Facilitator guide for training on the prevention of sexual exploitation and abuse
Exercise handouts

digna PSEA/PEAS

COOPÉRATION CANADA

Facilitator guide for training on the prevention of sexual exploitation and abuse

Exercise handouts

About Digna

Cooperation Canada hosts Digna, the Centre of Expertise on the Prevention of Sexual Exploitation and Abuse (PSEA). Digna aims to contribute to organizational culture change within the Canadian International Cooperation community by providing training, online resources and consultation services for the adoption of gender-responsive best practices with the ultimate goal of preventing sexual exploitation and abuse in operations and partnerships, particularly of women and girls.

Credits:

This guide was developed by Juliette Sanchez-Lambert, with inputs from Digna's Training Working Group.

Cover photo: @credit CanvaPro

Design: www.NickPurserDesign.com

Contents

Power Walk

Trainer notes

How to prepare this exercise:

1. Choose the series of power cards you will use: sexual exploitation and abuse set / sexual harassment set.
2. Use the existing character cards or create your own using the blank templates.
3. Print the character cards.
4. Prepare a space large enough for participants to walk across (ideally the room length).

For online delivery:

- Prepare a whiteboard (ex: with Miro)
- Draw a table with fifteen columns (one per statement) and a line per character card.
- Allocate one character to each participant.
- Ask them to move their picture one column over the right if the statement applies to their character.

Exercise outline	
10 minutes	1. Trainer introduces the exercise and provides instructions. *We will do a role-play activity.* *I will distribute a character card to each of you. Do not show your card to others.* 2. Trainer distributes printed character cards to the group. *Take a couple of minutes to imagine your character's life in terms of family, livelihood, emotional state, health, etc.* 3. Trainer asks participants to stand on one side of the room. *You will hear a series of statements.* *– If you feel you can answer YES to a statement, take one step forward.* *– If you feel you would answer NO to a statement, do not move.*
10 minutes	Trainer reads the statements one at a time, out loud, allowing participants to move between each statement, until the participant in front is no longer able to move forward. – 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
20 minutes	Trainer facilitates a discussion among participants. *I will ask you to each reveal who your character is:* *– Why do they think you ended up in that position?* *– How do you feel about being in that position?* *– Would you have answered the same if you were a man/woman?*
5 minutes	Trainer summarises the main points from the discussion and closes the session.

Power Walk: Character Cards

1 Government staff member	**2** Community leader	**3** Member of religious minority	**4** 65-year-old male
5 Subsistence farmer with a wife and six children living in a region of ethnic conflict	**6** Religious leader working in a peaceful community	**7** 15-year-old female head of household in a rural village with two younger sisters	**8** Lesbian female
9 12-year-old newly married girl	**10** Refugee from a neighboring country with limited understanding of local language	**11** 16-year-old trafficked male	**12** Male police officer
13 Person with physical disability	**14** Survivor of a hurricane, wildfire or appropriate natural disaster	**15** Political leader	**16** 45-year-old widow with six children
17 Ingo staff member from capital city	**18** Male civil society organisation (CSO) employee from a minority ethnic group	**19** Transgender person	**20** Migrant worker without legal documentation
21 Successful male business owner	**22** 17-year-old drug addict living on the streets	**23** 16-year-old single mother who is a sex worker	**24** 10-year-old girl with a visual impairment living in an orphanage
25 Humanitarian worker with the united nations	**26** Female head of household	**27** Unaccompanied child	**28** Man with a mental health condition
29 Son of a local political leader	**30** Female CSO leader	**31** Female garment worker (tailor)	**32** Female CSO employee from dominant ethnic group

Source: Safeguardingsupporthub.org

SEA definitions

Trainer notes

Exercise outline	
5 minutes	1. Trainer introduces the exercise and provides instructions. *We are going to break into groups. Each group is to define one of these terms (sexual exploitation, abuse, and harassment) using your own language to make the terms more understandable. Use examples that you could present to family and friends when discussing what you have learned today.* *Please describe these terms in a way that could help people better understand the term. For example, please list what behaviors might be included within your definition, and the local terms for those behaviors. Note your responses and nominate one person from your group to present to the larger group.* 2. Trainer distributes a handout to each group *You can use the question on your handout to guide your reflexion.*
10 minutes	Groups work on the definitions.
10 minutes	*Groups report on their definitions. Trainer completes and clarifies them if necessary.*
5 minutes	Trainer recaps with the IASC diagram.

Sexual exploitation definition: participant handout

Sexual **exploitation**

Discuss the definition of the term in your group.

Note your responses and nominate one person from your group to present to the larger group.

Guiding questions:

1. How would you describe these terms in your own language?
2. How would you describe them in plain language to others such as family members, neighbors and others in your life?
3. List what behaviors might be included within your definition, and the local terms for those behaviors.

Sexual abuse definition: participant handout

Sexual **abuse**

Discuss the definition of the term in your group.

Note your responses and nominate one person from your group to present to the larger group.

Guiding questions:

1. How would you describe these terms in your own language?
2. How would you describe them in plain language to others such as family members, neighbors and others in your life?
3. List what behaviors might be included within your definition, and the local terms for those behaviors.

Sexual harassment definition: participant handout

Sexual **harassment**

Discuss the definition of the term in your group.

Note your responses and nominate one person from your group to present to the larger group.

Guiding questions:

1. How would you describe these terms in your own language?
2. How would you describe them in plain language to others such as family members, neighbors and others in your life?
3. List what behaviors might be included within your definition, and the local terms for those behaviors.

Key Principles of a Reporting System

Trainer notes

Session Five: The Reporting Process

Duration: 120 minutes

Session Objective:

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

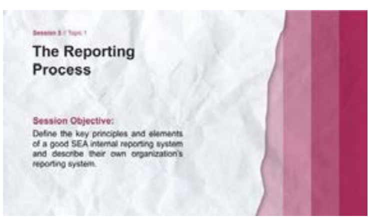
Topic One: Key Principles of a Reporting System

Duration: 15 minutes

Learning Objectives:

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

Slide: Session 5: The Reporting Process



Duration for this slide/activity: 20 minutes

Facilitator says:

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

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

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

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

Trainer notes

Facilitator says:

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

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

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

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

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

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

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

Trainer notes

		Impartiality: A reporting system does not prejudge reports, either putting them aside as not possibly being true or treating the report as absolute truth. A good reporting system receives all reports and escalates to the appropriate person to evaluate and review objectively and investigate when needed. **Integrity:** The system is operated in a way that consistently maintains the other principles (like confidentiality and impartiality) and does not change depending on who files a report or who is the subject of the report. That means reports against the Head of Office are taken as seriously and investigated as promptly as a report against a lower-level staff member. **Timeliness:** Because reports involve sensitive issues and often matters of physical and/or emotional harm, the reports must be addressed and resolved as quickly as possible. Support service referrals for survivors are provided as soon as possible and are not dependent on the finalization of the investigation process. **Survivor-centered:** The system ensures that a survivor's needs, wishes and safety concerns are considered during the reporting and investigation process. A survivor can decide what sort of support services they need (medical, legal, psycho-social) and how they want to participate in an investigation process. That means having mapped-out referral services in advance of any reports, available in the language of the survivor. **Accountable**: A reporting system may need to be accountable to donors (and require informing donors of reports received and how they are handled), as well as to national authorities, reporting certain conduct to law enforcement when mandated by local law (such as when there may be child survivors of criminal abuse). **Thorough:** A good reporting system will be thorough in seeking to understand the nature and circumstances of events in the report, and conduct investigations when necessary

Trainer notes

		Safety, security and well-being: Safety, security and well-being should be considered in how a report is received and for all persons. It requires consistently addressing any risks to people involved in the report, from survivors to witnesses to community members to staff and the subject of the allegations. **Objectivity:** This overlaps with impartiality. When reviewing and investigating a report, the people involved must look for all available evidence, both in favor and against the reporter, and both in favor and against the subject of the allegations.

Language Note: Concepts and principles can always be tricky to translate across language and culture. It is less important that you use specific terms listed here than a good translation of the description of the identified term. Ask participants for multiple different words that could define the concepts, in both dominant and non-dominant languages.

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

Key Elements of a Reporting System

Trainer notes

There are two options for this exercise:

Option **one:**

Provides guidance on tailoring the activity for an individual organizational reporting system.

Option **two:**

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

Trainer notes

Topic Two: Key Elements of a Good Reporting System

Duration: 45 minutes

NOTE: There are two options for delivering this session.

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

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

OPTION 1 **Slide/Activity: The 5Ws and the 1H of an Internal Reporting System**	**OPTION 1** **Facilitator's note:** This exercise requires advance preparation and producing customized handouts and tools based on the organization's policies and procedures. The goal of this exercise is for staff to understand the basic steps in the organization report handling system. It is optimal for organizations with a well-developed and documented reporting system.
Participants work on Handout 5 **STEP 1**	**PREPARATION** **STEP 1.** Review the organization's policy and/or procedures on reporting staff misconduct, and any specialized policies or procedures on reporting sexual exploitation and abuse. Sometimes these are called "Whistleblowing Policies" or "Complaint Handling Procedures." Be sure to find the ones that address SEA complaints, and not general human resource grievances on interpersonal conflict in the workplace. Using the following categories and prompting questions, copy and paste the relevant sections into a new document that you will use as a handout for this session or paraphrase the answers from the policy (ideally, in one or two sentences). <u>Example answers are included below for guidance, but be sure to complete it based on the organization's reporting system.</u> If the policy or procedures cannot answer one of the prompting questions, leave it off the list. This list is also included in the annex as <u>*Handout Five: The 5Ws and 1H of an Internal Reporting System.*</u>

Trainer notes

		1) Who – **has an obligation to report knowledge or suspicions of sexual exploitation and abuse?** (For example, all staff, board members and staff have an obligation to report SEA.) – **has ultimate responsibility for oversight of the report handling process?** (For example, H.Q. Department, such as the President or H.R. or Ethics or Legal has the ultimate responsibility for oversight of the report handling process.) – **conducts the investigations?** (For example, the H.Q. team responsible for oversight of the investigation assigns an independent internal or external investigator.) – **reaches conclusions and imposes disciplinary sanctions?** (For example, the most senior manager of the staff accused of wrongdoing makes decisions about disciplinary sanctions, with the input of H.R., Legal and/or Ethics.) – **else should be notified about the allegations and who should notify them?** (For example, donors may need to be notified of allegations of SEA. Donor notification is handled by the H.Q. team responsible for investigation oversight. When there are mandatory reporting obligations for child abuse under national law, the Country Director should confer with Legal on that process. 2) What? – **happens after a report is filed? What are the first steps in handling the report?** (For example, after a report is filed locally, it must be escalated to the responsible H.Q. department for review and guidance. That team will assess the report and determine next steps. If the allegations involve a member of the Executive Team, the Board of Directors will be informed.) – **happens if the report involves staff from another agency?** (For example, after the report is escalated to the responsible H.Q. Department, it will be referred to the agency involved, in consultation with the country team.) – **are the key principles used in handling the report?** (For example, all reports are handled with the principles of Confidentiality, Independence, Timeliness, Integrity and being Survivor-Centered.) – **are the reporter's responsibilities after reporting?** (For example, all staff should maintain confidentiality of their involvement in the investigation process and what they discuss with investigators. Staff should

Trainer notes

		never investigate themselves, but should report through an appropriate channel.) - **are the key steps in the investigation process?** (For example, if the report is filed in country, it must be escalated to the responsible H.Q. team for oversight and review. The allegation is reviewed to determine if more information is needed or whether there is sufficient information of a potential SEA violation to begin an investigation. An investigation team is formed and managed by the senior manager in country. The investigation is conducted by reviewing documents and having interviews with reporters, witnesses, and the subject of allegations. Investigators make factual findings on what happened, and the senior manager decides whether those facts are a policy violation and appropriate disciplinary sanctions, in consultation with H.R., Legal, or Ethics. Improvements to training and procedures are identified to minimize occurrence of future allegations and/or incidents.) **3) When?** – **should you make a report?** (For example, you should make a report as soon as you become aware of facts that cause you to believe there may be a violation of SEA standards.) – **are there any time limits for making a report?** (For example, there are no time limits to making a report.) **4) Where (or to whom?)** – **does a staff member make an initial report? (Be sure to include all options.)** (For example, staff can report to their supervisor, their H.R. representative, a senior member of in-country management or to an anonymous hotline (via, web, email, or phone), whichever is most comfortable and where the staff member feels most confident in the response. Staff are not required to report to a person who is the subject of the allegation and should identify the alternative reporting channel.) **5) How (are people protected?)** – **is a staff reporter protected after filing a report?** (For example, staff cannot be retaliated against for filing a report or participating in an investigation. Retaliation includes having employment terminated, being demoted, or otherwise being discriminated against in the course of work duties.) – **are survivors supported/protected in the reporting and investigation process?** (For example, survivors are entitled to referrals to support services for medical, psycho- social or legal support as soon as reports are made,and they are not dependent on the outcome of the

		investigation. Any investigation will be carried out in a way that does not put the survivor at further risk of harm, or such risks are significantly mitigated). 6) **Why?** – **do we have a reporting process? (TIP: Look in the purpose or objective section of the policy that expresses the importance of the policy)** (For example, our organization values the safety and dignity of our staff and the communities we support and we expect staff to adhere to the highest standards of professional conduct. We have a reporting process to ensure that if any staff violate these principles, we can hold them accountable and stop harmful behavior.)
Participants work on Handout 5 STEP 2		**STEP 2.** Prepare a document that lists out all the answers to the questions, in 14 -16 pt. font for easier reading. Making sure each answer is a separate paragraph. Cut out each answer and mix up their order in a pile.
Participant work on Handout 5 STEP 3		**STEP 3:** Prepare six different flip chart sheets. At the top should be the title of the category (Who, What, When, Where, How and Why). Draw a line down the center. On the left side, write the prompting questions. During the training, you will randomly distribute the cut-out answers to small groups, and they will be responsible for taping up on the right side of the flipchart paper, matching their answer to the appropriate question.
Participants work on Handout Six STEP 4		**STEP 4:** Complete the blank flowchart in *Handout Six: Example of a Reporting Flow Chart,* inserting relevant answers for the organization. If your organization already has a flowchart with sufficient detail, print that out and be prepared to share it.
		DURING THE TRAINING: 45 minutes
		Facilitator's note: Tape the six flipchart papers with the titles (Who, What, When, Where, Why and How) around the room just as you are beginning the activity, with the help of a colleague, if possible. Be sure to have as many as three rolls of tape handy for each of the three groups.
		Facilitator says: Now that we have identified some key principles for a good report handling system, let's explore in more detail what the reporting process looks like in this organization and see how those principles show up.

Trainer notes

Let's divide into 3 equal groups (grouping by seated areas). As you can see around the room, I have hung six different sheets, with the 5 Ws and 1 H of a basic reporting system: Who, What, When, Where, Why and How. Under each of those categories, you will see prompting questions, like "Who has an obligation to report?" and Where do you file a report?"

I will now pass out 5-6 statements for each group, in random order, that contain the answers to all the questions on the sheets. Each group will tape their answer in the right-hand column, next to the question in the left-hand column. As a group, we are piecing together the key elements of the organization's reporting system. As you do so, keep in mind how these elements also relate back to some of the Key Principles of a Reporting System on our first flip chart sheet.

Let's take 10-15 minutes to put your pieces in their correct spots, and then we can review together the whole process.

Facilitator says:

Let's come back together to review the reporting process. Let's answer each of the questions under each of the Categories, starting with "Who." I would ask a representative from the group who posted the answer to share it and add any comments or observations, especially on how it might relate to one of our key principles.

Facilitator's note:

A de-briefing on the 5Ws and 1H should take approximately 20 minutes. As a summary to this exercise, once you have gone through all the categories, distribute the *Handout Six, Worksheet 2: Example of a Flow Chart*, that you have already completed for the organization in Step 4 of Preparation. You can also use the Organizational Reporting Flow Chart if they have one.

Facilitator says:

To make this process even easier to understand, let's review this flowchart together, which shows where to report, who is involved in the process and the basic steps.

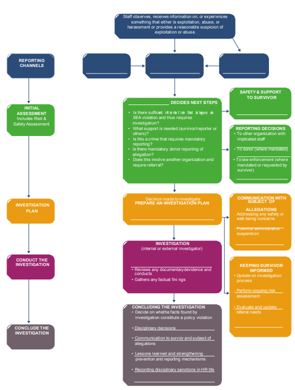
Facilitator's note:

Be sure to make use of your Parking Lot! You may get very specific questions on reporting and investigations for which you may not have the answers. That's okay - you should never try to answer a question you are unsure of. Mark the question on the Parking Lot and refer it to the proper person who can provide an answer. Be sure that you, or the person responsible for the answer, does share it back to all participants through some form of communication. Also, be sure to add it to an FAQ sheet for the organization.

Trainer notes

Online Delivery: Considering your available remote training platform and technology available, think about the best ways to complete this activity in small groups. Consider distributing electronic copies of the organizational reporting procedures, assigning each small group a Category (or multiple Categories with those with fewer questions) and then have each group present on the assigned Category(ies) to the larger group. Another option would be to create shared Documents (in Teams or Google Docs) or shared Virtual Sticky Notes (Jamboard from Google or Miro in Teams) and organize as shown in Handout/Worksheet Five: The 5 Ws and 1H of Reporting Systems Divide people into breakout rooms and provide each group a unique set of answers in a shared document. Each group posts their answers (by either copying/pasting into a shared Document or into a Virtual Sticky Note) to the Master Document showing all the categories. Debrief in the large group as described above. Also consider screen sharing of the completed flow chart in Handout/Worksheet Six: Example Flow Chart or the organization's own reporting flow chart.

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



OPTION 2

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

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

PREPARATION

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

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

Trainer notes

DURING THE TRAINING

Facilitator says:

We are going to review an example flow chart on best practices of an internal report handling system. After that, we will distribute a flowchart for you to complete based on your current policies and procedures, in order to understand how it currently works and where there could be improvement.

Facilitator's note:

Review steps in the flow chart for about 20 minutes.

Then distribute any organizational reporting procedures for reference.

Facilitator says:

Let's break into small groups. (NOTE: Groups can be between 3-5 people, depending on the overall group size).

Let's take 20 minutes in groups to fill out the second part of the Handout that has blanks in the flowchart for the different responsibilities. If you are unsure of an answer you can leave it blank and discuss it in the larger group. If it is not specified in your procedures, but you think you know the answer, include it, but note that it is not in writing.

Facilitator's note:

If the organization has any type of written procedures, have the participants refer to them to complete the chart. If there is a "practice" that is known but not officially documented, they can use that, too. Note to participants that this may be a good opportunity to use the flowchart to help formally document their procedures.

During the debriefing sessions, be sure to show the flowchart document on the screen, and input answers from the group as they go along.

Facilitator says:

Let's come back into the larger group and compare notes across our flow charts. Can one group get us started and identify the different reporting methods? Do any other groups have something different to add?

Trainer notes

Facilitator's note:

Record the group's answers and move through the next steps (Initial Assessment, Investigation Plan, Conducting the Investigation and Concluding the Investigation) having different groups lead on each step, and asking other groups to share any different answers.

Let participants themselves exchange discussion on why something is or is not appropriate to include. Where there is disagreement or confusion as to what is the best answer, remind participants to view the questions through one of the Key Principles of reporting systems that were discussed, to help find a good answer. Keep in mind that there are rarely "wrong" answers to such questions, but there are answers that may be "better" than others, when guided by these principles.

Key Principles (for reference)

Confidentiality (of the details): Reporters need to be confident that their reports don't become gossip in the organization and the community, and that reports are only shared with those who "need to know" or are directly involved in reviewing the report and conducting any investigations.

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

Process is well known/accessible: The reporting mechanism for staff and the entire process should be discussed and well posted so that people know where to report, and it should include means for reporting for all staff, including volunteers and those not assigned computers or phones, as well as anonymous options and in local languages that they understand.

Independence: A reporting process should have a degree of independence. If your supervisor is the subject of the report, you should never have to report to them, and that person should not be involved in the handling of your report. There should be some level of independence of those investigating and making decisions on the allegations from those involved in the allegation.

Trainer notes

		Impartiality: A reporting system does not prejudge reports, either putting them aside as not possibly being true or treating the report as absolute truth. A good reporting system receives all reports and escalates to the appropriate person to evaluate and review objectively, and investigate when needed. **Integrity:** The system is operated in a way that consistently maintains the other principles (like confidentiality, impartiality) and does not change depending on who files a report or who is the subject of the report. **Safety, security and well-being:** Safety, security and well-being are considered in how a report is received and for all persons. It requires consistently addressing any risks to people involved in the report, from survivors to witnesses to community members to staff and the subject of the allegations.

Online Delivery: Considering your available remote training platform, and technology available, think about the best ways to complete this activity in small groups. Consider distributing electronic copies of any organizational reporting procedures, along with a copy of *Handout Six, Worksheet 2: Example Flow Chart* in a shared Document (in Teams or Google Docs), with an individual copy for each group. After reviewing the Example Flow Chart in Part 1 of the Handout, divide people into breakout rooms and have each group complete Part 2 by filling in the blanks on each line with the responsible person. When returning to the large group, have the producer share a screen with Part 2 of the Worksheet, and fill in the blanks with answers from the group, with discussion tips noted above.

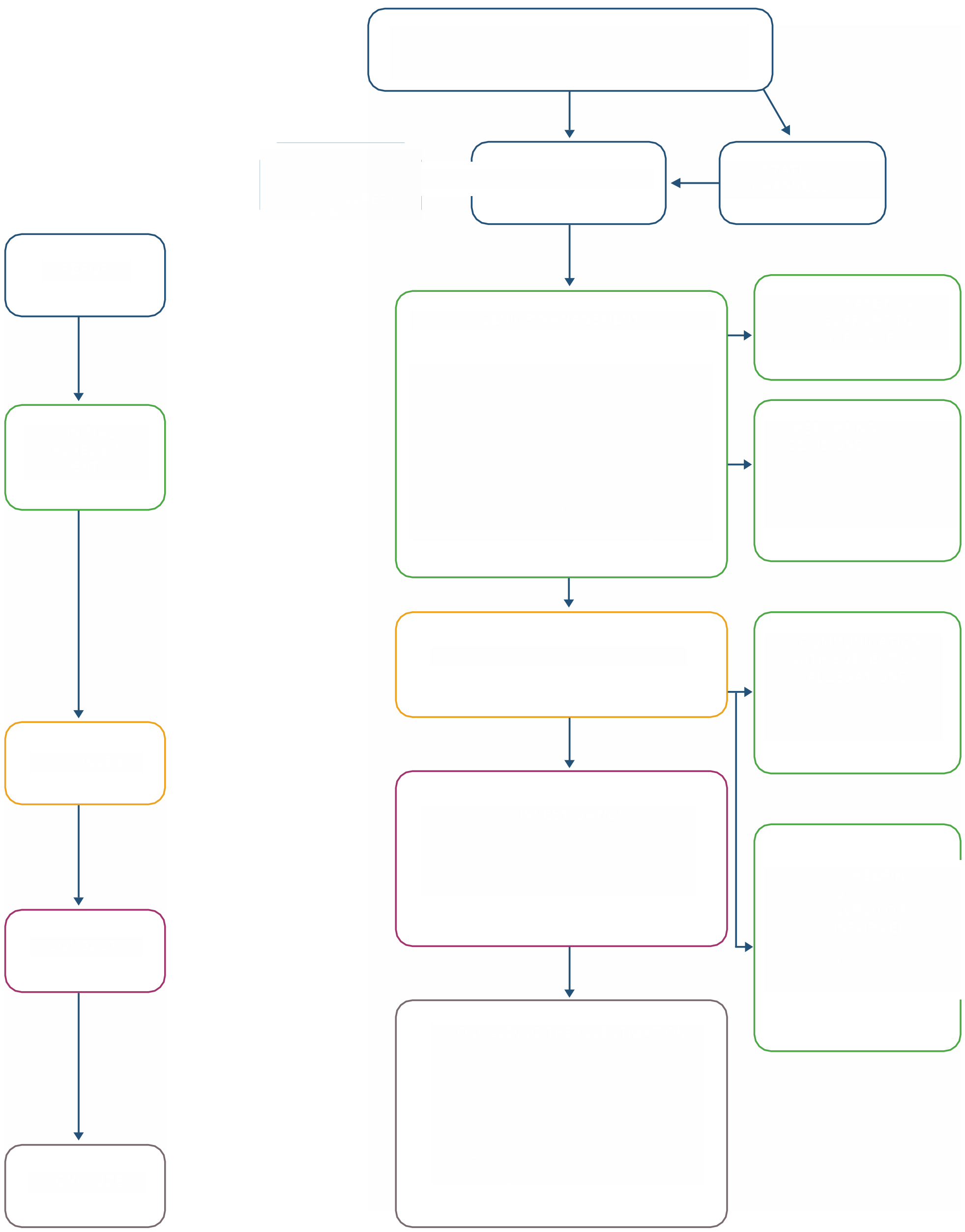
Key elements of a reporting system: participant handout option 1

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

Who	**What**	**When**
- has an obligation to report knowledge or suspicions of sexual exploitation, abuse or harassment? - has ultimate responsibility for oversight of the report handling process? - conducts the investigations? - reaches conclusions and imposes disciplinary sanctions? - else should be notified about the allegations and who should notify them?	- happens after a report is filed? What are the first steps in handling the report? - happens if the report involves staff from another agency? - are the key principles used in handling the report? - are the reporter's responsibilities after reporting? - are the key steps in the investigation process?	- should you make a report? - are there any time limits for making a report?
How (are people protected) - is a staff reporter protected after filing a report? - are survivors supported/protected in the reporting and investigation process?	**Where (or to whom)** - does a staff member make an initial report? (Be sure to include all options.)	**Why** - do we have a reporting process? (TIP: Look in the purpose or objective section of the policy that expresses the importance of the policy.)

Key elements of a reporting system: participant handout option 2

Sexual Exploitation and Abuse Response Flowchart



Barriers to Reporting

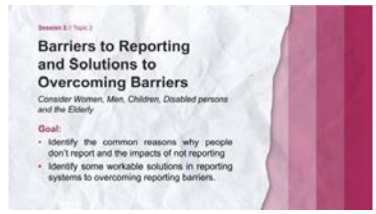
Trainer notes

Topic Three: Barriers to Reporting and Solutions to Overcome Barriers

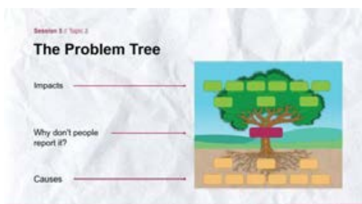
Duration: 60 minutes

Learning Objectives:

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



Slide: The Problem Tree



Design your own tree:

Roots = causes

Leaves = impacts

Group 1: Reasons women do not report

Group 2: Reasons men do not report

Group 3: Reasons children do not report

Group 4: Reasons disabled people do not report

Group 5: Reasons the elderly do not report

Duration for this slide/activity: 20 minutes

Facilitator says:

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

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

Facilitator's note:

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

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

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

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

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

Trainer notes

Debrief: Reasons women do not report debrief

Duration for this slide/activity: 5 minutes

Facilitator says:

Would **Group One: Reasons women do not report**, please present their tree to everyone?

Facilitator's note:

Give the group 1 to 5 minutes to share their problem tree causes and impacts. Group One does not have to cover all of the causes and impacts, but by the end of the report with Group Five all of these reasons should be covered.

We know that many of the items on Group One's list here will also be discussed by the other groups. Items on other lists could also appear here. The goal is to identify both the common, overlapping issues, and ones that could be more specific to certain groups.

<u>Reasons for not reporting:</u>

- Fear of reprisal or other consequences
- Fear of not being taken seriously
- Fear of senior official and/or expatriate staff member
- Fear of "getting it wrong"
- Fear that resources from the NGO will be cut off
- Fear of losing job
- Not seen as acceptable practice in country/region (for example, women are blamed in such situations because they are not "acting properly")
- Not seen as acceptable to challenge those in authority
- Lack of knowledge of reporting process
- Lack of understanding of what kind of "proof" is necessary to support (NOTE: Only reasonable suspicions and concerns supported by observable actions or statements)
- Belief that nothing will change
- Shame and stigma

Trainer notes

		<u>Impacts of not reporting:</u> • SEA continues/ more people are harmed • Unable to identify perpetrators • Survivors do not get the support and services they need and deserve • Survivors suffering from depression, stress, and trauma may turn to negative coping mechanisms (self-harm, drug/alcohol addiction, hurting others) • Perpetrators feel like they can act without consequences and do even greater harm • Communities lose confidence in the NGO and stop cooperating • Communities become angry at the NGO and take matters into own hands • The NGO gets a bad reputation and is unable to attract good candidates or funding
Debrief: Reasons men do not report debrief  		**Duration for this slide/activity:** 5 minutes **Facilitator says:** Would **Group Two: Reasons men do not report**, please present their tree to everyone? **Facilitator's note**: Give Group Two about 5 minutes to share their problem tree. In addition to the items covered by Group One, ensure the following ideas are covered: • Stigma around masculinity norms and SEA • Belief that men cannot experience SEA

Trainer notes

Debrief: Reasons children do not report debrief

Duration for this slide/activity: 5 minutes

Facilitator says:

Would **Group Three: Reasons children do not report**, please present their tree to everyone?

Facilitator's note:

Give Group Three about 5 minutes to share their problem tree and ensure the following additional ideas are covered:

- Afraid they will not be believed
- Afraid they will be killed or hurt if they tell
- Afraid they will be taken away from families
- Not able to explain/articulate the sexual abuse
- Concern that their families will be hurt
- Belief that the behavior is not abuse and is normalized
- The abuser will be sent to prison, fired or killed
- Feeling they are bad and it is their fault
- Will not receive presents, money, or food that they or their family depend on
- Afraid to upset their parents/caregivers
- Literacy issues, unable to report through the mechanisms that are available

Debrief: Reasons people with disabilities do not report debrief

Duration for this slide/activity: 5 minutes

Facilitator says:

Would **Group Four: Reasons people with disabilities do not report**, please present their tree to everyone?

Facilitator's note:

Give Group Four about 5 minutes to share any items that have not been discussed yet that appear on their problem tree and ensure the following ideas are covered:

- Lack of access to reporting mechanisms
- Physically or mentally unable to report
- Likely had less access to education and less likely to have learned the dominant language if from a marginalized language group
- The myth that no one would sexually abuse someone who is disabled. In fact, often people living with disabilities are more likely to experience SEA for the following reasons:

    - Socially and physically isolated
    - Excluded from main groups
    - Dependency on others for survival

Trainer notes

Debrief: Reasons the elderly do not report debrief

Duration for this slide/activity: 5 minutes

Facilitator says:

Would **Group Five: Reasons the elderly do not report**, please present their tree to everyone?

Facilitator's note:

Give Group F about 5 minutes to share any items that have not been discussed yet that appear on their problem tree and ensure the following ideas are covered:

- Language barrier: Elderly people may not speak the dominant language necessary to report
- Dependency on the abuser for basic care needs
- Fear that reporting will get them placed in an institution
- Fear that no one would believe that someone would abuse an older person
- Concerns that their mental capabilities will be questioned

Online Delivery: Consider creating a Shared Virtual Sticky Note page (Jamboard in Google or Miro in Teams) for each group. The group can use the virtual marker to "draw a tree" and use the sticky notes to write the "problems" at the root and the "impacts" at the leaves. Have the producer share the screen for each group presenting, as well as writing a compiled list of "Problems" and "Impacts" in a document for sharing in the next step.

Slide: Solutions for our Problem Tree

Brainstorm ways that we can overcome reporting barriers.

Duration for this slide/activity: 15 minutes

Facilitator says:

We can't talk about problems without also trying to identify some solutions.

Let's brainstorm together some ways that we can overcome some of these barriers to reporting.

Trainer notes

Facilitator's note:

Expect the following type of answers and record on a flipchart.

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

Facilitator says:

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

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

Short case studies

Trainer notes

This exercise comes from Digna's guide "Case study scenarios: A how-to guide for PSEA trainings" (page 10 to 17).

Each case study comes with discussion questions, trainer notes and discussion topics and covers a different theme:

– Case study 1: colleague anonymously reports sexual harassment within the organization.
– Case study 2: colleague witnesses potential SEA by a colleague.
– Case study 3: colleague witnesses potential SEA by a program participant.
– Case study 4: volunteer cooperant reports sexual harassment by local partner.
– Case study 5: partner organization employee marries a young girl (program participant).
– Case study 6: volunteer cooperant has a romantic relationship with a local partner employee.
– Case study 7: volunteer cooperant regularly does activities with program participants outside of work.
– Case study 8: local partner employee has a close relationship with a student.

How to prepare this exercise:

1. Choose the case study(ies) you will use for your training:
   – One and a half day or two-day training: two case studies
   – One day training: one case study.

Or use them as a basis to write your own.

2. Print several case studies for participants and the trainer version for yourself.
3. Adapt the exercise outline below.

Exercise outline	
One and a half day training or two-day training.	
Session duration: 60 minutes. Two case studies, one per group.	
5 minutes	Trainer introduces the exercise and provides instructions. *The objectives of the session are the following:* *– Discuss 2 case studies that highlight some issues in preventing and responding to sexual misconduct.* *– Review case studies using intersectional analysis.* *– Understand the power imbalances that may exist within organizations.* *– Consider how to work sensitively with the communities you serve using an inter-cultural perspective.* *I will distribute a printed handout with a different case study for each group. Read the story and answer the questions listed on the handout.* *After 20 minutes, we will come back to the group.* *Make sure to appoint a facilitator for the discussion, a notetaker and a rapporteur.* Trainer distributes printed case studies to the group
20 minutes	Groups discuss the case study using the printed handout as a guide.
30 minutes	Groups report back to plenary. 1. Rapporteur from group 1 reads their case study to the group and reports the main points of their discussion. 2. Trainer takes questions from group 2 and completes them if needed with trainer notes. 3. Rapporteur from group 2 reads their case study to the group and reports the main points of their discussion. 4. Trainer takes questions from group 2 and completes them if needed with trainer notes.
5 minutes	Trainer summarizes the main points from the discussion and closes the session.

Trainer notes

Exercise outline	
One day training.	
Session duration: 30 minutes. One case study, same for each group.	
5 minutes	Trainer introduces the exercise and provides instructions. *The objectives of the session are the following:* *– Discuss 1 case study that highlights some issues in preventing and responding to sexual misconduct.* *– Review the case study using intersectional analysis.* *– Understand the power imbalances that may exist within organizations.* *– Consider how to work sensitively with the communities you serve using an inter-cultural perspective.* *I will distribute a printed handout of the case study we will discuss for this session. Read the story and answer the questions listed on the handout.* *After 20 minutes, we will come back to the group.* *Make sure to appoint a facilitator for the discussion, a notetaker and a rapporteur.* Trainer distributes printed case studies to the group
15 minutes	Groups discuss the case study using the printed handout as a guide.
10 minutes	Groups report back to plenary. 1. Rapporteur from group 1 reports the main points of their discussion. 2. Trainer asks group 2 to complete with points that have not been mentioned by group 1.

CASE STUDY EXAMPLES

CASE STUDY 1:

You just delivered a Gender Equality session for all staff in your organization that seemed to be well-received. The session evaluations are positive and it appeared that participants found the session useful and thought-provoking. One of the evaluations includes an unsigned, hand-written note in the comments section. The note says "This organization is not a safe place for women. I have witnessed how some of our male senior leaders treat women and it is unacceptable. Something should be done about this."

Discussion questions

1. What are the issues in this example?
2. What are your obligations
   a. as a Gender Equality Advisor?
   b. as a manager?
   c. as a colleague?
3. What actions would you take?

Trainer notes

PSEA challenges identified:
This case study is a great opportunity for participants to explore the role of leadership in creating and maintaining an organizational culture that supports PSEA and upholding IASC Core Principle 6. The challenge with this example is that there is no obvious complainant because the note is anonymous. It is also not clear exactly what behaviour makes the organization unsafe or exactly who the respondents might be so it is not possible to connect it with the definitions of sexual exploitation, abuse or harassment from what is indicated. This situation certainly raises concerns and the need for action but this is not a situation that can be easily investigated because there are no specific details.

Discussion topics to include:

- Reporting mechanisms and procedures: This might be an excellent opportunity for the organization to ensure that the internal reporting mechanism is promoted and that the anonymity, confidentiality and the removal of potential barriers to use of the system are reinforced.
- This might also be an opportunity to highlight the need for the organization to implement mandatory PSEA training with all staff, if it is not already done.
- Power dynamics: the role of gender, position, age, and other factors in creating spaces for SEA, and how to address this as an organization.

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Trainer notes

CASE STUDY 2:

During a visit to a program, Mohammed, one of the organization's drivers, tells you that he regularly picks up David, an expatriate colleague from a well-known bar in the city, and that he often has a young woman with him. It is rarely the same woman twice. The driver thinks that David is paying them to have sex with him. The driver is asking you what he should do as he is unhappy about having to drive them but is also worried about his job.

Discussion questions:

1. What are the issues in this example?
2. What are your obligations
   a. as the Gender Equality Advisor?
   b. as Mohammed's confidante?
   c. as David's colleague?
3. What actions would you take?

Trainer notes

PSEA challenges identified:
This case study raises important considerations about power and privilege and organizational codes of conduct. There does seem to be enough information to investigate and depending on the skills and training of staff within the organizations it could be done internally or with a trained, experienced external investigator if that expertise does not exist within the organization. Mohammed may need to be reassured that raising a concern is the right step and that if complaints are made in good faith there will be no retaliation against the whistleblower. As the gender advisor, it would be important to pass this concern along using the internal reporting system. This case study illustrates SEA Core Principles 1, possibly 2, 3, 5 & 6 and appears to fit the definition of sexual exploitation, especially considering Mohammed doesn't know the age of the young women.

Discussion topics to include:

- Codes of conduct
- Whistleblower policies
- Legal and cultural contexts around transactional sex, and how this is defined by your organization's code of conduct. You can use https://www.nswp.org/sex-work-laws-map to understand sex work law in each country. The discussion should contextualize the sexist nature of these laws and standards in the sector around PSEA and sex work. It is important to discuss that people engage in sex work for many reasons, and look at reasons women, men and gender diverse people engage in sex work and the power relationships behind it.

Trainer notes

CASE STUDY 3:

You receive an email from Ana, a woman program participant you met on your last visit to Colombia. Ana writes that she has been thinking a lot about the PSEA session you delivered and wants to raise a concern. She says that Susan, the Country Manager, has repeatedly asked her to go out for drinks. She has gone a couple of times but says that she always feels uncomfortable. She says that Susan is very affectionate and often tries to hug her. She wants it to stop but is afraid that she might lose her ability to participate in the program if she says something to Susan.

Discussion questions:

1. What are the issues in this example?
2. What are your obligations
   a. as the PSEA Advisor?
   b. as Ana's confidante?
   c. as the Country Manager's colleague?
3. What actions would you take?

Trainer notes

PSEA challenges identified:
This situation will be guided by the organization's existing reporting mechanism, employee code of conduct and PSEA policy. This scenario raises issues of power, privilege, culture, social norms and personal limits and boundaries. This may well be a situation that prompts an investigation. Ana needs to be reassured that she has done the right thing by raising a concern and it might be useful to explore what Ana would like to have happen next if the PSEA policy offers any option before an investigation such as conflict resolution. This may fit the definition for sexual exploitation on the basis of differential power. This example links to IASC Core principles 1 & 6.

Discussion topics to include:

- Reporting mechanisms and procedures: This might be an excellent opportunity for the organization to ensure that the internal reporting mechanism is promoted and that the anonymity and confidentiality of the system is reinforced.
- Power dynamics: the role of gender, position, age, and other factors in creating spaces for SEA, and how to address this as an organization.
- Survivor support: This situation involves the person who is directly impacted. How will you as individual, and an organization, support her going forward? How will you ensure your response is survivor-centred?
- LGBTQ+ rights: What repercussions might Ana face as a woman being solicited by another woman? Are there considerations for her safety, or any legal or cultural consequences? What if it was a different country?

Trainer notes

CASE STUDY 4:

Lucie is a volunteer cooperant in Senegal. During her volunteer assignment, one of the managers of the local partner she works with starts making comments about her physical appearance, followed by a few jokes of a sexual nature. He stands very close to Lucie when he talks to her and she feels uncomfortable. She diplomatically tells him that she doesn't like his comments. He replies that it is only to compliment her and continues to make the same remarks to her, sometimes with subtle threats. Lucie's placement continues for another 3 months. She decides not to put in a complaint at that time, believing that it could make the situation worse. Later when Lucie has returned to Canada, after her placement, she denounces the actions of the manager to the designated person in her organization. Lucie indicates that there was no witness to the situation because the acts were always carried out when the two of them were alone.

Discussion questions:

1. How should the organization handle this complaint?
2. What action should it take with the partner whose employee is the subject of the complaint?
3. What are the risks involved in this situation?
   a. for Lucie?
   b. for your organization?
   c. for the subject of the complaint?
   d. for the partner organization?

Trainer notes

PSEA challenges identified:
This situation will be guided by the organization's existing complaint handling procedures, partner code of conduct/agreement and PSEA policy. This scenario raises issues of power, privilege, culture, social norms and personal limits and boundaries. This may well be a situation that prompts an investigation. Lucie needs to be reassured that she has done the right thing by raising a concern and it might be useful to explore what Lucie would like to have happen next, if the PSEA policy offers any option before an investigation such as conflict resolution. This example appears to fit the definitions of sexual abuse and sexual harassment. It links to SEA Core Principles 1 and 6.

Discussion topics to include:

- Definitions of SEA: because this situation involves a partner and a volunteer from a Canadian organization, does it fit the definition of SEA? What implications might this distinction have for the organization? Does this partner also work with communities that would be vulnerable to his actions?
- Complaint handling procedures: The complaint handling procedure should be clear, transparent and timely.
- Partner preparation and partnerships agreements: This might be an excellent opportunity for the organization to review their partnership agreement and partner training procedures.
- Power dynamics: the role of gender, position, age, and other factors in creating spaces for SEA, and how to address this as an organization.
- Survivor support: This situation involves the person who is directly impacted. How will you as individual, and an organization, support her going forward? How do you ensure that your response is survivor-centred?

Trainer notes

CASE STUDY 5:

You are invited to the wedding. The groom is a teacher from a school where your partner organization implements a project. At the wedding you learn that the teacher is marrying one of his students, who is leaving school because of her marriage. This teacher receives supplemental income from your organization, and the education programme has a focus on encouraging girls to stay in education. The girl's friends tell you that it is normal for teachers to have relationships with students.

Discussion questions:

1. What are the issues in this instance?
2. What are your obligations
   a. as a manager in the education programme?
   b. as the facilitator of the school improvement committee?
3. What actions would you take?

Trainer notes

PSEA challenges identified:
This scenario raises issues of power, privilege, culture and social norms. It also raises important issues about how PSEA policies and procedures apply to program partners and the need to ensure that either the local partner has a robust PSEA policy in place or agrees to abide by the PSEA policy of the implementing organization. Implementing organizations have an obligation to ensure that training is provided when the local partner is adopting the implementing partner's PSEA policy. This example appears to fit the definitions of sexual exploitation and sexual abuse and may link to child protection depending on the age of the student. This example may link to IASC Core principle 2.

Discussion topics to include:

- Working with partners: This might be an excellent opportunity for the organization to review their partnership agreement and partner training procedures.
- Legal and cultural context: age of consent, marriage, etc.
- Organizational procedures for partners: for validated breaches of Code of Conduct/PSEA
- Child Protection policy: will the partner lose funding, what might be some other implications?

Trainer notes

CASE STUDY 6:

Ana is 29 years old and she is carrying out a volunteer cooperation assignment in Togo with the Ministry of Public Health. She begins to befriend David, one of the employees of the Ministry in another department. After some time, they develop a romantic relationship. They decide not to talk about it to the other cooperants and to their country representative for fear that they will end Ana's assignment. However, rumors start to circulate, as they are always together in the office, during their breaks and in their free time. The country representative decides to discuss the situation with Ana, and she admits having had a romantic relationship for several months with this employee of the partner organization.

Discussion questions:

1. What are the issues in this instance?
2. What measures should the organization take in such a case?
3. Does this constitute Sexual Exploitation? Abuse? Why or why not?

Trainer notes

PSEA challenges identified:
This scenario raises important issues about power, privilege, culture, social norms, safety and security as well as consent. The situation resolution may differ depending on whether the organization has a Code of Conduct that clearly prohibits relationships with local colleagues. It might be interesting to ask participants if their view of the scenario would change if the cooperant was a man and the employee was a woman.

Discussion topics to include:

- Codes of conduct: Does the organization have one? If so, is it explicit about relationships with local colleagues? How is the Code of Conduct introduced to volunteer cooperants?
- Volunteer training: What training is provided on the Code of Conduct if there is one? What training is provided pre-departure and on arrival about local culture and norms and the potential issues with romantic relationships with local colleagues?
- Placement location: Might this situation be different if the volunteer cooperant is in a large city or a much smaller community?

Trainer notes

CASE STUDY 7:

Simon, 33, is a volunteer cooperant in Cameroon. As part of his assignment, he provides employability training to young entrepreneurs. He gets along particularly well with Naomie, who is 25. One day, after a day of training, Simon and Naomie start discussing various topics unrelated to the training. They discover they both love hiking, and Naomie offers to accompany Simon on the weekend. They begin to develop a friendly relationship. While talking to his country representative, Simon mentions that he sometimes does activities with one of his learners in a totally friendly way. The country representative asks the PSEA focal point of the organization for advice on what to do in such a situation, considering that it is a friendly relationship with a program participant.

Discussion questions:

1. What would be the position to be adopted by the organization?
2. What are the measures to be taken in this situation?

Trainer notes

PSEA challenges identified:
This scenario might depend on the organizational Code of Conduct that is in place. The scenario also raises issues of power, privilege, culture, social norms, safety and security. Depending on the cultural norms there may be security risks for either party even though the relationship does not seem to be a romantic one. If Naomie's family and friends raise objections Simon can return home but Naomie may have suffered long-lasting damage to her reputation and social standing within a local community. This example links to SEA Core principle 4.

Discussion topics to include:

- Codes of conduct: Does the organization have one? If so, is it explicit about relationships with local colleagues? How is the Code of Conduct introduced to volunteer cooperants?
- Volunteer training: What training is provided on the Code of Conduct if there is one? What training is provided pre-departure and on arrival about local culture and norms and the potential issues with romantic relationships with local colleagues?
- Placement location: Might this situation be different if the volunteer cooperant is in a large city or a much smaller community?
- Gender and power dynamics: What are the issues here using a gender lens? What additional aspects might arise if taking an intersectional lens?

Trainer notes

CASE STUDY 8:

Louis has been working as a volunteer in Benin for several months with a partner educational institution. The educational institution offers training to young people between 16 and 18 years old. Over time, he notices that one of the teachers, Ayo, is often chatting with the same student in the hallways. Their conversation seems quite friendly. One day, Louis overhears a snippet of their conversation. He understands that Ayo gave the student a cell phone. Louis is surprised and subtly asks another colleague if Ayo is teaching people in his family or people he knows personally, but he is not. Louis is not sure how to interpret the situation. A few days later, he sees Ayo leaving the premises of the establishment by car with the student.

Discussion questions:

1. What are the issues in this instance?
2. What are Louis' obligations as a volunteer?
3. What actions would you take?

Trainer notes

PSEA challenges identified:
This situation raises issues about local partner selection, partnership agreements and the need for implementing organizations to ensure that the local partner organization either has a robust PSEA policy or agrees to adopt the PSEA policy of the implementing organization. The scenario also raises issues of power, privilege, culture, social norms as well as safety and security. Where the implementing organization has local staff, they can be very helpful in supporting Louis in a situation like this but the organizational response should be guided by clear PSEA procedures including reporting and investigation mechanisms. This example seems to fit the definition of sexual exploitation and possibly sexual abuse. It raises issues within SEA Core Principles 1, 2, 3, 4, 5 & 6.

Discussion topics to include:

- Working with partners: This might be an excellent opportunity for the organization to review their partnership agreement and partner training procedures.
- Definitions of grooming and child protection policies and procedures.
- Reporting mechanisms & whistleblower policies.

Short case studies:

Participant handout

Case study 1:

You just delivered a Gender Equality session for all staff in your organization that seemed to be well-received. The session evaluations are positive and it appeared that participants found the session useful and thought-provoking. One of the evaluations includes an unsigned, hand-written note in the comments section. The note says ***"This organization is not a safe place for women. I have witnessed how some of our male senior leaders treat women and it is unacceptable. Something should be done about this."***

Discussion questions:

1. What are the issues in this example?
2. What are your obligations
   a. as a Gender Equality Advisor?
   b. as a manager?
   c. as a colleague?
3. What actions would you take?

Additional questions:

1. What is known and not known about the situation that is outlined?
2. What issues come up when you apply an intersectional lens?
3. What issues about power or power imbalances are raised?

Participant handout

Case study 2:

During a visit to a program, Mohammed, one of the organization's drivers, tells you that he regularly picks up David, an expatriate colleague from a well-known bar in the city, and that he often has a young woman with him. It is rarely the same woman twice. The driver thinks that David is paying them to have sex with him. The driver is asking you what he should do as he is unhappy about having to drive them but is also worried about his job.

Discussion questions:

1. What are the issues in this example?
2. What are your obligations
   a. as a Gender Equality Advisor?
   b. as Mohammed's confidante?
   c. as David's colleague?
3. What actions would you take?

Additional questions:

1. What is known and not known about the situation that is outlined?
2. What issues come up when you apply an intersectional lens?
3. What issues about power or power imbalances are raised?

Participant handout

Case study 3:

You receive an email from Ana, a woman program participant you met on your last visit to Colombia. Ana writes that she has been thinking a lot about the PSEA session you delivered and wants to raise a concern. She says that Susan, the Country Manager, has repeatedly asked her to go out for drinks. She has gone a couple of times but says that she always feels uncomfortable. She says that Susan is very affectionate and often tries to hug her. She wants it to stop but is afraid that she might lose her ability to participate in the program if she says something to Susan.

Discussion questions:

1. What are the issues in this example?
2. What are your obligations
   a. as a Gender Equality Advisor?
   b. as Ana's confidante?
   c. as the Country Manager's colleague?
3. What actions would you take?

Additional questions:

1. What is known and not known about the situation that is outlined?
2. What issues come up when you apply an intersectional lens?
3. What issues about power or power imbalances are raised?

Participant handout

Case study 4:

Lucie is a volunteer cooperant in Senegal. During her volunteer assignment, one of the managers of the local partner she works with starts making comments about her physical appearance, followed by a few jokes of a sexual nature. He stands very close to Lucie when he talks to her and she feels uncomfortable. She diplomatically tells him that she doesn't like his comments. He replies that it is only to compliment her and continues to make the same remarks to her, sometimes with subtle threats. Lucie's placement continues for another 3 months. She decides not to put in a complaint at that time, believing that it could make the situation worse. Later when Lucie has returned to Canada, after her placement, she denounces the actions of the manager to the designated person in her organization. Lucie indicates that there was no witness to the situation because the acts were always carried out when the two of them were alone.

Discussion questions:

1. How should the organization handle this complaint?
2. What action should it take with the partner whose employee is the subject of the complaint?
3. What are the risks involved in this situation?
   a. for Lucie?
   b. for your organization?
   c. for the partner organization?

Additional questions:

1. What is known and not known about the situation that is outlined?
2. What issues come up when you apply an intersectional lens?
3. What issues about power or power imbalances are raised?

Participant handout

Case study 5:

You are invited to the wedding. The groom is a teacher from a school where your partner organization implements a project. At the wedding you learn that the teacher is marrying one of his students, who is leaving school because of her marriage. This teacher receives supplemental income from your organization, and the education programme has a focus on encouraging girls to stay in education. The girl's friends tell you that it is normal for teachers to have relationships with students.

Discussion questions:

1. What are the issues in this instance?
2. What are your obligations
   a. as a manager in the education programme?
   b. as the facilitator of the school improvement committee?
3. What actions would you take?

Additional questions:

1. What is known and not known about the situation that is outlined?
2. What issues come up when you apply an intersectional lens?
3. What issues about power or power imbalances are raised?

Participant handout

Case study 6:

Ana is 29 years old and she is carrying out a volunteer cooperation assignment in Togo with the Ministry of Public Health. She begins to befriend David, one of the employees of the Ministry in another department. After some time, they develop a romantic relationship. They decide not to talk about it to the other cooperants and to their country representative for fear that they will end Ana's assignment. However, rumors start to circulate, as they are always together in the office, during their breaks and in their free time. The country representative decides to discuss the situation with Ana, and she admits having had a romantic relationship for several months with this employee of the partner organization.

Discussion questions:

1. What are the issues in this instance?
2. What measures should the organization take in such a case?
3. Does this constitute Sexual Exploitation? Abuse? Why or why not?

Additional questions:

1. What is known and not known about the situation that is outlined?
2. What issues come up when you apply an intersectional lens?
3. What issues about power or power imbalances are raised?

Participant handout

Case study 7:

Simon, 33, is a volunteer cooperant in Cameroon. As part of his assignment, he provides employability training to young entrepreneurs. He gets along particularly well with Naomie, who is 25. One day, after a day of training, Simon and Naomie start discussing various topics unrelated to the training. They discover they both love hiking, and Naomie offers to accompany Simon on the weekend. They begin to develop a friendly relationship. While talking to his country representative, Simon mentions that he sometimes does activities with one of his learners in a totally friendly way. The country representative asks the PSEA focal point of the organization for advice on what to do in such a situation, considering that it is a friendly relationship with a program participant.

Discussion questions:

1. What would be the position to be adopted by the organization?
2. What are the measures to be taken in this situation?

Additional questions:

1. What is known and not known about the situation that is outlined?
2. What issues come up when you apply an intersectional lens?
3. What issues about power or power imbalances are raised?

Participant handout

Case study 8:

Louis has been working as a volunteer in Benin for several months with a partner educational institution. The educational institution offers training to young people between 16 and 18 years old. Over time, he notices that one of the teachers, Ayo, is often chatting with the same student in the hallways. Their conversation seems quite friendly. One day, Louis overhears a snippet of their conversation. He understands that Ayo gave the student a cell phone. Louis is surprised and subtly asks another colleague if Ayo is teaching people in his family or people he knows personally, but he is not. Louis is not sure how to interpret the situation. A few days later, he sees Ayo leaving the premises of the establishment by car with the student.

Discussion questions:

1. What are the issues in this instance?
2. What are Louis' obligations as a volunteer?
3. What actions would you take?

Additional questions:

1. What is known and not known about the situation that is outlined?
2. What issues come up when you apply an intersectional lens?
3. What issues about power or power imbalances are raised?

Long case study

Trainer notes

How to prepare this exercise

1. (optional) Use the case study as is or write your own.

2. Print one handout per participant the trainer notes for yourself.

Exercise outline	
Total duration: 30 minutes	
5 minutes	1. Trainer introduces the exercise and provides instructions. *The objectives of the session are the following:* *– Discuss one case study that illustrates how sexual misconduct is not necessarily a one-time event, but often develops over time* *– Identify the signs of a potential sexual misconduct situation ("red flags")* *I will distribute a printed handout with a different case study for each group. Read the story and answer the following questions:* *– What is your first red flag (the first moment when you think to yourself "something is off")* *– What is your definite red flag (the moment when you can tell yourself "Now I'm sure this is wrong")* 2. Trainer introduces the exercise and provides instructions.
5 minutes	Participants read the case study individually and take notes.
2 minutes	Trainer splits participants into groups of 5 maximum (adapt the number of participants to your group). *I will now split you into groups. Answer the questions listed on your handout.* *Make sure to appoint a facilitator for the discussion, a notetaker and a rapporteur.*
8 minutes	Groups discuss the case study.
10 minutes	Group reports back to plenary one by one. If needed, the trainer can add red flags that were not mentioned by the participants (see trainer's notes).

Trainer notes

List of red flags

Below is a list of red flags, in case you should add to what is shared by participants.

Red flag	Analysis
First placement, worked hard to get it	Economic inequality and being a "newbie" creates vulnerability.
Well-known NGO, good PSEA procedures	It is harder to denounce SEA in an organization with a good reputation
Manager known for speaking about SEA publicly	It is harder to talk about what is happening in-house
Female colleague's warning: "it can be tough for women out here"	Missing stair: such warning, even if well-intentioned, contributes to the maintenance of abuse
Prevalent sexism in the workplace	Toxic environment
"That's just the way it is"	Toxic environment: abuse is justified by tradition
Very nice and caring colleague	Good person syndrome: it is even harder to denounce someone's actions when they are popular, very well-liked or admired
Protagonist brushes off her feelings	It takes time and energy to ignore one's feelings and may be a sign that something problematic is going on.
Colleague advising not to report: "nobody will believe you"	Protagonist risks being designated as responsible for her colleague being fired or if the NGO loses funding

Long case study

Participant handout: Instructions

Individually

Read the case study. Ask yourself:

– What is your first red flag (“I think something is off”)

– What is your definite red flag (“Now I’m sure this is wrong”)

In your group

Read the case study. Ask yourself:

– What red flags do you have in common?

– What are the differences?

– Name one person who will share the common red flags and differences in your group in plenary.

Participant handout

Case study

I had worked hard on my application and managed to get a scholarship. I was very well welcomed in my team, in a renowned grassroots NGO. The manager of the partner organization was well-respected and known for unapologetically speaking out against violence against women and girls. The NGO took several measures to prevent SEA over the years and had a Code of Conduct and reporting procedure.

From the first day, I got along well with another female colleague of mine who had been here for several years. She told me straight away "women's solidarity is important. It can be tough out here".

During my placement, male colleagues often made comments about my colleagues' physical appearance, as well as programme participants'. They often made jokes of a sexual nature and openly talked about their sex life. I felt very uncomfortable and looked at my colleagues. She told me "just ignore it. Jokes do no harm".

One of my colleagues, J., was more silent during these conversations. He was very nice and always very caring with program participants. I often heard him compliment our women beneficiaries in particular, praising their resilience and telling them how amazing they were. He was often surrounded by young girls who seemed to adore him. I was not entirely sure his girls' fan club was a good thing, but women always spoke highly of him to me so I ended up brushing off my feelings.

At the end of our work day, I saw my colleague leaving discreetly with a young girl. I realized he often left with her in his car.

I talked about it to my female colleague, who told me she knew about it too. "I know it is shady, but there is no point in raising it. He is so liked here that no one will believe you. If they do, they will be too afraid to lose funding so he will just get fired and you will be blamed for it."

Bystander intervention

Trainer notes

Session One: Bystander Intervention

Duration: 90 minutes

Session Learning Objective:

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

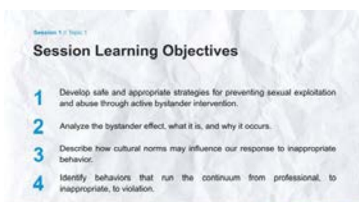
Topic One: The Bystander Effect

Duration for this slide: >1 minute

Learning Objectives:

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

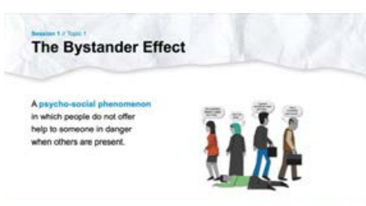
Slide: Session Learning Objectives



Duration for this slide: 2 minutes

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

Slide: The Bystander Effect



Duration for this slide: 5 minutes

Facilitator asks:

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

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

Ask:

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

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

Trainer notes

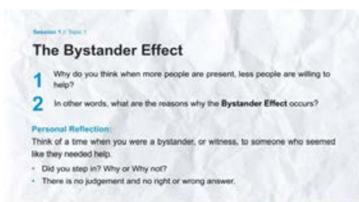
As the cartoon is showing us, the bystander effect is when people do not offer help to someone in need when other people are present. There is a lot of research out there that shows a direct connection between the number of people present and an individual's willingness to help others in need. When more people are present, fewer people step in to offer help.

Ask:

Is there a term used to describe the bystander effect in your language?

Language Note: If this session is being translated, work with a translator to ensure the appropriate translation of the word "bystander" and the terms "bystander effect/phenomenon" and "bystander intervention." An active bystander is someone who observes a potentially harmful situation and steps in to positively influence the outcome. In Spanish, you may wish to use the term "intervención de testigos fortuitos" for bystander intervention.

Slide: The Bystander Effect



Duration for this slide: 5-10 minutes depending on optional video use

Ask participants:

Why do you think when more people are present, fewer people are willing to help? In other words, what are the reasons why the bystander effect occurs?

Allow one or two people to share. Write answers on flipchart paper or virtual whiteboard for remote delivery.

<u>Possible answers include:</u>

– Someone else who is more qualified will help.
– Fear of embarrassment. Maybe the person is not actually in need of help, and their assistance will be rejected.
– It is not their responsibility. It is a private matter. It is too dangerous.
– They might get in trouble. Authorities could assume they are involved in the harm.
– They are in a position of low power themselves and feel that there is nothing they can do to help.

Trainer notes

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

Trainer notes

Slide: Bystander Intervention Personal Reflection (cont.)

Duration for this slide/activity: 5 minutes

Facilitator says:

Bring participants back together and facilitate an all-group discussion using the following question:

- Based on your personal reflection, what were the considerations for your decision to intervene or not intervene?

Possible answers include:

The situation was in public/ I didn't know the people involved, so I chose not to intervene because it was too dangerous.

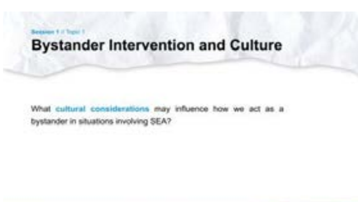
I did intervene because it was at work, and I felt it was my responsibility.

After 2-3 participants share their considerations for intervening, explain:

Even though the bystander effect is something that happens in all societies around the world, our culture, personal values, life experiences, and organizational norms all play a role in our decision-making process when deciding to intervene or not.

Culture Note: In some cultures where social hierarchies are strict, it may never be appropriate for a person who possesses less power to intervene and address someone who is behaving inappropriately. Talk about if this is true in the culture of delivery and explain that this session will explore multiple ways to intervene that are safe, effective, and culturally appropriate.

Slide: Bystander Intervention and Culture



Duration for this slide: 5 minutes

- Based on our knowledge of the culture here in (insert country name), what cultural considerations may influence how we act as a bystander in situations involving SEA?

Possible answers include:

- Cultural norms around direct versus indirect communication.
- Power hierarchy, for example, the acceptability of confronting someone in a position of power.
- We want to make it clear that it may be difficult, or even unsafe, for people in low positions of power to intervene directly. People in lower positions of power can seek ways to intervene indirectly, such as speaking to someone that they trust who may be able to help.

Trainer notes

		• Saving face, the idea of never shaming someone in front of others. • The importance of the community versus the individual, for example, not wanting to disrupt harmony in the community for the sake of one person. Ask participants: • How does the bystander effect relate to the prevention of sexual misconduct? Allow for a few responses and then affirm: Promoting a "speak-up" culture in which people use bystander intervention skills to help stop inappropriate words or actions before they escalate is a key way to prevent SEAH. In fact, bystander intervention is one of the ways that experts around the world have found to be most effective for preventing acts of sexual violence.[1] Bystander intervention is most effective when it is done early on, before inappropriate words or actions escalate to the level of exploitation or abuse. It is more likely that intervention will be effective when people set their boundaries and expectations for appropriate conduct as soon as they notice words or actions that go against their personal or organizational values and norm. While we recognize that people in low positions of power may not have the agency to directly intervene, this session will identify ways that all people, no matter what their standing in a community or organization may be, can act as a bystander either directly or indirectly, to help prevent instances of SEAH from occurring. To explore this a bit further, let's move on to an exercise that demonstrates how interpersonal interactions can be viewed upon a continuum of behavior.

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

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

Trainer notes

Topic Two: The Behavior Continuum

Duration: 20 minutes

Learning Objectives:

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

Slide: Behavior Continuum

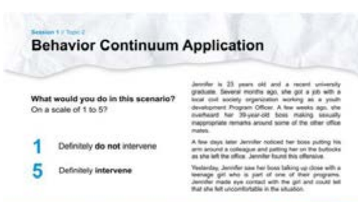
Duration for this slide: >1 minute

Facilitator says:

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

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

Slide: Behavior Continuum Application



Duration for this slide/activity: 10 minutes

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

Here is the first part of the scenario:

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

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

Trainer notes

		Move to the area in the room where you fall based on your decision to intervene. OR for remote delivery, type in the chat screen where you think the behavior falls, on a scale of 1 through 5, with 1 being definitely not intervene and 5 being definitely intervene. Again, 1 is *definitely do not intervene* and 5 is *definitely intervene.* There are no right or wrong answers, intervening is a personal decision based on the context of the situation. • Would anyone be willing to share why you placed yourself where you did? Allow for a response and say: That's okay, here's the next part of the scenario. *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.* Move to the appropriate area in the room based on your decision to intervene. OR for remote delivery, type in the chat screen where you think your behavior falls, on a scale of 1 through 5, with 1 being definitely not intervene and 5 being definitely intervene. • Would anyone be willing to share why you placed yourself where you did this time? Ask: If Jennifer were in a lower position of power, for example, an office cleaner, how might that influence her willingness to intervene? What if she were in a higher position of power, such as the Director of Finance? Ask participants: • Based on this description where would you say this behavior falls on the continuum of behavior? Allow for a response and confirm that this is clearly a case of sexual harassment. Click to reveal the final part of the scenario. *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.* One last time, move to the appropriate area in the room based on your decision to intervene.

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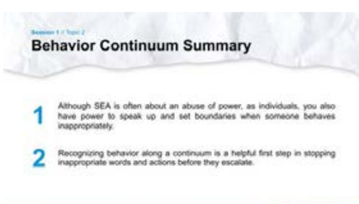
Trainer notes

		OR for remote delivery, type in the chat screen where you think your behavior falls, on a scale of 1 through 5, with 1 being definitely not intervene and 5 being definitely intervene. • Would anyone be willing to share why you placed yourself where you did this time? Thank participants for sharing and reinforce that intervention is a personal decision. <u>Ask participants:</u> • Based on the description of behavior in this scenario, where would you say this behavior falls on the continuum of behavior? Allow for a response and confirm that this is a case of sexual exploitation because [NAME's] boss is abusing his position of power with the girl who is a beneficiary and a participant of a program that he oversees.

For Online Delivery: For the behavior continuum exercise, ask the producer to manage the chat box in which participants type where they think the behavior falls on a scale of 1 through 5, with 1 being *definitely not intervene* and 5 being *definitely intervene.*

Slide: Behavior Continuum Summary 		**Duration for this slide:** 2 minutes **Facilitator says:** • Although SEA is often about an abuse of power, as individuals, you also have power to speak up and set boundaries when someone behaves inappropriately. • Recognizing behavior along a continuum is a helpful first step in stopping inappropriate words and actions before they escalate. You also have the power to be an ally for another person in reaching out to help them through active bystander intervention. When people step up to help others, they are working to address the issue itself as well as increasing the level of trust and respect in an organization or community. Imagine you are aware of an inappropriate situation or a pattern of behavior that is problematic. Perhaps you are not the target, but someone else is. Some of the things that you can do as a bystander may be subtle or, in other words, not that noticeable, but can still go a long way in helping a situation. We are going to review a variety of strategies for bystander intervention, and then finish our session with some practice.

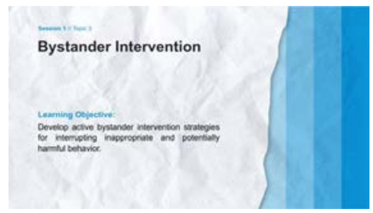
Trainer notes

Topic Three: The Bystander Intervention

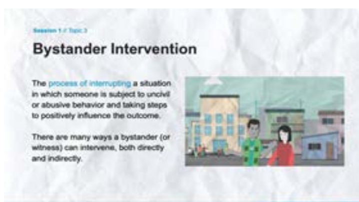
Duration: 45 minutes

Learning Objectives:

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



Slide: Bystander Intervention Definition



Duration for this slide/activity: 2 minutes

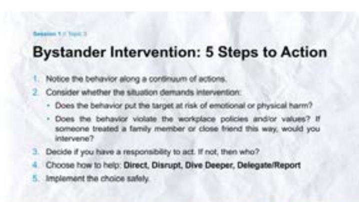
Ask:

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

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

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

Slide: Bystander Intervention: Five Steps to Action



Duration for this slide/activity: 5 minutes

Bystander Intervention: Five Steps to Action

Facilitator says:

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

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

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

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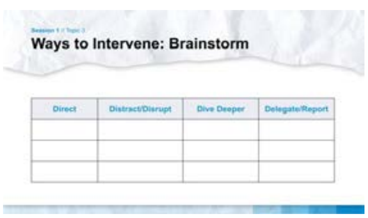
Trainer notes

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

Trainer notes

Note for Online Delivery: For online delivery, the facilitator may choose to have people reflect and share in the large group only, or have the producer divide the group into virtual breakout groups and then return for the larger group discussion. For small group discussions, pre-assign groups a scenario and provide the handout to participants electronically so that they can follow along in their small groups. Under either option, the producer should share the slide with the example being discussed by the large group for the debrief.

Slide: Scenario 1

Duration for this slide/ discussion: 5 minutes

Facilitator asks:

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

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

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

Slide: Scenario 2

Duration for this slide/ discussion: 5 minutes

Facilitator asks:

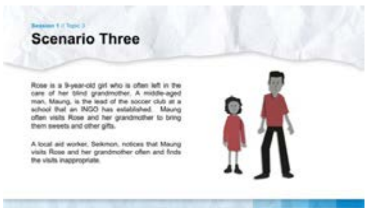
Would someone from Group 2 be willing to read the scenario and share what their group discussed?

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

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

Trainer notes

Slide: Scenario 3



Duration for this slide/discussion: 5 minutes

Facilitator asks:

Would someone from Group 3 be willing to read the scenario and share what their group discussed?

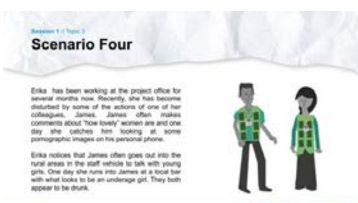
<u>Allow Group 3 to share their thoughts for a minute or two and ensure the following points are covered:</u>

- Seikmon can talk to Maung about the visits and how they seem inappropriate.
- Seikmon can talk to the grandmother and find out more about what is happening during the visits.
- Report through the organization's SEA reporting mechanism.

Facilitator's note:

In the debrief discussion be sure to reinforce how early intervention and detection of manipulative behaviors that abusers use to gain access to potential victims (also known as grooming3) can help prevent more severe incidents of sexual violence from occurring.

Slide: Scenario 4



Duration for this slide/ discussion: 5 minutes

Facilitator asks:

Would someone from Group 4 be willing to read the scenario and share what their group discussed?

<u>Allow Group 4 to share their thoughts for a minute or two and ensure the following points are covered:</u>

Early warning signs:
Comments about women. Looking at pornographic images. These behaviors should have been reported and addressed earlier, perhaps avoiding the current situation.

- A direct intervention strategy could be that Erika reports this behavior directly to the appropriate point person according to the organizational reporting procedures.
- A delegation strategy may be telling someone Erika trusts to intervene on her behalf.

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

Trainer notes

Slide: Scenario 5

Duration for this slide/ discussion: 5 minutes

Facilitator asks:

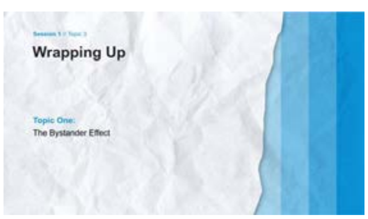
Would someone from Group 5 be willing to read the scenario and share what their group discussed?

Scenario 5:

<u>Allow Group 5 to share their thoughts for a minute or two and ensure the following points are covered:</u>

- If Jane feels comfortable talking to Patrick, she could directly intervene by telling him that she finds his joking inappropriate and request that it stop. Remember that direct interventions are best done in a private setting to avoid a defensive reaction from the person engaging in the offensive behavior.
- Jane could disrupt the situation by joking back with Patrick and saying something like, "They wouldn't want to marry you. You are too old!" A follow-on interaction would be necessary to stop the behavior from happening again in the future.
- Jane could delegate intervention by asking a supervisor or someone else she trusts to talk to Patrick about his offensive behavior.

Slide: Session 1: Wrapping Up



Duration for this slide/exercise: 2-5 minutes depending on time remaining from scenario debrief

Time permitting, go over any questions from the Parking Lot or tell participants you will make yourself available to respond to the questions after the session is over as needed.

Facilitator says:

Thank you all for your active participation in today's training. We hope you learned a lot and took away the key concepts about how we can prevent SEA through bystander intervention. As staff in the international development/humanitarian aid sector, it is our duty to uphold the highest standards of conduct and to speak out against inappropriate and harmful conduct.

Bystander intervention: Participant handout: Scenario One

Handout One: Bystander Intervention Scenarios

Bystander Intervention: 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 of his girlfriends and is sharing their profile pictures on social media around the office.

Discuss with your group:

1. **Notice** the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?

2. **Consider** whether the situation demands intervention:

- Does the behavior put the person at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

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

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.

4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options-- *Direct, Distract, Dive Deeper, Delegate*.

5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

Bystander intervention: Participant handout: Scenario Two

Bystander Intervention: 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.

Discuss with your group:

1. **Notice** the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?

2. **Consider** whether the situation demands intervention:

- Does the behavior put the 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?

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

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.

4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options-- *Direct, Distract, Dive Deeper, Delegate*.

5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

Bystander intervention: Participant handout: Scenario Three

Bystander Intervention: 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.

Discuss with your group:

1. **Notice** the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?

2. **Consider** whether the situation demands intervention:

- Does the behavior put the 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?

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

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.

4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options—*Direct, Distract, Dive Deeper, Delegate*.

5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

Bystander Intervention: Scenario Four

Sexual Exploitation Scenario

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.

Discuss with your group:

1. Notice the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?

2. **Consider** whether the situation demands intervention:

- Does the behavior put the 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?

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

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.

4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options—*Direct, Distract, Dive Deeper, Delegate*.

5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

Bystander intervention: Participant handout: Scenario Five

Bystander Intervention: Scenario Five

Sexual Exploitation/ Trafficking Scenario

You are a local aid worker. During food aid distribution one day you are at the checkpoint making sure the line moves smoothly while your 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.

Discuss with your group:

1. Notice the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?

2. **Consider** whether the situation demands intervention:

- Does the behavior put the 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?

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

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.

4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options-- *Direct, Distract, Dive Deeper, Delegate*.

5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

Digna, the Canadian Centre of Expertise on the Prevention of Sexual Exploitation and Abuse (PSEA), is a program of Cooperation Canada

Digna is made possible in part thanks to the generous support of the Government of Canada through Global Affairs Canada