



KOGE TRAINING MANUAL
**PREVENTION OF SEXUAL
EXPLOITATION, ABUSE AND
HARASSMENT (PSEAH)**

Learning Group on Good Governance

Members of the Community of Cooperation (KoGe)

Bread for all

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Salvation Army Switzerland

Service de Missions et d'Entraide (SME)

TearFund Switzerland

PSEAH Training Manual

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June 2020

Getting Started on Your PSEAH Journey

The debate about the Oxfam scandal and the #metoo movement has reinforced the long overdue need for NGOs to develop and implement a structured strategy against the occurrence of sexual abuse in development cooperation. Discussions have been intensified at all levels - from the SDC to the UN the topic is debated. The conversation encompasses causes, risks and measures to minimize these risks.

In 2017 the KoGe learning group on Good Governance published a handbook on the implementation of complaint mechanisms. While researching for this handbook, the group discovered that cases of sexual exploitation, abuse and harassment (SEAH) account for an important proportion of complaints. Those affected by sexual abuse and violence need specialised complaint mechanisms and support. They are particularly vulnerable, and they often need access to psychological and medical help. For all these reasons, KoGe decided to deepen the subject of PSEAH as early as in 2017.

KoGe's learning journey on PSEAH aims at breaking the taboo of sexual exploitation, abuse and harassment while equipping its members with the necessary tools to effectively prevent its occurrence in Switzerland and internationally. We are aware that introducing such a sensitive topic demands sensitivity, tact and skills. The workshop proposed in this manual is designed to give you and your partners a safe space to get the conversation started.

This guide is based on the experience of the KoGe PSEAH workshop in Nairobi, Kenya (November 2019) as well as the years of PSEAH trainings and experience worldwide of Luise Ammerschuber and Iris Mushitsi. To support you in holding a workshop, we also provide you with the presentations to facilitate a workshop yourself. Since PSEAH is a sensitive topic and can be culturally challenging, we recommend co-facilitating this workshop with local/region trainers, preferably a woman and a man.

This workshop is designed for a wide and variable audience, including partner organisations but also local leaders and communities. The workshop you are planning might be only a few hours long or up to three days. Your audience might be a homogenous group (e.g. all project managers of one organisation) or heterogeneous (e.g. different organisations / nationalities / job roles). While a few hours can suffice to get the conversation started within an organisation, a 2-3 day-workshop gives a great opportunity to dive deeper and develop some action planning.

The training guide uses the example of a three-day workshop of around 7-8 hours per day (e.g. 9.00 - 12.30 and 1.30 – 5 pm). Timings are purposely not included as some topics generally lead to lots of interesting conversations. This is a flexible schedule, which can be adjusted depending on how much time you have available and how much time participants need to unpack some concepts. You may choose to have a shorter workshop, leave some sessions out, put a different focus, extend the timing of some sessions or add other sessions. Always remember: This is a safe space where participants are allowed to express themselves. Prepare for controversy and allow for it to happen. This workshop is a journey towards greater consciousness about the implications and harm of SEAH. It does not end when the workshop finishes, but is a great starting point.

Your PSEAH Workshop

You might be in the middle of your PSEAH activities or you have just started with the topic. In any case, a PSEAH workshop can be a great opportunity to raise awareness for the topic, to get the conversation started about it and to get insights into the participants experience with the topic.

Since many of our members and partner organisations have started with PSEAH but struggle with how to conduct a good training about it, the Community of Cooperation (KoGe) has developed this training manual. The guide is based on the experience of the KoGe PSEAH workshop in Nairobi, Kenya (November 2019) as well as the years of experience of PSEAH trainings worldwide of Luise Ammerschuber and Iris Mushitsi. To support you in holding a workshop, we also provide you with the presentations to facilitate a workshop yourself. Since PSEAH is a sensitive topic and can be culturally challenging, we recommend working with a woman and man. If this is not possible in your context, you can absolutely hold this training yourself or through (an) international consultant(s).

The workshop you are planning yourself might be only a few hours long or up to three days.¹ Your audience might be a homogenous group (e.g. all project managers of one organisation) or heterogeneous (e.g. different organisations / nationalities / job roles). While a few hours can suffice to get the conversation started within an organisation, a 2-3 day workshop gives a great opportunity to dive deeper and develop some action planning.

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Workshop Agenda

A workshop on PSEAH generally has three main parts:

1) Introduction to the topic: What is PSEAH and why is it important?

People understand the background of SEAH and get motivated to implement the topic

2) Tools and steps

Giving participants the tools to implement PSEAH in their own surroundings (e.g. leadership culture, policy, complaint mechanism, survivor support etc).

3) Action planning

Participants plan action steps of how they will implement PSEAH in their own surroundings after the workshop

¹ Over the years the model of a 2.5 day workshop has proven to be the most effective. After two days of training and information, people begin to be more tired and need time to process. Therefore, day three is kept a bit shorter (finish between 12 and 2.30 PM), which keeps participants motivated and energy levels up. We do not recommend doing workshops longer than three days.

Example Agenda

DAY 1

SESSION 1:	Introductions, Ground Rules, Expectations and Workshop objectives
SESSION 2	Introduction to SEAH (Definitions & Concepts)
2.1	Context Setting / Understanding SEAH
2.2	Define Sexual Exploitation, Sexual Abuse and Sexual Harassment (SEAH)
	TEA/COFFEE BREAK
SESSION 3	Understanding SEAH
3.1	Causes & Consequences of SEAH
3.2	Gender Stereotypes <ul style="list-style-type: none">• Experiences of Men• Experiences of Women• Experiences of the community
LUNCH	
SESSION 4	How to prevent SEAH
4.1	Leadership culture & changing behavior
	TEA/COFFEE BREAK
4.2	PSEAH policies & procedures

DAY 2

	Recap from Day 1
Session 1	Successful PSEAH beneficiary programs: No Means No
1.1	The No Means No-Programme (key features and Impact)
1.2	Group Exercises
TEA/COFFEE BREAK	
SESSION 2	Complaint Mechanisms
2.1	What is a complaint mechanism
2.3	Prevention and Responses
2.4	Group Exercise
LUNCH	
SESSION 3	CASE HANDLING INCL. VICTIMS AND SURVIVORS SUPPORT
4.1	How do you handle cases? How does your organization support victims/survivors?
	Coffee/Tea Break
4.2	Case Study: Jamila

DAY 3

	Recap
Session 1	Continuation of Topics from Day 2
1.1	Practical Issues and Bottlenecks (Q&A)
	Coffee/Tea Break
SESSION 2	Action Planning
2.1	Drafting key action plans
2.2	Plenary discussion
LUNCH	
SESSION 4	Workshop Closure
4.1	Workshop Evaluation
4.2	Official Closure

Day 1

Session 1: Welcome and Introduction

A. Introductions, Ground Rules and Workshop Objectives

Welcome and acknowledge participants for making the time to attend a three day workshop. Facilitators introduce themselves and ask participants to do the same by answering the following:

- Name and last name
- Organization you work for and position
- Add something fun like "Tell us a surprising fact about you", so people can get to know each other
- Share your workshop expectations

Facilitators write participant's answers in relation to their expectations on a flipchart and clarify which ones will be covered in the workshop and which not.

Note: Many people have experienced SEAH in their life time, both women and men. Some of your participants might have experienced SEAH themselves. Let people know that it is a safe space for everyone. It is okay to step out when they feel uncomfortable or to come to you when they would like to talk. (You can also find out the number of a local victim/survivor support organisation and provide its contact details if someone needs to speak to a professional during the workshop).

B. Ground rules:

Remind the participants of the *Chatham rules* and emphasize that:

- This is an open, judgement free and safe space for all
- Always respect each other
- Punctuality – being on time is important. Facilitators are responsible to ensure the workshop ends on time.
- This is learning and sharing space, therefore we encourage everyone to participate actively in the workshop.
- Acknowledge that discussing PSEAH for three days may be challenging and uncomfortable for many of us as this is a sensitive topic. If some of the content is triggering to anyone of you, please do NOT hesitate to step out or let us know if you need any support.
- Go over logistic details such as washroom location and putting cell phones on mute during the sessions.

C. Workshop Objectives:

Facilitator to provide an overview of the workshop and its objectives. By the end of the training, participants should be able to:

- Understand and describe what sexual exploitation, abuse and harassment is
- Understand the link between power, privilege and gender-based violence
- Explain the causes and consequences of SEAH. Unpack gender and traditional stereotypes as well as how they contribute to the occurrence of SEAH
- Expand the knowledge of what is a complaint mechanism and challenges that come with it
- Know how to report allegations of SEAH
- Explain basics of case handling and victims/survivor assistance

Be prepared: For many participants it might be the first time to speak about this sensitive topic. Depending on the culture, it might not be common to address it.

Be prepared that some people might voice quite controversial and conservative views. Some of the comments you might come across can even be shocking (“Men have their needs. They can’t help their behaviour” etc.). These comments can come from men and women alike and often have deep cultural roots and are backed by strong stereotypes. **Important:** Do not dismiss these statements but listen to them, allow for space for people to open up so you get to know what their perspectives, thoughts and concerns are. Then explain the other side, provide good arguments.

Many of your participants will go back to their communities who might share their convictions. Give them good arguments and explanations they can take back and use.

Session 2: Introduction to SEAH

To establish a common baseline of understanding among participants, the facilitator should provide standard definitions of sexual exploitation, abuse and harassment. Although the definitions referred to below are from some UN agencies; it is preferable to use the definitions used within the organisation.

While going through the definitions it is important to provide practical examples. Ask the participants for practical examples of what situations could look like in reality and have participants name examples.

Definitions of SEAH:

Note that these are the United Nations official definitions of SEAH². Most definitions have the same foundation.

Sexual Abuse: Actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. Highlight that "physical intrusion" means "sexual activity". "Sexual abuse" is a broad term, which includes acts such as rape, sexual assault, forced prostitution etc.

Sexual Exploitation: Any actual or attempted abuse of position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Sexual exploitation is a broad term, which includes acts such as, transactional sex, solicitation of transactional sex and exploitative relationship.

Sexual Harassment: It is defined as any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.

Terminology: In international discourse, the person affected by SEAH is often called "survivor", especially in cases of sexual abuse. Another word used is "victim", especially for harassment cases. Which word is the correct one to be used depends on the preferences of the person affected. In this manual both terms will be used as "victims/survivors".

² United Nations Glossary on Sexual Exploitation and Abuse, Second Edition.
https://hr.un.org/sites/hr.un.org/files/SEA%20Glossary%20%20%5BSecond%20Edition%20-%202017%5D%20-%20English_0.pdf

Consent: Facilitator to talk about the notion of consent and emphasize on why it is important to seek for consent before engaging in any act.

Exercise: This activity will enable participants to understand better what is meant by SEAH. Engage in a discussion on what it means but also how it looks like in their environment:

Groups of 3-5 participant³: ask all of them to discuss for 30 minutes the following:

- What does SEAH mean for you? How does it look like in your environment? Have you seen/heard/experienced SEAH in your environment? Remind participants that they are not obliged to respond to these questions if there are triggering and/or making them feel uncomfortable.
- Do you agree with notion of consent? Give concrete examples of situations you have seen or heard of where there was no consent. What happened? What did you or what could you have done differently?

Debriefing as the whole group, groups share examples with facilitators and others and discuss.

Session 3: Understanding SEAH

A. Causes and Consequences of SEAH

Facilitators to introduce the definition of **Gender-Based Violence (GBV)** as SEAH are specific forms of GBV .

Definition⁴: GBV is an umbrella term for violence directed toward or disproportionately affecting someone because of their actual or perceived gender identity. The term 'gender-based violence' is primarily used to underscore the fact that structural, gender-based power differentials around the world place women and girls at risk for multiple forms of violence. This includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty, whether occurring in public or in private life. While women and girls suffer disproportionately from GBV, men and boys can also be targeted. The term is also used by some actors to

³ For this exercise we do not recommend partner work (pairs), but small groups. If it is larger groups, you may consider to mix the genders/nationalities or to keep the groups a bit separated depending on what is appropriate in this context. Usually it will be easier for people to speak about events that happened to others, not themselves.

⁴ United Nations Glossary on Sexual Exploitation and Abuse, Second Edition (see above)

describe targeted violence against lesbian, gay, bisexual, transgender, transsexual, queer, questioning, and 2-Spirit (LGBTQ2S) populations, in these cases when referencing violence related to norms of masculinity/femininity and/or gender norms.

Examples of main causes of GBV:

- Power inequalities/imbances between women and men
- Lack of gender equality and equity
- Use of women's bodies as weapons of war
- Traditional, cultural and religious practices and beliefs
- Ingrained stereotypes of women and men's roles in society
- Culture of impunity
- Structural poverty

Ask participants to name local examples / examples from their surroundings and discuss them.

Consequences of GBV:

- Physical consequences: Diseases such as HIVs, unwanted pregnancies, death, infections, injuries, and death, FGM.
- Emotional and psychological consequences: mental health issues, depression, fear, isolation, marginalization, shame and guilt, loss of trust
- Economical consequences: loss of job, poverty due to a lack of income, loss of credibility

Facilitator to highlight the link between GBV and power imbalance. The stronger the power imbalance is between individuals, the more probable there be an abuse of power which ultimately can lead to SEAH. The lack of accountability is also a great factor here.

[This is also a great topic to add a **role play** as an exercise. E.g. ask two participants to portray a perpetrator and victim/survivor situation. Participants can analyze the roles and reactions.]

Exercise: To better understand and illustrate the consequences of SEAH, let us discuss in detail the consequences of SEAH from three different perspectives:

Form three large groups. Ask participants to discuss between them and choose one person to report back. They can write on flipcharts and present after.

- Group 1: Discuss the consequences of SEAH on the victim
- Group 2: Discuss the consequences of SEAH on perpetrator
- Group 3: Discuss the consequences of SEAH on the organization

Emphasize that SEAH has various negatives effects on people – including physical, psychological, and economical consequences. Indeed, the impact of SEAH is complicated and often times result in individuals experiencing both physical and mental long-term health problems. SEAH is also costly to organizations and often leads to high legal costs, reduced productivity among workers, employee turnover, and bad reputation.

Exercise: Unpack gender stereotypes, which influence women’s and men’s roles and behaviors in society. Ask participants to discuss these stereotypes particularly with respect to their cultural background:

In pairs of 2-3 or larger groups⁵: Identify stereotypes about women’s roles and about men’s roles. This exercise will get the discussion started on topics that are at the base of SEAH dynamics such as:

- women as submissive / weak / seductress / less smart / need protection
- men as the dominant gender / stronger / toxic masculinities / cannot be victims.

Exercise: The Power Walk (see Annex 2)

⁵ Do mix up groups between workshops and have different sized groups, so people get to know different perspectives and each other.

Session 4: How to prevent SEAH?

Case study: Oxfam scandal⁶ – what happened? Why did it gain so much importance? Project a short segment of the scandal to give context around the issue.

Participants should get a copy of the **KoGe PSEAH Checklist (Annex 1)**. Introduce the checklist by giving a short overview of the categories and explain that they will be covered throughout the workshop.

Go through the PSEAH checklist and emphasize the different steps to prevent the occurrence of SEAH in the workplace particularly:

Prevention:

- Develop and implement policies and procedures that reflect the organization's culture. The policy **MUST** identify and describe standards of behavior for all employees and forbidding categorically the occurrence of SEAH (“zero tolerance”). Always ensure that the policy is reviewed and updated regularly.
- Assign Responsibilities for PSEAH particularly within Senior Management. However, all employees have the same responsibilities to prevent SEAH.
- Create awareness, a safe atmosphere and commitment of staff
- Engaging beneficiaries in PSEAH
- Engaging partners, suppliers and contractors

Detection:

- Recognizing the signs of SEAH – train your employees to detect the signs.
- Reporting and complaint mechanism

Reaction:

- Psychological, medical and legal aid. If a person experiences SEAH, the person must have access to medical, psychological and legal aid.
- Confidentiality
- Investigation
- Perpetrators punishment
- Analysis and reporting

⁶ You may choose to select another organisation's case. There have been many violations by organisations other than Oxfam. If you talk about Oxfam, mention the robust development of safeguarding policies, procedures and protocols that followed the scandal as well as the reinforcement of existing reporting mechanisms within all Oxfam country offices in the world.

Facilitator to mention that participants **do not have to reinvent the wheel**. Many organizations have already done similar work. Effective PSEAH policies and complaint mechanisms already exist – read them and develop yours accordingly adapted to your own context.

Facilitator to also highlight that it is crucial to have reporting mechanisms in place, however it is also essential to train the staff to build a culture where values and behaviours *prevent* the occurrence of SEAH.

Exercise: Discuss the implementation of PSEAH in organisations in small pairs of 2-3 individuals or larger groups of 4-6 people:

- What are the challenges in implementing PSEAH in your organization and how can an organization mitigate these challenges?
- Which challenges has the organization you worked for faced in implementing PSEAH policies and or procedures?
- How can an organization change cultural and social behaviors in the workplace?

Discuss in panel. You can have each group present all questions, one question per group or ask in panel for all to speak about what was discussed, depending on your time available.

PSEAH Policy and Guidelines

Facilitator explains that it is important for an organization to write down the rules of behavior it expects from its leadership, staff, volunteers and contractual partners. If it is not put in writing, people might interpret the rules differently.

Necessary documents are:

- Code of Conduct (describes expected staff behavior, signed by everyone)
- PSEAH Policy / Guidelines (describes rules regarding PSEAH, signed by everyone)
- Additional helpful documents:
 - Gender Policy Guidelines
 - Complaint Mechanism and Whistleblower protection guidelines

There are great examples of policies out there, which can be copied and adapted to an organization's needs.

Day 2

Facilitator to do a short recap about the previous subjects covered on Day 1. Pass a ball around and ask participants to share what they have learned from the previous day. Ask participants to not repeat what another participant has mentioned.

The first day, usually brings a lot of discussion thus it is essential to ask the participants if there are any subjects they would like to continue un-packing. Facilitator to judge how much time to give to the group to do so.

Session 1: Successful PSEAH beneficiary programs: No Means No

It is important for your participants to get insights early on into how they can work on PSEAH with communities / in projects. You can choose a local example of an effective program. The case study of the **No Means No Kenya-Programme**⁷ is an excellent example of practical responses to addressing SEAH in schools and communities - empowering youth against SEAH.

- Facilitator starts the session by providing an overview of the basic statistics and “common approaches” used in Rape and Sexual Abuse prevention /response
- Provide some overview of the situation in Kenya, an area where the program being discussed was implemented.
- Brief presentation of The No Means No-Programme, highlighting its key features and impact in the community. Show a short video of the program (e.g. <https://www.youtube.com/watch?v=RNrQpVLrPxO>). Call for some initial impressions from the clip watched.

Exercise: Discussion on programmes in pairs of 2 – 3 individuals. Have one person to report back:

Ask participants to share the following:

- What are you currently doing in your programs in terms of PSEAH?
- What are you not doing in your programs?
- What needs to change?
- What could be useful in your program

⁷ <https://www.nomeansnoworldwide.org/>

Session 2: Complaint Mechanisms

To moderate this session, use the KoGe handbook “Complaint Mechanisms for NGOs: A Practitioner’s Guide (see Annex 3).

- Facilitator to introduce the concept of Complaint Mechanism and explain what it entails.
- Provide a definition of a complaint mechanism. The latter is a formal mechanism in an organization that allows victims and witnesses of misconduct to report safely such cases. The organization must have an internal system in place to deal with such cases.
- Highlight that the complaint mechanism can be centralized or decentralized. However employees and beneficiaries must inform its design.
- Go through the different steps of a complaint mechanism:
 - Receiving complaint
 - Investigating a complaint
 - Decision- making / punishment
- Following a complaint it is always important for management to review its complaint mechanism to improve it and update it if needed.

Exercise: Discuss case handling in groups of 3-5 individuals:

- Who of you has heard of SEAH happening in an organization?
- Who of you has had a friend or acquaintance that has faced sexual abuse, harassment or exploitation?
- How did you help? Where you able to help?
- Did he or she submit a complaint? Was the complaint addressed well? Did the organization have a standardized mechanism to address the case?

Plenary session: Following the group discussion ask the rapporteurs of each group to provide their findings and allow for a discussion to take place.

Session 3: Case handling incl. victim and survivor support

This session will focus on looking at how to case handle and provide assistance to victims of SEAH. To moderate this session, use the KoGe handbook “Complaint Mechanisms for NGOs: A Practitioner’s Guide (see Annex 3).

Facilitator to remind participants of barriers victims often face to report SEAH. Some barriers are related to:

- Deep-rooted power imbalances in the sector
- Fear of retaliation from perpetrators
- Victims and survivors often believe that there is no point in reporting their experiences.
- Lack of support to come forward and weak reporting mechanisms
- Lack of education
- Traditional and cultural barriers regarding beliefs and attitudes towards sex hinders victims to disclose their experience with SEAH
- Many organizations have constantly failed to address cases of SEAH and take them seriously
- Lack of transparency and robust reporting structures

Facilitator to highlight the importance of providing adequate support to victims. Examples of support include but are not limited to:

- Provide a holistic package of support to meet the needs of victims and survivors
- Organisation should have a victims/survivor-centred approach
- Support victims/survivors with psychological, medical care, counselling, access to justice and financial support

Exercise: Case Study of Jamila (Annex 4):

Distribute the case study to all participants and ask them to read it thoroughly and answer the following questions:

- You have received the case. What is your next step in dealing with the case?
- What are the consequences for Mr Musab and the collaboration with Salama?
- What are the consequences for the whistleblower and the person affected? How do you protect them?
- Do you inform anyone about the case? Who?

The groups discuss all the questions. Each group is responsible for answering one of the questions in plenary.

Plenary session: Bring back the group together and have a discussion around the findings from each group.

Day 3

Recap of the previous day.

Session 1: Practical Issues and Bottlenecks (Q&A)

This session gives you the chance to cover all topic that might not have had enough time before, as well as new topics that came up and need attention.

- The facilitator to ask participants if they have any concerns or questions remaining in relation to the previous day. Often participants do have un-answered questions and this is the time to address them.
- Q&A: tell participants to ask any question and answer them one by one.

Session 2: Action Planning

Remind participants that the remaining time will be action orientated. Participants must be given the opportunity to draft key actions that the organization is committing to do.

Exercise: Divide groups per organization represented to ensure that participants support each other in drafting key actions items for their organization:

Ask participants to do the following:

- Draft 3-5 key actions that you are committing to do once you go back to your organization.

- For each key action, provide timeframes (e.g. "PSEAH Policy within next 6 months"). Also write down, who is responsible. This will help your organization to be accountable.
- Remember to draft actions that are realistic for your organization.

Example Action Plan:

What	When	Who? (Responsibility)
Draft PSEAH Policy	February	Written by gender focal point. Staff feedback. Reviewed and finalized by leadership.
Signing of PSEAH Policy	March	everyone
Train Beneficiaries on PSEAH in school 1 and school 2	March-April	Accountability focal point with selected teacher
Create complaint mechanism (start with feedback box and appoint trust people)	April and May	Accountability focal point

Plenary session: Ask each group to come in front of the room to present their key actions including timeframes for their organization. In plenary, people can give feedback and ask questions.

Session 3: Workshop Evaluation and Closure

Facilitator to close the session by conducting a short evaluation. Provide two flipcharts at the back of the room and ask participants to provide feedback to the questions below:

- Flipchart 1: What went well?
- Flipchart 2: Areas of improvement

Workshop Closure: Thank all participants for attending and participating actively in the workshop.

Annex 1: KoGe PSEAH Checklist

Preventing Sexual Exploitation, Abuse and Harassment (PSEAH)

KoGe Questionnaire for Partner Organisations (Institutional Level South and East)

Name of Partner Organisation:

		YES / NO
I. Polices, Procedures and Contracts		
1	We have a Code of Conduct in place which includes SEAH and expresses a zero-tolerance towards it.	
2	We have a PSEAH (or other) policy in place which describes standards of staff behavior and forbids sexual exploitation, abuse and harassment.	
3	A written action plan describes the measures to be implemented for PSEAH.	
4	PSEAH clauses are included in partnership agreements and contracts .	
Comments and additional information:		
II. Assign Responsibilities for PSEAH		
5	Senior management visibly takes responsibility for the implementation of PSEAH measures.	
6	A PSEAH focal point is appointed (thematic expertise provider).	
Comments and additional information:		
III. Create Awareness, a Safe Atmosphere & Commitment of Staff		
7	At least one training on PSEAH has been organized for management, staff and volunteers.	
8	Employees have to sign policies and procedures (especially Code of Conduct) as part of their employment contract.	
9	Senior management promotes a safe atmosphere by encouraging a culture of gender equality, of openness, of speaking up against SEAH and addressing expressions of sexism.	

10	Staff are encouraged to report cases while being protected from retaliation (whistleblower policy or whistleblower paragraph in overall policy).	
Comments and additional information:		
IV. Designing Safe Programs and Projects & Engaging Beneficiaries in PSEAH		
11	Risks of SEAH in projects are identified through a risk analysis .	
12	Project plans include PSEAH awareness activities .	
13	Project plans include budget for PSEAH capacity building and communication.	
14	POs make sure that beneficiaries are fully aware of their rights regarding PSEAH.	
15	People / Beneficiaries (both men/boys and women/girls) are trained in the prevention of SEAH by working on attitudes, behavior and ways to protect themselves.	
Comments and additional information:		
V. Reporting and Complaint Mechanism		
16	A complaint mechanism is in place including written procedures for investigation and reaction (consequences for perpetrators).	
17	All potential users are regularly informed about the mechanism and able to access it.	
18	SEAH victims have access to medical and psychological support . A system of counselling is in place (e.g. peer-to-peer or external PSEAH expert, pro-bono or case-by-case).	
19	An organisational culture exists within which each complaint is taken seriously and handled according to procedure. Victim-blaming is avoided and accused are treated innocent until proven guilty.	
20	Cases are duly reported, recorded and analyzed to improve prevention.	
Comments and additional information:		

Annex 2: POWER and PRIVILEGE WALK EXERCISE (1h)

OBJECTIVES:

This session will enable participants to describe the differential power and gender dynamics that affect vulnerability to abuse, exploitation and harassment. This will illustrate the context in which sexual abuse, exploitation and harassment takes place.

- Bring the participants to a large space where they can stand side by side in a line and have room to take 15 steps forward (around 5-8m).
- Give each participant a card with one of the power and privilege walk characters written on it (see "Characters" next page). Ask the participants to keep their character secret.
- Tell participants they will hear a series of statements. For every statement to which their character could answer "yes", they should take one step forward.
- If a statement does not apply to their character, they should just stay where they are. If they are unsure if a statement applies to them, they should just take a guess.

- **Read out the following statements (10 minutes):**

- | | |
|---|---|
| 1. <i>I have access to transportation</i> | 13. <i>I eat at least two full meals a day.</i> |
| 2. <i>I would never have to queue at the dispensary.</i> | 14. <i>I am not afraid of walking on my own at night.</i> |
| 3. <i>I have my own bank account.</i> | 15. <i>I have financial security.</i> |
| 4. <i>I can speak in extended family meetings.</i> | 16. <i>I am not afraid of violence in my home.</i> |
| 5. <i>I can afford to boil drinking water.</i> | 17. <i>I have never had to line up or beg for food.</i> |
| 6. <i>I can buy condoms.</i> | 18. <i>I get to meet visiting government officials.</i> |
| 7. <i>I can negotiate condom use with my partner.</i> | 19. <i>I can afford to buy new clothes.</i> |
| 8. <i>I only have sex when I want to.</i> | 20. <i>I have a decent job</i> |
| 9. <i>I went to secondary school.</i> | 21. <i>I have access to internet</i> |
| 10. <i>I can afford healthcare if necessary.</i> | 22. <i>I can read newspapers regularly.</i> |
| 11. <i>I know my rights as a citizen.</i> | |
| 12. <i>I can influence decisions made at community level.</i> | |

At the end of the statements, the participants will be fairly spread out. **Ask them to remain in place and in character for a debriefing.**

➤ **Debriefing (40 min)**

- Ask everyone to stay where they are. Starting in the back, ask each person to say his or her character.
- Ask a few people at the back of the room: "How did you feel? What was it like to be at the back of the room?" Ask a few people at the front: "How did you feel? What was it like to be in the front of room? Ask a few people in the middle as well how they feel
- Say: "All of these statements are about power (or access to power) and privilege that individuals can hold in society.

➤ **Discuss the concept of POWER and PRIVILEGE**

- **Power is the ability to influence or control. It includes access to decision-making processes.**
- Ask: “Those who felt strong or powerful, why did you feel powerful?”
- Ask: “Those who did not, why not. For those in the back, why do you think you were in that position?”
- If a character has ended up in a surprising position, such as much further behind or in front than expected for their character – ask the person for some clarification on their answers that got them there. Allow the group to discuss if needed
- Discuss what gives people power and privilege? Money, social status, authority, sex, gender. Keep in mind that power is often “ Unearned power”
- What things lead people to abuse power and privilege? vulnerability, poverty, breakdown in social structures (such as during displacement), lack of legal protection, impunity for perpetrators, culture, gender beliefs.
- Discuss: "Are power and privilege” always negative? Why or why not? Power can also be used in positive ways but the potential for abuse is there. Those who have less power in relationships are always more vulnerable to abuse.

IMPORTANT QUESTION: Why do you think we are talking about power and privilege on a day we’ve set aside for PSEAH? How do these concepts link together? Sexual exploitation, abuse and harassment are almost always linked to power. Those who have more power can exploit and abuse others. Those who have the least power – and very often they are women and children, especially girls – are most likely to be exploited and abused.

It is important to remember as NGO workers we also have power and privileges, which we should not abuse.

Characters		
Girl, aged 16, looking after her sick mom and 4 siblings	Community Elder (Male)	Community elder (Female)
Soldier (Male)	Religious leader (male)	Village health worker (male)
Police officer (male)	National NGO director (Female)	Traditional birth attendant (female)
Police officer (female)	International NGO director (Male)	Member of Parliament (Female)
Uneducated & Unemployed Boy, aged 16	Grandmother, caretaker of 4 orphans	Member of Parliament (Male)
UN Project Manager	Male district chief	Local Human rights activist
School Teacher (Male)	District chief (Female)	District chief (Male)
Mother, single parent household	Prostitute (Female)	Married girl (aged 15)
School teacher woman	Shop Owner	Son of a District Chief
Widow	Unemployed Male	Orphan Boy / Orphan Girl

Annex 3: Complaint Mechanisms for NGOs

[Executive Summary from the Guide Book [“Complaint Mechanisms for NGOs – A Practitioner’s Guide”](#) by KoGe Association]

The following executive summary can be used as a checklist for organizations aiming to establish a mechanism or that have already established one and wish to improve it.

What is a Complaint Mechanism?

- **Definition:** A complaint mechanism (CM) is a formalized mechanism to give victims and witnesses of misconduct by an organization a chance to report cases, and for organizations to deal with these complaints in a structured manner. Complaints are an expression of dissatisfaction or discontent about misconduct.
- **Types of complaints:** A CM can receive both operational complaints (e.g. about programs, quality of work, donor registration, project participant selection) and serious complaints (corruption, nepotism, misuse of funds, physical/psychological/sexual abuse)
- **Accessibility:** A CM should be designed in such a way that it can be used by everyone (employees, volunteers, project participants, partners or anyone else who has observed misconduct by the organization)
- **Essential qualities:** Your CM needs to be characterized by the following essential qualities: safety, confidentiality, transparency, accessibility, quality, verifiability, timeliness, assistance to those reporting, documentation

Reasons for and Benefits of a Complaint Mechanism

Complaint Mechanisms:

- allow NGOs to live up to their responsibility toward donors, project participants, the NGO sector and society at large
- give victims a voice
- constitute an early warning mechanism to uncover hidden patterns
- help create trust and protect the organization’s reputation
- help NGOs to save money by detecting misappropriation of funds and inefficient systems

Design of a Complaint Mechanism

- **Choose type and core design of CM:**
 - Depending on the needs and structure of your organization, choose a CM design that is **centralized** (CM at headquarters) or **decentralized** (multiple levels: CM at headquarters as well as at regional/country level)
 - A centralized CM is established by headquarters. In a decentralized CM, the local partner organizations are responsible for setting up their own mechanisms.
 - Receivers of the complaints can be **internal** (Complaints Officer/Department) and/or **external** (e.g. ombudsperson)

- **Assign staff:** Choose to create a full-time, part-time and/or pro bono position for handling the complaints. If necessary, consider pooling resources with other organizations for this purpose.
- **Create entry-points:** Ensure the CM has multiple entry-points, e.g. complaint boxes, phone line, email address, office hours of Complaints Officer. Make sure that the entry-points are adapted to the needs of end-users (e.g. for literate and illiterate)
- **Create ownership:** Create commitment by discussing the CM with the wider organization. Include senior management right from the start to ensure its full support
- **Work on organizational culture:** Help foster an open-minded organizational culture that is self-critical and open to feedback and improvement
- **Create trust:**
 - Ensure confidentiality
 - Choose a trusted person with the right qualifications to handle complaints
 - Implement policies consistently
- **Identify barriers:**
 - Consider allowing for anonymous complaints
 - Address barriers due to gender/ethnicity/religion/language
 - Offer complainant protection
- **Be aware of malicious complaints:**
 - Protect your organization from malicious complaints by including a zero-tolerance policy toward them.
 - Recognize malicious complaints, which are usually non-specific and not documented, and contain angry language
- **Communicate about your CM:** Communicate clearly the existence of the CM, its purpose and its functioning both internally (e.g. through regular staff trainings, website, posters, flyers, appraisal meetings) and externally (e.g. public meetings, presentations, newspaper, radio etc.)
- **Engage your partner organizations:** Make sure your partner organizations are fully committed to the CM. In a centralized CM, their main task will be to spread awareness about its existence and functioning. In a decentralized CM, your partner organizations are responsible for setting up their own mechanism and communicating its functioning.
- **Create a policy:** Enshrine the complaint mechanism and the complaint handling procedure in the CM guidelines and policy with links to other relevant documents. All employees should sign an acknowledgment of the policy and be trained in the procedure.

Establishing an Effective Complaint Mechanism

- **Assign resources:** Ensure that the necessary resources (human, financial etc.) are available, including in the long run
- **Customize your CM:** Discuss the planned CM with end-users in countries to get their feedback and adapt the CM to their needs (incl. identifying access, barriers etc.)

Process of Handling Complaints - Step by Step

Step 1: Receiving a Complaint

- **Register complaint:** Register the complaint in a standardized, written form (e.g. complaint form)
- **Acknowledge receipt:** Send the complainant a written acknowledgement of the complaint
- **Identify type of complaint:** Identify if it is an operational or serious complaint
- **Identify threats:** If necessary, provide protection for the complainant, e.g. against physical threats, retaliation, etc.
- **Decide whether to conduct an investigation:** Decide whether to investigate based on desk research. Is there enough evidence to resolve the case and do the benefits outweigh the costs?
- **Schedule your process:** Have defined time limits for each step of the process so the process is transparent and the complainant feels s/he is safe and being taken seriously

Step 2: Investigating a complaint

Operational complaints are usually handled through desk research. A decision to investigate is taken only if a complaint is qualified as “serious” (as opposed to “operational”).

- **Forward complaint to higher authority:** Any serious complaint is to be forwarded to a higher authority by the complaints officer. Often this is a complaints handling committee.
- **Establish investigation team:** An investigation team is established ad-hoc, composed of staff with expertise relevant to the case.
- **Decide on investigative methodology:** For corruption cases, external and social audits can be useful tools.
 - **External audits:** Investigative external audits are called forensic audits. Please note that not all auditing companies are qualified to conduct forensic audits. If corruption is suspected, it is recommended to proceed with the investigation without providing prior notification to the entity/person(s) being investigated.
 - **Social audits:** Social audits create full transparency by giving the target group information about project finances (and other relevant aspects), thus empowering communities to take on a watchdog function.

Step 3: Decision Making,

Sanctions & Appeal

Possible sanctions should be transparent, widely communicated and proportionate. They

can range from a warning to a relocation or a demotion to a lower job. In severe cases, it can mean the loss of a job. If a partner organization is concerned, results can include temporary or complete termination of cooperation, a demand of repayment or a contractual penalty. Sanctions also act as a deterrent for future perpetrators. In the event of a criminal offense, the case must be referred to law enforcement.

- **Taking a decision:**
 - The decision should be made by an entity other than the one conducting the investigation. This designated higher authority takes a final decision based on the written recommendation of the investigation team.
 - The same procedure applies for a possible discontinuation of an investigation. Here as well, the investigation team will make a recommendation while a higher authority will take the decision on whether to discontinue the investigation.
- **Inform complainant/subject of complaint:** Both the complainant and the subject of the complaint should be informed immediately of the result.
- **Allow for appeal:** The complainant as well as the subject of the complaint have the right to make an appeal in writing, providing a justification and within a given time frame.

- **Document the process:** All steps of the complaint procedure should be documented in writing, providing as much detail as possible. This is important for the systematic analysis of cases.

Step 4: Systematic Analysis, Reporting and Improvements

A CM also has a learning purpose. Through the systematic analysis of all cases structural malfunctions can be detected and addressed thus, leading to improved practices and processes within an organization.

- **Analyze the cases:** The systematic analysis of written records can reveal structural malfunctions in the organization. Once detected, these can be addressed through new (or revised) guidelines, policies or processes.
- **Publish annual complaints report:** It is a good practice to produce an annual complaints report, containing information on all cases received and dealt with. By openly communicating the results, the organization shows its proactive stance toward fighting misconduct.
- **Assess your CM:** The CM should be evaluated regularly (e.g. every three years) to identify shortcomings and challenges that should be tackled in order to improve the mechanism

Annex 4: Case of Jamila

Case Study:

Jamila is a young woman in a refugee camp in Tanzania, mother of two children. The NGO Salama works in the camp. The conditions in the camp are very difficult and food is scarce, so Jamila is looking for a job to better feed her family. She hears that the NGO Salama is looking for translators and applies there. When she goes personally to introduce herself, she meets a local employee, Mr. Musab. He is responsible for the applications. He immediately reacts very positively to the young woman and promises to call her in the evening. The telephone call in the evening, however, is not as desired: Mr. Musab promises to get her the job and additional food rations soon, but only if she agrees to phone sex with him. On the phone he becomes very suggestive. The young woman is desperate. After long hesitation she agrees, because she doesn't know how to feed her children without a job. The suggestive telephone conversations are repeated several times. In addition, Mr. Musab announces that Jamila will meet him on Fridays after work for "time together" as soon as she starts her job. In her desperation Jamila initiates her friend Myriam from her women's group. Myriam decides to collect evidence. During the next phone calls she is present and records them. She knows from the women's group that the NGO has a complaints mechanism. During office hours, Myriam goes to you, the person of trust who heads the NGO's joint complaints mechanism, and shows you the recordings. You have often heard rumors that Mr. Musab is not working properly, including financially, and you have decided to actively pursue the matter.

Questions for group work:

1. You received the case. What are your next steps to deal with the case?
2. What are the consequences for Mr Musab and his cooperation with Salama.
3. What could be the consequences for the whistleblower and the person concerned?
How do you protect them?
4. Do they inform anyone about the case? Who?

The groups discuss all questions. Each group is responsible to answer one of the questions in the plenary.