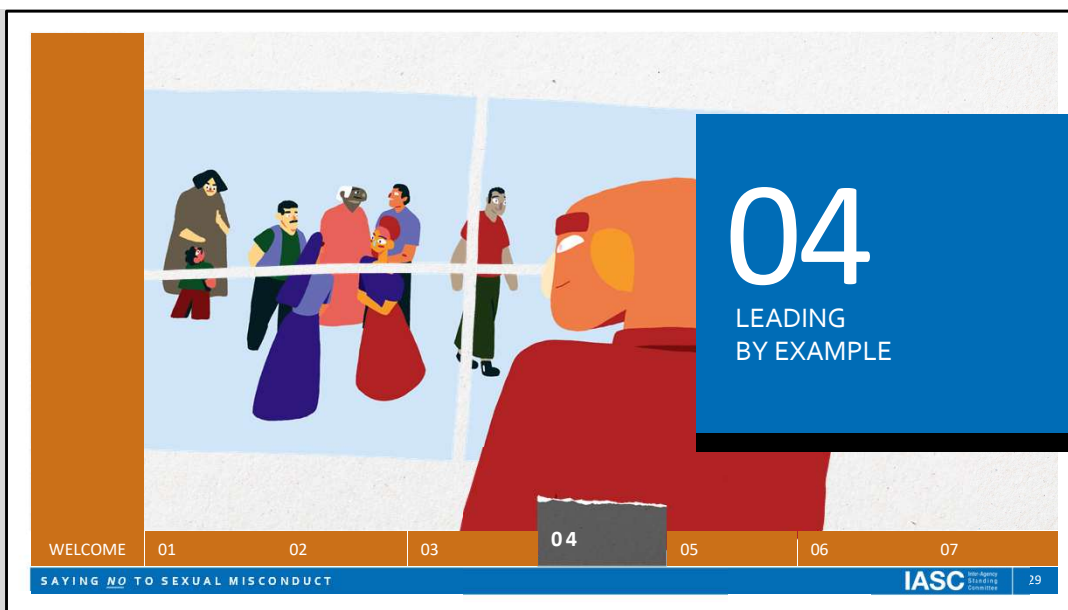   - All three terms are forms of sexual misconduct.
   - When referring to sexual misconduct, the term "employee" includes all employees of an organization, regardless of contract type or duration.
   - All three forms of sexual misconduct are based on power differentials, and often unequal gender relations as well.
   - All three forms of sexual misconduct are considered serious misconduct.
   - The definitions shown on screen are based on official UN documents. However, each organization has its own policy and you should know what the policy in your organization is.

FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Play the video by clicking on the link on screen.** To ease the screening, click on the arrow and pre-download the video and embed it yourself directly in the training.

2. **Allow the participants a moment or two to react to the video they just saw. At the end of the video, give participants time to discuss each scene, making sure that they grasp that the second half shows someone using their power to stop SEA and SH.**

ACTIVITY GOALS

- To ensure the participants' knowledge and understanding of what behaviour is expected from them
- To communicate the core principles of SEA and the key messages about SH
- To address any misconceptions by exploring real-life examples of acceptable and unacceptable behaviours

FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **CLICK to reveal the question on screen.**

2. **Ask the teams to discuss the question (in relation to the case study) as a team and write their responses in the Questionnaire**.
   - Inform the teams that they have 10 minutes to complete the question.
   - Remind the participants that they can consult the written version of the case study as needed.

CASE STUDY ANALYSIS

04

Question 4: What were each character's acceptable and unacceptable behaviors?

AFRIDA
...

ABEL

ACCEPTABLE
• Polite and pleasant with beneficiaries

UNACCEPTABLE
• Having sex with a beneficiary
• Having the the beneficiary enter his house

LARA

ACCEPTABLE
• n/a

UNACCEPTABLE
• Pushes her friend to offer sex in exchange of additional services

FAUSTIN

ACCEPTABLE
• n/a

UNACCEPTABLE
• Not reporting
• Wants to solve the issue alone

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FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Ask a spokesperson for one of the teams to share the results of their analysis for <u>one</u> character.**

2. **After the spokesperson is finished, CLICK on the character PICTURE they have chosen to reveal key information.**

3. **Allow the participants to discuss if needed.**
   • Try to keep the discussion focused, as time for this activity is limited.

4. **Repeat Steps 1 to 3 until all of the characters have been revealed.**

5. **Conclude the activity by presenting the key messages below:**
   • What is considered as acceptable vs non-acceptable behaviour may vary depending on the person's role.

04 **LEADING BY EXAMPLE**   **TESTIMONIAL #1**

BEHAVIOURS OF A HUMANITARIAN AID WORKER

"A colleague, who I know is married, has been working at a non-family duty station far from his family since last year. I recently learned that he is having sexual relationships with a colleague from a partner organization that we work closely with."

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FACILITATOR INSTRUCTIONS
Duration: 15 mins

1. **Warn the participants that, for some, this activity may feel uncomfortable or trigger certain emotions.**

2. **Explain how the activity is going to happen:**
   - You will be playing a series of audio testimonials.
   - Although these testimonials are inspired from real-life situations, some are fictional, some are not, and they are narrated by actors, not actual victims.
   - Participants have to say if the behavior is acceptable or unacceptable

3. **CLICK the audio icon to play an audio testimonial.**

4. **Ask the participants how they felt about the testimonial:**
   - Was the described behaviour appropriate/acceptable or not? Why do you think that it was inappropriate/unacceptable behaviour?
   - At what point was a line crossed?
   - Does everyone here agree on their responses? Why or why not?

5. **Repeat Steps 3 and 4 until all of the testimonials have been listened to.**

Testimonial #1 (young male voice)
"A colleague, who I know is married, has been working at a non-family duty station far from his family since last year. I recently learned that he is having sexual relationships with a colleague from a partner organization that we work closely with."
Most suitable response: ACCEPTABLE

04 | LEADING BY EXAMPLE

TESTIMONIAL #2

BEHAVIOURS OF A HUMANITARIAN AID WORKER

"It was my first job working in the humanitarian aid sector. I was really eager and so I would often find myself working a bit late at the office. One evening, after everyone else had gone home, my boss showed up. She stood at the doorway and asked me how I was doing, being new and all. That was fine, but then she started to talk about how she likes my drive and energy, and that she finds that kind of thing very attractive in men. I didn't like where the conversation was going, so I just said thank you and that I had to get home for supper. I packed my things and started to leave, but she just stayed in the doorway, blocking my way, saying that supper can wait a few more minutes. I can't remember what I said but I tried to walk around her so that I could leave. She just kept on blocking my way."

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FACILITATOR INSTRUCTIONS

1. **CLICK the speaker icon to play the audio version of the testimonial.**

2. **Ask the participants how they felt about the testimonial:**
   - Was the behaviour portrayed in the situation Acceptable or Unacceptable behaviour for a humanitarian aid worker?
   - Why or why not?
   - Was there a point at which the behaviour became unacceptable?

3. **CLICK to reveal the most suitable response.**

4. **Briefly explain why the response is most suitable.**

Testimonial #2 (male voice)
"It was my first job working in the humanitarian aid sector. I was really eager and so I would often find myself working a bit late at the office. One evening, after everyone else had gone home, my boss showed up. She stood at the doorway and asked me how I was doing, being new and all. That was fine, but then she started to talk about how she likes my drive and energy, and that she finds that kind of thing very attractive in men. I didn't like where the conversation was going, so I just said thank you and that I had to get home for supper. I packed my things and started to leave, but she just stayed in the doorway, blocking my way, saying that supper can wait a few more minutes. I can't remember what I said but I tried to walk around her so that I could leave. She just kept on blocking my way."
Most suitable response: UNACCEPTABLE

04 **LEADING BY EXAMPLE**
BEHAVIOURS OF A HUMANITARIAN AID WORKER

TESTIMONIAL #3

"A colleague looked at another colleague in a very sexual way and said 'Oh my god. If my wife knew what I was thinking of while I'm looking at you, she would kill me!'. And then, that's it. The other colleague had their face red and wanted to cry, and just left the room without saying anything."

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FACILITATOR INSTRUCTIONS

1. **CLICK the speaker icon to play the audio version of the testimonial.**

2. **Ask the participants how they felt about the testimonial:**
   - Was the behaviour portrayed in the situation Acceptable or Unacceptable behaviour for a humanitarian aid worker?
   - Why or why not?
   - Was there a point at which the behaviour became unacceptable?

3. **CLICK to reveal the most suitable response.**

4. **Briefly explain why the response is most suitable.**

Testimonial #3 (female voice)
"A colleague looked at another colleague in a very sexual way and said 'Oh my god. If my wife knew what I was thinking of while I'm looking at you, she would kill me!'. And then, that's it. The other colleague had their face red and wanted to cry, and just left the room without saying anything."
Most suitable response: UNACCEPTABLE

04

LEADING BY EXAMPLE

BEHAVIOURS OF A HUMANITARIAN AID WORKER

TESTIMONIAL #4

"The last refugee I was consulting was really upset because she needed a job. She was crying so hard, so I held her and that seemed to calm her down. I also gave her a kiss on the forehead, like my mom used to do for me to comfort me. There were no protests. Besides, I said I'd try to help her get a job quickly."

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FACILITATOR INSTRUCTIONS

1. **CLICK the speaker icon to play the audio version of the testimonial.**

2. **Ask the participants how they felt about the testimonial:**
   - Was the behaviour portrayed in the situation Acceptable or Unacceptable behaviour for a humanitarian aid worker?
   - Why or why not?
   - Was there a point at which the behaviour became unacceptable?

3. **CLICK to reveal the most suitable response.**

4. **Briefly explain why the response is most suitable.**

Conclude the activity by presenting the key messages below:
   - Discomfort level can be described on a spectrum, and discomfort usually "creeps up" bit by bit.
   - Not everyone is expected to share the same viewpoints about what is comfortable or not comfortable.
   - When the person targeted by inappropriate behaviour of a sexual nature feels uncomfortable, or perceives the behaviour as being offensive, then the behaviour can be classified as Sexual Harassment.
   - In other words, it's the person targeted that decides where to "draw the line" between acceptable and unacceptable behaviour and whether that "line has been crossed".
   - It is important to stop such unacceptable behaviour early in the continuum because such behaviour creates a work environment that is prone to abuse and that can lead to further misconduct.
   - Think back to the Power Walk Activity, and imagine how difficult it must be for our beneficiaries to report or stop misconduct; If we don't show that we care about creating a healthy culture and environment within our offices, how can we promote a healthy culture and environment outside of our offices for our beneficiaries?

Testimonial #4 (female voice)

"The last refugee I was consulting was really upset because she needed a job. She was crying so hard, so I held her and that seemed to calm her down. I also gave her a kiss on the forehead, like my mom used to do for me to comfort me. There were no protests. Besides, I said I'd try to help her get a job quickly."

Most suitable response: UNACCEPTABLE

04 CORE PRINCIPLES

RELATING TO SEXUAL EXPLOITATION AND ABUSE (SEA)

1
SEA constitute acts of gross misconduct and are grounds for termination of employment.
`NO SECOND CHANCES`

2
Sexual activity with children (< 18 yrs) is prohibited.
`NO SEX WITH CHILDREN`

3
Exchange of money, employment, goods or services for sex is prohibited, including hiring prostitutes.
`DON'T HIRE/BRIBE ANYONE FOR SEX`

4
Any sexual relationship with beneficiaries that involves improper use of position is prohibited.
`NO SEX WITH BENEFICIARIES`

5
Humanitarian workers are obligated to report any concerns regarding SEA by fellow workers
`ALWAYS REPORT SEA`

6
Humanitarian workers are obliged to create and maintain an environment which prevents SEA.
`DISCOURAGE SEA AROUND YOU`

IASC Six Core Principles Relating to Sexual Exploitation and Abuse (12 September 2019)

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FACILITATOR INSTRUCTIONS
Duration: 5 mins

1. **Explain that there exist 6 Core Principles relating to Sexual Exploitation and Abuse (SEA) that every humanitarian work should adhere to, and that it is our responsibility to lead by example, i.e. "walk the talk".**

2. **CLICK to go through each of the Principles, providing explanations as you go.**

   [1] SEA by humanitarian workers constitute acts of gross misconduct and are therefore grounds to serious disciplinary measures, including termination of employment or contract.

   [2] Any sexual activity with a child is strictly prohibited, regardless of local laws and customs, including the local age of consent, and regardless of what age you may think the child is. Mistakenly believing that the child is of age is not a defence.

   [3] Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is strictly prohibited. This includes sexual favours or other forms of exploitative behaviour. It also includes hiring prostitutes (even if prostitution is legal in the country) and exchange of assistance that is due to beneficiaries.

   [4] Any sexual relationship between those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work.

   [5] Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she has must report such concerns via established agency reporting mechanisms.

   [6] Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.

04　KEY MESSAGES

RELATING TO SEXUAL HARASSMENT (SH)

1

SH can take many forms, from inappropriate jokes to rape and attempted rape. SH constitutes an act of misconduct and every organization should take action to prevent SH.

PREVENTION FIRST

2

SH may occur inside or outside the workplace and work hours, and may be perpetrated by or target any colleague, of any status and of any gender.

SH CAN HAPPEN ANYWHERE

3

All organizations need policies and processes to ensure that victims are supported and perpetrators face consequences.

NO IMPUNITY

4

The victim has the right to support and assistance that is provided in a timely, sensitive, confidential and impartial manner.

SUPPORT AND ASSIST VICTIMS

5

In accordance with a victim-centred approach, the victim's rights, needs and preferences should be central in any process and in support services.

VICTIMS FIRST

6

Employees should treat all colleagues with courtesy and respect, be aware of how their own behaviour may be perceived, and take action where appropriate.

RESPECTFUL WORKPLACES

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FACILITATOR INSTRUCTIONS

Duration: 5 mins

1. **Explain that they will now go over key messages about Sexual Harassment that are inspired from the new UN System Code of Conduct to Prevent Harassment, including Sexual Harassment. When it comes to SH, it is our responsibility to lead by example, i.e. "walk the talk".**

2. **CLICK to reveal each of the Key Messages relating to Sexual Harassment (SH), providing explanations as you go.**

   [1] SH can take on many forms and degrees of severity. SH includes rape and attempted rape of a work colleague. SH is an act of (sexual) misconduct, and every organization should take any necessary actions to prevent SH.

   [2] SH may occur inside or outside of the workplace and work hours, including during official travel or social functions related to work. SH may be perpetrated by any colleague, supervisor, peer or subordinate. SH may occur between persons of the same or different genders, and the target or perpetrator may be of any gender.

   [3] All organizations need to establish proper policies and processes to ensure that victims of SH are adequately supported, and that perpetrators or SH face appropriate consequences should the SH allegations be substantiated.

   [4] Ideally, the organization should have in place a policy that provides options for support and assistance to the target/victim. Such support and assistance should be provided in a timeline, sensitive, confidential and impartial manner. Formal reporting should not be required in order to receive such support and assistance.

   [5] When faced with SH, one should always adopt a victim-centred approach. This means putting the victim's rights, needs and preferences first when accompanying them through any process and/or offering them support.

   [6] All employees should demonstrate a commitment to "zero tolerance" for SH. They should treat all people in the workplace with courtesy and respect, and with an awareness of how their own behaviour may be perceived and/or received by others. If they witness SH, they should be encouraged to take action where appropriate and where they feel comfortable, after consulting with the target/victim. They should support the target/victim as appropriate and to the best of their ability.
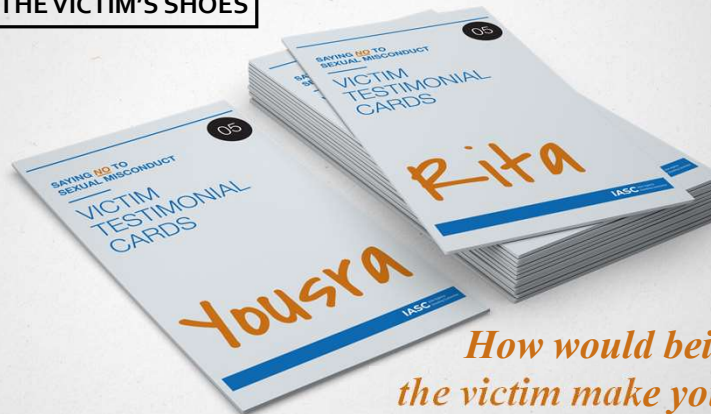
ACTIVITY GOALS

- To grasp the gravity of the consequences that sexual misconduct has on its victims
- To acknowledge the feelings of victims and understand their reactions
- To be aware of the far-reaching impact of sexual misconduct, yet remain focused on victim reactions and support
- To recognize the importance of adequately responding to testimonials or allegations of sexual misconduct

FACILITATOR INSTRUCTIONS

Duration: 20 mins

1. **Give each team a set of Testimonial cards (05_Victim_TestimonialCards).**

2. **Explain what is expected from each team for this activity:**
    - One team member should pick a card and read it out loud to their teammates.
    - The team should discuss, together, the questions shown on screen.
    - Continue until the team has reviewed and discussed all of the testimonials (or for as much as time allows).
    - Inform them that they have 15 minutes to complete this activity.

3. **Conclude the activity with a group discussion:**
    - What was the most important thing you learned or experienced from this activity?
    - How would you like to be treated by a colleague or other employee that you disclose information on sexual misconduct to?

FACILITATOR INSTRUCTIONS
Duration: 4 mins

General guidance: For this slide and the following slides, do not do a lecture but ask the questions to the participants to come up with what would invisible/visible harm manifest as, what would be the symptoms of emotional distress and changes in behaviour patterns. Let the participants come up with the answers instead of giving them.

1. **[CLICK] Discuss the visible harm that can be inflicted onto victims of sexual misconduct.**
   - This includes physical harm and social harm that are visible to others.
     - Pain, physical injury, scars
     - Pregnancy, infertility, STDs, HIV/AIDS
     - Reputational damage, Job loss
     - Social rejection, stigmatization
     - etc

2. **[CLICK] Discuss that the victims also experience a range invisible harm.**
   - Much of this is psychological or emotional harm that may or may not be visible to others.
   - Invisible harm can still manifest itself in visible ways.
     - Feelings of shame, guilt, self-blame
     - Feelings of isolation or rejection
     - Fear, uncertainty, anxiety, distress
     - Confusion, depression, anger
     - Feelings of mistrust in others
     - etc

3. **Emphasize the following key messages:**
   - These impacts on the victim have been seen in all situations of sexual misconduct, including sexual harassment.
   - Every victim can be impacted differently and can react differently to the experience of sexual misconduct; there is no "standard" impact of or reaction to sexual misconduct.

FACILITATOR INSTRUCTIONS
Duration: 4 mins

1. **[CLICK] Discuss that when victims experience such harm (previous slide), they may react by displaying changes in behaviour patterns.**
   - Hypersensitive, hyperresponsive
   - Impulsive, unpredictable
   - Hostile, violent, abusive
   - Lethargic, apathic
   - Easy to influence, dependent
   - Passive, indecisive
   - Anti-social, closed up, wary of others
   - etc

2. **[CLICK] Discuss that the victims undergo a period of high emotional distress and their reactions may manifest as recognized symptoms of this distress.**
   - Reluctant to accept support
   - Difficulty expressing oneself
   - Provides false information
   - Difficulty sleeping, relaxing
   - Difficulty eating, concentrating
   - Unable to recall memories
   - Shaking, trembling
   - etc

3. **Emphasize the following key messages:**
   - These are only <u>examples</u> of victim reactions.
   - It is possible that a victim does not outwardly display a reaction, but this is not a reason to believe that they are not experiencing harm.
   - Every victim can react differently; Each reaction is personal (unique).

FACILITATOR INSTRUCTIONS
Duration: 2 mins

1. **Emphasize that the victim's reaction may be influenced by a number of factors**
   - The victim's reaction or behaviour can change over time.
     - Subsequent positive experiences
     - Subsequent negative experiences
     - Age, maturity
     - Culture, community support
     - Social or work environment
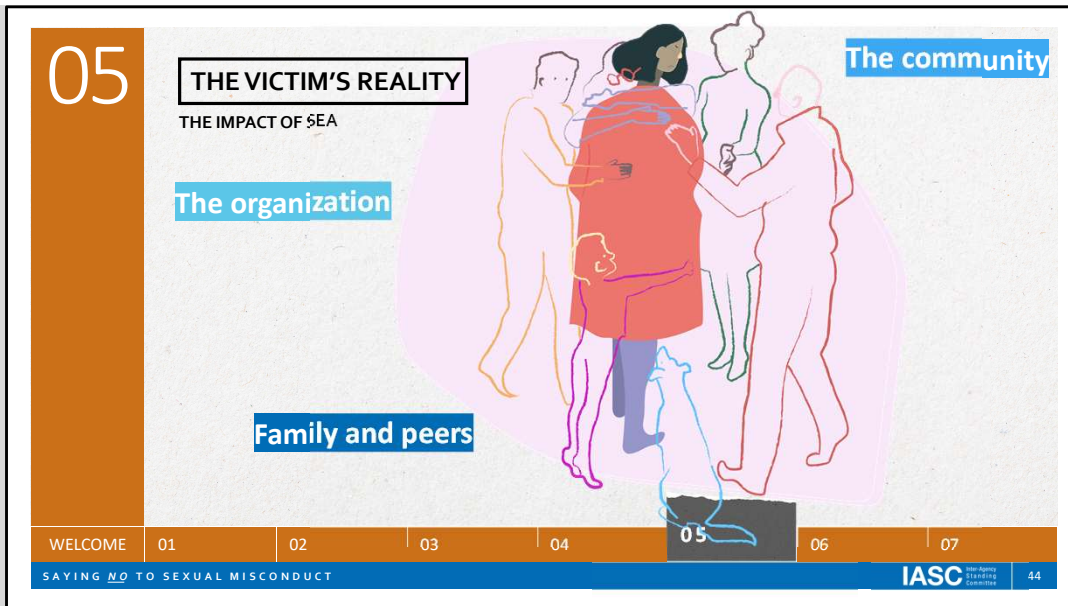   - Gender, situation of power
     - etc

FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Explain that they are now going to do an activity that will help them visualize the particularly far-reaching impact of SEA.**

2. **If the group is large and you need to make the activity shorter, have participants be in pair or small group per stakeholder.**

3. **Ask a volunteer to go to the center of the room and say, out loud, what organization they work for. The volunteer should also wear a post-it with the name of the organization.**

4. **Hand the volunteer several pieces of string (pre-cut to 3 feet or 1.5 metres in length).**

5. **Ask the participants to stand in a circle around the volunteer with a pen/pencil/marker.**

6. **Give every participant or group a SEA Impact Stakeholder Card (05_SEA-Impact_StakeholderCards) and ask them to write on the card what stakeholder they are representing. Stakeholders include but are not limited to institutions, NGOs, UN agencies, government officials, private sector, and other partners that the organization is working with in the country. Make sure that the roles of donor, beneficiaries, victim, and media are not forgotten.**

7. **Extend one string from the volunteer to each of the surrounding participants as they take turns to say out loud who/what they are representing.**

8. **Ask the participants to take a minute to imagine that a report of SEA by an employee of the organization (in the center) has just been released to the media.**
   - Put yourself in the shoes of the stakeholder described on your card.
   - How does this report of SEA impact your relationship with the organization?

9. **Choose one participant and ask them to show their card and share the results of their reflection.**
   - If the impact on the stakeholder's relationship with the organization is negative, then **cut the string** between the stakeholder and the organization (volunteer in the center);
   - Otherwise, if there is no agreement that the relationship with the organization is particularly negative, leave the string intact.

10. **Go to the next participant to the right and repeat Step 9. Continue around the circle until you have gone through all the participants.**

11. **Ask the volunteer in the center how they felt during the activity**.

12. **We have now seen what the consequences on the victim are as well as the consequences on the organization, lastly, ask participants what they think the consequence could be on the perpetrator.**

13. **Make sure that discussion/debrief does not encourage under reporting but shines the light on real consequences.**

FACILITATOR INSTRUCTIONS
Duration: 5 mins

1. **This slide is optional based on how the string activity was debriefed, perhaps all was said and it would be repetitive. Summarize what the participants just witnessed during the previous activity:**
    *   The previous activity was specific to the impact of Sexual Exploitation and Abuse.
    *   SEA can have a far-reaching impact, effectively disturbing the larger ecosystem/reality/context around the victim.

2. **Present the impact of SEA on the following:**
    *   [CLICK] **The family and/or peers of the victim**
        *   Stigmatization, shame
        *   Rejection by the community
        *   Breakdown of support structures
            Child requires caretaking
        *   Etc
    *   [CLICK] The **community to which the victim belongs to**
        *   Loss of trust in the organization
        *   Shame, embarrassment, anger
        *   Drain on resource
        *   Etc
    *   [CLICK] The **organization employing the person who allegedly committed SEA**
        *   Loss of trust by the community
        *   Damage to reputation
        *   Security risk
        *   Loss of funding
        *   Reduction in services
        *   Etc

3. **Emphasize the following key points:**
    *   What they see on screen are only examples of how SEA may impact the victim's "ecosystem".
    *   The actual impact of any SEA situation is context-specific (e.g. may be influenced by local culture) and every situation is unique.
    *   In all cases, this "ecosystem' is the very support structure that surrounds the victim, and when this support structure is disturbed, it has a secondary impact on the victim.
    *   Communities depend on our humanitarian aid and if the victim (or witness) of SEA speaks up, then this aid can unfortunately be disrupted.

FACILITATOR INSTRUCTIONS
Duration: 5 mins

1. **Ask the participants how they feel the impact may have been different if it was a situation of Sexual Harassment instead of SEA.**
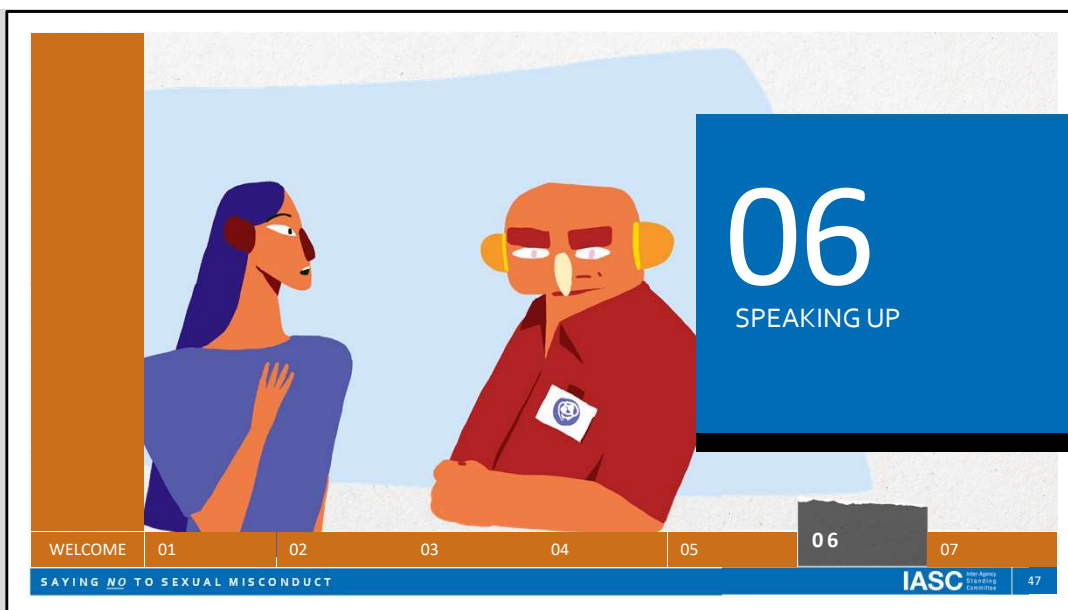
   If the participants have difficulty answer this question, mention some of the following possible impacts of SH on stakeholder relationships:
   - Loss of donor confidence in the organization
   - Employees lose trust in their own organization
   - Lack of trust within teams
   - Toxic working environment
   - Employees take sick leave and therefore cannot deliver for their beneficiaries

2. **Emphasize that the most devastating impact of any sexual misconduct (SEA or SH) is still on the victim/survivor.**

FACILITATOR INSTRUCTIONS
Duration: 5 mins

1. **Explain that, if you are approached by <u>any victim, witness, or other individual affected by any form of sexual misconduct</u> (SEA and/or SH), you can provide a supportive response.**

2. **[CLICK] Empathize:**
    - The victim is the person the most affected by the misconduct, but close family members, peers and witnesses can also be deeply affected.
    - Put yourself in the person's shoes.
    - Reassure the person that what they say will remain private and confidential.

3. **[CLICK] Listen:**
    - Remain calm, even if the situation is emotional.
    - Be mindful of words or reactions that can trigger more emotional stress for the person.
    - Ask the person if they need any support.

4. **[CLICK] Take action:**
    - Ask the person for their consent to take any action whatsoever, particularly if it involves sharing their personal data.
    - Refer (or provide) appropriate services for support and assistance.
    - Focus on the person's immediate needs, including their safety.
    - Maintain a safe environment for the person
    - Apply the Do No Harm principle (will my choice of actions have negative consequences on the victim?).

5. **Emphasize the following key messages:**
    - We can all help make a situation of sexual misconduct less harmful we respond appropriately.
    - Part of responding appropriately is also reporting (next module).

ACTIVITY GOALS

- To clarify the roles/responsibilities that partner personnel can/must play in responding to sexual misconduct
- To identify solutions to obstacles to reporting sexual misconduct

CASE STUDY ANALYSIS

06

Question 5
What actions should some of the characters have taken when they were face-to-face with the victim, or made aware of the situation?

Question 6
What impact do you think these actions would have had on the perpetrator?

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FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **CLICK to reveal Question 5 on screen.**

2. **CLICK to reveal Question 6 on screen.**

3. **Ask the teams to discuss the questions (in relation to the case study) as a team and write their responses in the Questionnaire.**
   - Inform the teams that they have 10 minutes to complete the question.
   - Remind the participants that they can consult the written version of the case study as needed.

06

BREAKING BARRIERS TO REPORTING

YOUR BARRIERS

Why do you think that sexual misconduct is under-reported?

I DON'T WANT MY FAMILY PARENT SPOUSE TO FIND OUT WHAT HAPPENED.

I AM AFRAID THAT THE VICTIM WILL END UP BEING EVEN MORE HURT.

I KNOW THE PERPETRATOR AND I DON'T WANT TO RUIN THEIR JOB OR STATUS.

I'M AFRAID THAT IF I REPORT I WILL NOT BE SUPPORTED / PROTECTED AND THAT I WILL HAVE TO LEAVE THIS PLACE.

As a potential witness or victim of sexual misconduct, what barriers to reporting do you and your colleagues face as a member of your organization?

As a potential witness or victim of sexual misconduct, what barriers to reporting do you think your beneficiaries face?

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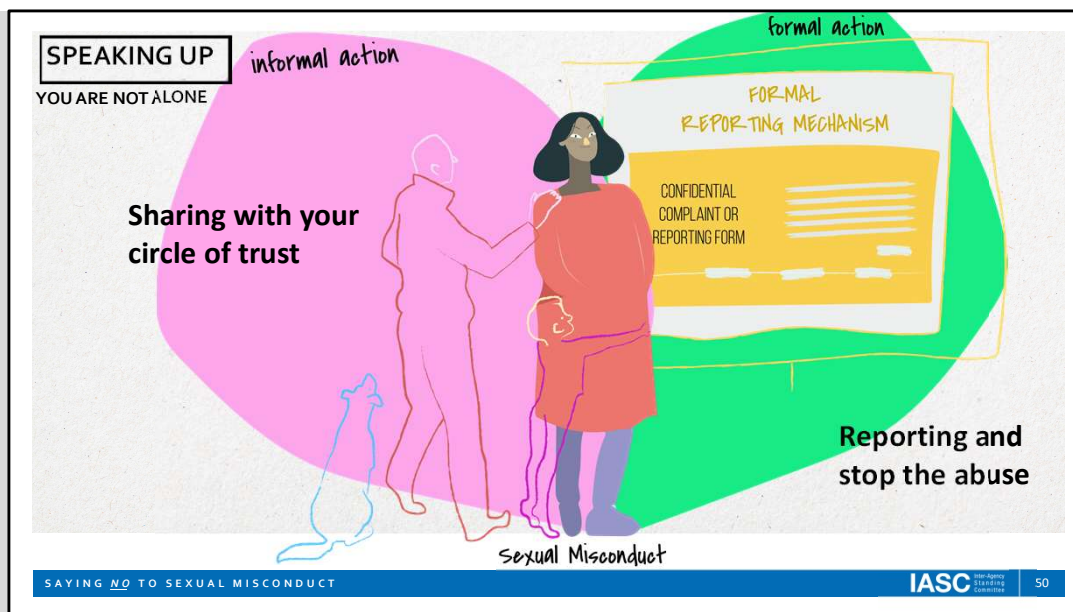**FACILITATOR INSTRUCTIONS**

Duration: 20 mins

1. **Explain that one action that any of the character in the story could have taken is to report the situation.**

2. **Ask the participants why they think that sexual misconduct (including both SEA and SH) is under-reported.**
   - Allow the participants to respond.
   - Explain that they will do an activity to try and break down these barriers to reporting.

3. **Divide the participants into teams by organization. Some teams will discuss barriers as beneficiaries and solutions as members of an organization (question 2) and others will discuss barriers and solutions as members of an organization (question 1).**

4. **Distribute to each team the following:**
   - One set of Reporting Barrier Blocks (06_Reporting_BarrierBlocks)
   - A marker

5. **Ask participants to refer to the last page (page 5) of the 00_CaseStudy_Questionnaire to use the Breaking Barriers to Reporting page.**

6. **[CLICK] Explain the activity instructions to the participants:**
   - Keep in mind that is an activity that is applicable to all forms of sexual misconduct (SEA and/or SH)
   - Identify Barrier Blocks that represent obstacles that they feel may discourage them or their colleagues from reporting sexual misconduct (whether they are a witness, a target/victim, or staff). In some groups the victim/witness is a beneficiary and in other groups the victim/witness is staff.
   - Ask participants as a group to write down their own barriers on the blank blocks.
   - Ask the participants to tape the Barrier blocks provided as well as the ones they made to create a wall of barriers either on a flip chart, on a table, or directly on the wall of the meeting space.
   - As a team, brainstorm about organization-specific solutions to the barriers that they have chosen to build their wall with.
   - As they come up with a solution to a barrier, they can remove the Barrier Block from the wall, table, or flip-chart and note the results in their Reporting Solutions worksheet.
   - They have 15 minutes to complete the activity.

7. **Please note that while some groups think of barriers as beneficiaries and others as staff, both must think of solutions as members of their organization.**

8. **After 15 minutes, ask each team to share with the group one solution that they found to breaking a barrier to reporting.**

9. **Debrief by asking the following questions:**
    - "How do you feel the barriers differ whether the misconduct is SEA or SH?"
    - "How do you feel the barriers differ between a witness' or a victim's viewpoint?"
    - "Were there more barriers for the beneficiary or for you/your colleagues (the organization) when it comes to reporting sexual misconduct?"

10. **Conclude the activity by underlining the following key messages:**
    - Underline the link between the results of the Breaking Barriers activity and the Power Walk activity
    - As a partner organization, part of your role is to help beneficiaries face the difficulties of reporting and help them feel empowered.
    - The exact reporting channel is secondary to empowering the victims/beneficiaries and building up their trust in the existing reporting channels.
    - No matter what situation, no matter who is reporting, we all have a role to play in breaking the cycle and supporting the victim.

BARRIERS
- I am afraid that I /or someone I know will lose job /status /reputation /privileges.
- I don't think that reporting will do any good or make a difference.
- I don't understand what or to whom I am supposed to report.
- I am afraid that people will find out that I was the one who reported.
- Other people who complained were not believed, so why would they believe me?
- I do not trust the system.

FACILITATOR INSTRUCTIONS
Duration: 7 mins

1. **Explain that as a witness, target or victim of sexual misconduct, there are a number of people that you can reach out to.**

2. **Explain that they can choose to <u>share</u> the information about the sexual misconduct:**
   - Sharing or disclosing the information can be as simple as talking to someone that they trust, should they choose to do so.
   - Sharing information is also a means to seek support for themselves or the victim. Note that they can seek support without necessarily having to tell someone their story.
   - Simply sharing the information, however, may not necessarily lead to disciplinary measures for the perpetrator.

3. **Present some examples of who they can talk to if they choose to share**
   - Circle of trust refers to supervisors, colleagues, friends, family members, etc.
   - Within the office it <u>may</u> include Human Resources, Ethics Office, a helpline/hotline, psychosocial support, Medical Office, Ombudsperson etc.

4. **Emphasize that the important thing about sharing information about sexual misconduct is having the courage to speak to someone and taking positives steps towards dealing with the situation.**

5. **Explain the that, should they wish to go a step further with any information about sexual misconduct, they may choose to <u>formally report</u> the situation:**
   - The actual reporting process is specific to each organization.
   - It is each one's responsibility to inform themselves about the processes for formal reporting in their organization.
   - Formal reporting may or may not lead to disciplinary measure for the perpetrator, depending on whether the allegations of sexual misconduct are substantiated and the organization-specific policies in place.
   - Emphasize that sharing and formally reporting are not necessarily mutually exclusive.

6. **Present some examples of who they can talk to if they choose to Formally Report.**
   - Examples of who they may be able to talk to within their organization while that there is no guarantee that their organization offers these institutional machineries <u>may</u> include Human Resources, Ethics Office, a helpline/hotline, a (PSEA) Focal Point, the Investigative Office, etc.

FACILITATOR INSTRUCTIONS
Duration: 2 mins

1. **Underline that their obligations for reporting as an individual differs whether it is a situation of SEA versus SH.**

2. **[CLICK] Remind them about their obligations for reporting SEA as an individual:**
    *   Every humanitarian aid worker has an obligation to formally report Sexual Exploitation and Abuse (SEA).
    *   Should they choose to disclose a case of SEA to a work colleague, this work colleague also has an obligation to formally report the situation.

3. **[CLICK] Remind them about their obligations for reporting SH as an individual:**
    *   Reporting Sexual Harassment (SH) is not always obligatory
    *   Their obligations to report SH depends on the specific policies of their organization
    *   For example, the consent of the victim may be needed when reporting SH

CASE STUDY ANALYSIS

06

Question 5: What actions should some of the characters have taken when they were face-to-face with the victim, or made aware of the situation?

Question 6: What impact do you think these actions would have had on the perpetrator?

ABEL

POSSIBLE ACTIONS
• Say no to Afrida

POSSIBLE IMPACT
• Not committing SEA

LARA

POSSIBLE ACTIONS
• Not push her friend
• Ask for support/advice

POSSIBLE IMPACT
• Abel not having an opportunity to take advantage of Afrida

FAUSTIN

POSSIBLE ACTIONS
• Report

POSSIBLE IMPACT
• Disciplinary measures for Abel

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FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Ask a spokesperson for one of the teams to share the results of their analysis for <u>one</u> character.**

2. **After the spokesperson is finished, CLICK on the character they have chosen to reveal key information.**

3. **Allow the participants to discuss if needed.**
    • Try to keep the discussion focused, as time for this activity is limited.

4. **Repeat Steps 1 to 3 until all of the characters have been revealed.**

5. **Conclude the activity by presenting the key messages below:**
    • Everyone has a role to play in responding to sexual misconduct, including reporting as necessary.
    • Always remember that the victim's needs come first.
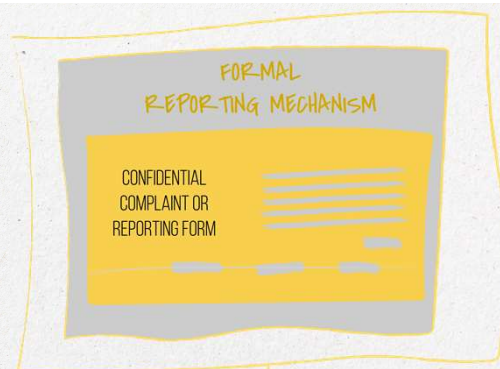
FACILITATOR INSTRUCTIONS
Duration: 4 mins

1. **Explain that when it comes to SEA, both their organization and the partnering UN agency have roles to play (as organizations).**

2. **[CLICK] Explain the responsibilities of the Organization:**
   - The organization has an obligation to report any allegations of SEA to the partnering UN Agency.
   - How exactly the organization reports to the partnering UN Agency is an organization-specific process; each organization has their own reporting mechanisms that should be detailed in their contract with the partnering UN Agency.
   - Allegations of SEA should be reported to the UN agency in a timely manner.

3. **[CLICK] Explain the responsibilities of the UN Agency:**
   - The partnering UN Agency has a responsibility to collaborate with, and support, the organization in managing the SEA allegation.
   - The partnering UN Agency will work with the organization to ensure that appropriate action is taken regarding the person involved in perpetrating SEA.

4. **[CLICK] Remind them of the responsibilities of every individual working in humanitarian aid:**
   - While it is the organization's responsibility to report allegations of SEA to the partnering UN agency, it is still each individual's responsibility to report any suspicions or concerns of SEA using the reporting mechanisms that are available.
   - They must report SEA whether the alleged perpetrator is an employee of their organization or a staff member of the UN (any agency).
   - As an employee of a partnering organization, they also have a responsibility to know the details of their specific contract and the commitments that they made when signing the contract.

FACILITATOR INSTRUCTIONS
Duration: 2 mins

1. **Explain that reporting sexual misconduct is <u>not</u> just about contractual obligations.**

2. **Ask the participants what they think will happen if they do not report sexual misconduct, including SEA and SH.**
   - Allow the participants a moment to share their responses before continuing.

3. **[CLICK] As the animation plays, emphasize:**
   - Reporting is a way to break the cycle of sexual misconduct.
   - It's not about following "the rules" or their "obligations", but it's about focusing on helping the victims, many of which are their beneficiaries.

4. **[CLICK] As the animation plays, emphasize:**
   - We recognize that it is a difficult process to report, and that it takes courage, but it is very necessary to make a positive change, one person at a time.
   - Think about the positive change that you can do.

ACTIVITY GOALS
- To review all key notions about sexual misconduct that were explored during the day
- To obtain the commitment of putting an end to sexual misconduct from every individual participant

07 ENDING SEXUAL MISCONDUCT

YOUR COMMITMENT

*What is one way that you,
as an individual,
can contribute to ending
sexual misconduct?*

WELCOME | 01 | 02 | 03 | 04 | 05 | 06 | **07**
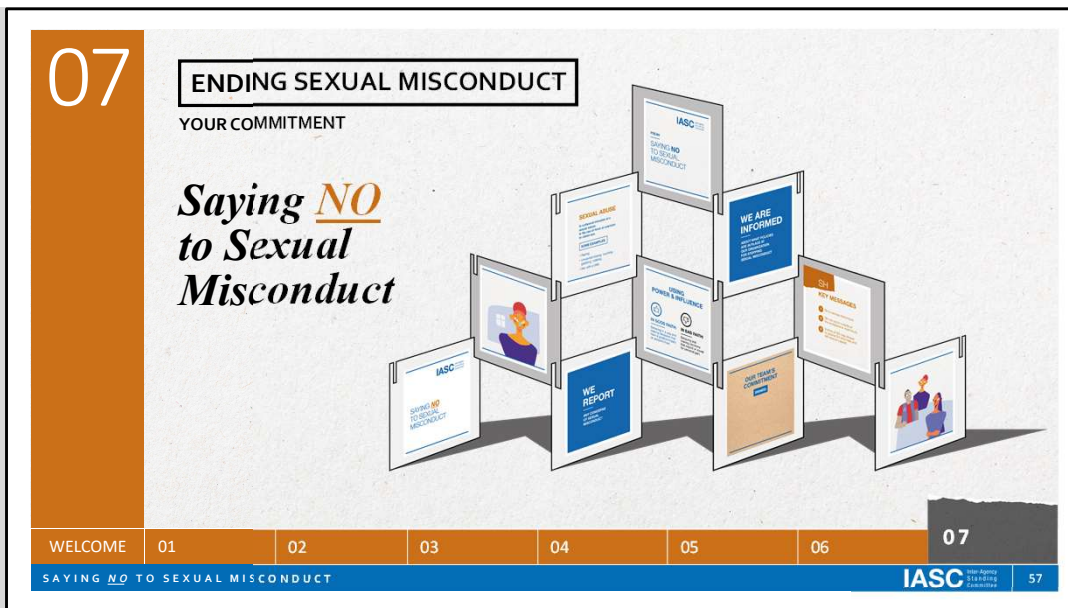
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FACILITATOR INSTRUCTIONS
Duration: 10 mins

1. **Give the participants some post-its and markers (they can share).**

2. **Ask the participants to:**
   - Take a moment to think of one way that they, as an individual, can contribute to ending sexual misconduct.
   - Write down their personal commitment on a post-it.
   - Sign the post-it.

3. **As the participants are working on their contributions, prepare for the Puzzle Pyramid (next activity):**
   - Clear out an appropriate space to build the puzzle in.
   - Set aside any puzzle pieces that have only images on them.
   - Set aside any puzzle pieces that have 'Our commitment' written on them.
   - Distribute the rest of the puzzle pieces among the participants (at least one puzzle piece per participant).

4. **When the teams have finished, ask them to put aside their post-its for the moment.**

FACILITATOR INSTRUCTIONS
Duration: 20 mins

1. **Explain the activity instructions:**
   - You will read a riddle out loud.
   - The answers to the riddles are amongst the puzzle pieces that were just distributed to the participants.
   - If a participant thinks that their puzzle piece is the answer a riddle, they must raise their hand.
   - If the participant has the correct answer, they can add the corresponding puzzle piece(s) to the Puzzle Pyramid, as shown in the diagram on screen.

2. **Read out loud the first riddle as provided the in Key Concepts Riddles document (07_KeyConcepts_Riddles).**

3. **If the participant who raises their hand has the puzzle piece corresponding to the correct answer to the riddle, ask them to:**
   - Present the contents of their puzzle piece to the group.
   - Add their puzzle piece to the pyramid (as shown on the diagram on screen).
   - Present their personal commitment (that they wrote on the post-it during the previous activity) to the group.
   - Stick their post-it onto a puzzle piece that has 'Our commitment' written on it.

4. **Continue reading the riddles, allowing the participants to present their puzzle pieces and personal commitments and building up the Puzzle Pyramid.**
   - Every so often, add a puzzle piece to the pyramid that has only images on it.
   - When a puzzle piece with 'Our commitment' written on it is full of post-its, add it to the pyramid that has no sticker on it.

5. **After the Puzzle Pyramid has been built, allow the participants to admire the final result.**

RIDDLES:

Riddle 1: What can be used to promote goodness or personal greed?

Riddle 2: A distribution worker rubbing himself subtly against women waiting in line at a distribution point is a case of what?

Riddle 3: What are the common rules humanitarian workers must understand and follow in relations to sexual activity with beneficiaries?

Riddle 4: Making a colleague feel uncomfortable by joking about their marital status is a case of what?

Riddle 5: What do we need to be to make sure we are accountable to stopping sexual misconduct?

Riddle 6: A supervisor/colleague hiring local sex workers is a case of what?

Riddle 7: What action demonstrates that the victims are respected?

Riddle 8: What are the main things to remember to ensure a respectable workplace free of sexual misconduct?

Riddle 9: What can we do to prioritize a victim's needs?

Riddle 10: What is one of the mo**st** effective ways to stop sexual misconduct?

CONGRATULATIONS!

FACILITATOR INSTRUCTIONS
Duration: 5 mins

1. **Congratulate the participants for a job well done.**

2. **Distribute one course evaluation (07_CourseEval) to each participant.**

3. **Allow the participants to complete the evaluation at their own pace.**