



MHD

Muzun for Humanitarian & Development

THIS IS A HIDDEN SLIDE.

—
You may find **general instructions** about the training on the NOTES PAGE.

FACILITATOR INSTRUCTIONS

I. Please consult the online “Facilitating the PSEA Training” course at <https://intranetportal/Pages/I-LEARN.aspx>

- In this online course, you will find all the information and material you need to prepare for and facilitate the PSEA training.
- If you do not have Internet access, please consult the next hidden slide for training preparation details.
- If you have additional questions after reviewing the available material, please contact gcu@iom.int

II. Read the introduction below for additional background on this training session.

- This guide is meant to help you facilitate an information and awareness-raising session that introduces the issue of Prevention of Sexual Exploitation and Abuse (PSEA) to IOM staff members in your mission. It also serves as a refresher for staff who were trained with PSEA training materials developed in 2012.
- This session should be facilitated by your office’s PSEA Focal Point (or

senior manager), who may receive support by one or two other staff members as appropriate. Co-facilitators can be an HR officer or a colleague with strong training skills or relevant program experience.

- In order to convey the appropriate message regarding the seriousness and importance of the subject matter, it is imperative that awareness-raising sessions be conducted by facilitators in positions of authority and seniority within the mission. It is the Chief of Mission's responsibility to ensure that all mission staff can attend and benefit from this session.

THIS IS A HIDDEN SLIDE.

You may find instructions on preparing for the training in the NOTES PAGE.

FACILITATOR INSTRUCTIONS

In addition to the PowerPoint presentation, facilitators will require the following:

I. For the Introduction:

- Access to the Internet, if possible, in order to consult the following site:
<https://www.iom.int/sites/default/files/Organigram.pdf>.

II. For Activity #1:

- For each participant, one printed (laminated) copy of the story below:
 - Act1 SEA Story-AFRIDA: SEA story #2, with Implementing Partners (IP) as main characters
- Make sure to tell participants not to write in these documents. They will be reused for each training session you facilitate.
- Two laminated copies of the Act1 SEA Story Questionnaire for each team.
- Two washable sharpies for each team.

III. For Activity #2:

- The laminated Act2 PR Character Cards arranged by male and female roles.

IV. For Activity #5:

- One set of laminated Act5 RolePlay Cards IP for each team (between 4 to 7 sets, depending on the group size).

V. Activity #8 (Conclusion) requires a little bit more planning than the previous ones.

If you select option 1, you need:

- The giant WE ARE ALL IN puzzle (one).
- Half a piece of blank paper sheet per participant.
- One pencil for each participant.
- One example of the Act8 Team-Commitment document (printed on sticky paper) per team.
- One example of the Act8 Puzzle Content document per team.

If you select option 2, you need:

- Half a piece of blank paper sheet per participant.
- One pencil for each participant.
- One example of the Act8 Team-Commitment document (printed on sticky paper) per team.
- One example of the Act8 Puzzle Content document per team.



INTRODUCTION GOALS

- To introduce the topic of SEA within the humanitarian worldwide sector.
- To engage participants in the learning process they will experience of the training
- To establish a safe learning environment

FACILITATOR INSTRUCTIONS

I. After greeting the participants, introduce yourself.

- Provide your name and role, then summarize your experience at IOM.

II. Ask the participants to quickly say their name, their role within the organization, and how long they've been at IOM.

- We work with each other every day, but do we know anything interesting about our colleagues? Ask them to share what led them to come and work for IOM, and what impact(s) it has had in their lives.



DISCLAIMER

Topics, stories and vocabulary used in this training might be difficult to hear.

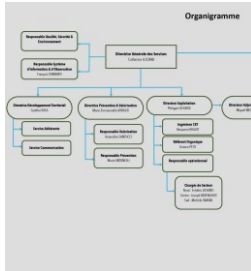
However, IOM believes that the harsh reality of SEA must be faced, and that this begins by employing the right words to describe the seriousness of the problem.

FACILITATOR INSTRUCTIONS

I. Take one minute to warn participants about the difficult matters that will be explored during the day, and acknowledge that this is needed in order to go at the root of the SEA situation.

YOUR ORGANIZATION TODAY

STRUCTURE & FIGURES AT A GLANCE



ORGANIZATIONAL STRUCTURE
Where does each of us stand?



EMPLOYEES
How many staff members?
How many men and women?



OF ACTIVE OFFICES
How many?



OF BENEFICIARIES
How many?

FACILITATOR INSTRUCTIONS

I. Ask participants to name 4 facts about their organization in their country (4 topics on screen or any other).

- Inform the class which team/office you belong to, while providing a visual representation of the organization (use this link if needed: <https://www.iom.int/sites/default/files/Organigram.pdf>).
- Use the organigram of your specific mission if it is relevant for your audience.
- Mention that IOM, along with them and many other implementing partners, is a very diverse organization, with thousands of staff providing help to millions around the world.

II. Talk about their organization and how they collaborate with IOM, and emphasize the trust our beneficiaries place in us.



FACILITATOR INSTRUCTIONS

I. Ask:

- “Why are we here today?”
- Listen to the answers provided by participants. If no one answers, ask a couple of participants at random.
- Briefly elaborate on the answers and address any misconceptions about the training if certain learner expectations diverge from the training objectives.

II. If you can, click on the video link (bottom left corner of the slide) to show the “Moon-walking bear” video to your group.

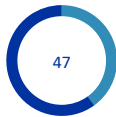
- (You might need to download it in advance, if you do not have access to the Internet: <https://www.youtube.com/watch?v=xNSgmm9FX2s>)
- As a different video option- not embedded in the slide please download the "Whodunnit?" <https://www.youtube.com/watch?v=ubNF9QNEQLA>

III. Show the answer on screen and emphasize the importance of the participants' presence here today.

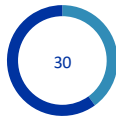
- “We are here today because it’s easy to miss something that none of us is looking for.”
- “We all wish that SEA did not exist, but you know more than anyone that this is unfortunately not the reality.”
- “Not only does it exist, but it’s happening in our organization under our very own eyes, and we must put an end to it.”

SEA

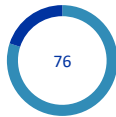
FACING FACTS



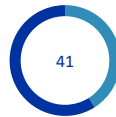
of reported SEA allegations (2018)*



of reported SEA allegations (2018 – IOM only)



Estimated # of alleged SEA victims (2018)*



of SEA allegations since 2015 (IOM only)



of SEA allegations since 2007*

* ALL UN AGENCIES. 2018 statistics excluding Q4. Source: <https://conduct.unmissions.org/table-of-allegations>



PSEA

9

FACILITATOR INSTRUCTIONS

- I. **Ask participants to guess the numbers for the categories on screen:**
 - Number of reported SEA allegations in 2018 (all UN)
 - Estimated total number of alleged SEA victims in 2018 (all UN)
 - Number of SEA allegations reported since 2007 (all UN)
- II. **To be able to constantly update the slide with the latest available data on SEA, please consult the following website before your training:** <https://www.un.org/preventing-sexual-exploitation-and-abuse/content/data-allegations-un-system-wide>
- III. **Emphasize the gap between the reported allegations and the real estimated number of SEA victims in 2018.**
- IV. **Play video** (next slide).

**Download and watch video:
Making It Right**

FACILITATOR INSTRUCTIONS

- I. Once the video is over, ask participants how they feel about the information they just learned.**
 - Are they shocked?
 - Did they expect the numbers to be so high, or the situation to be so shocking?

To showcase the video, download it before on weareallin.iom.int, in the training material page.



AGAIN

WHY ARE YOU HERE TODAY?

To learn how to define and detect SEA

To remind ourselves our duty to always put the victims first

To be transparent about everything surrounding SEA reporting and investigations

To answer frequently asked questions about the SEA reporting process

To **COMMIT, as individuals and as an organization, to putting an end to SEA**

FACILITATOR INSTRUCTIONS

- I. **Explain the specific reasons for why everyone is here today.**
 - Show the answers and read them to the class.

SCHEDULE

WHAT WILL HAPPEN TODAY

TOPICS

- 01 DECONSTRUCTING A SEA CASE
- 02 DEMYSTIFYING POWER RELATIONS
- 03 DEFINING SEA
- 04 LEADING BY EXAMPLE
- 05 LOOKING AT SEA THROUGH A VICTIM'S EYES
- 06 REPORTING ALLEGATIONS OF SEA
- 07 CARING AS A DUTY
- 08 WE ARE ALL IN

ACTIVITIES

- Class discussions
- Team activities
- Videos
- Instructor-led presentations
- Role-plays

FACILITATOR INSTRUCTIONS

- I. Briefly describe the topics that will be explored during the day.



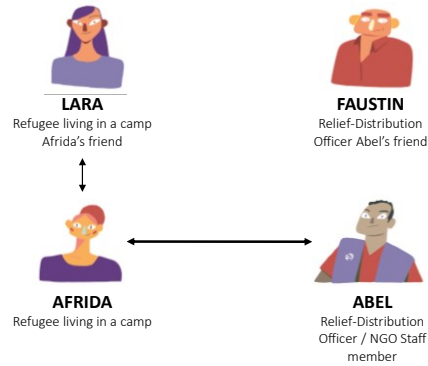
ACTIVITY GOALS

- To contextualize the problem of SEA within IOM/UN
- To initiate discussions on elements comprising and/or surrounding SEA situations
- To get learners to personally, socially and emotionally value the importance of PSEA

AFRIDA'S STORY

CHARACTERS

DECONSTRUCTING A SEA CASE



FACILITATOR INSTRUCTIONS

I. Hand out the Act1 SEA Story document to each participant.

- Ask each participant to individually read the fictional SEA story.
- Duration: 10 minutes



02

ACTIVITY 02

DEMYSTIFYING POWER RELATIONS

ACTIVITY GOALS

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

Question 1

Who holds power over the victim?
Why? How?

FACILITATOR INSTRUCTIONS

I. Ask participants to get together in teams of 6-8.

- Try as much as possible to have even-numbered teams.
- If possible, try to have each team include members from different missions/units/departments.
- Tell them to take a moment to review their story.
- Then, provide each team with 2 copies of the Act1 SEA Story Questionnaire document (or enough copies for everyone to easily consult one), as well as 1-2 washable markers.

II. Post question 1 on screen and ask participants to answer it.

- Give them 10-15 minutes to complete question 1.
- Don't correct the activity yet – complete the Power Relation Activity presented in the next 2 slides before.
- Answering question 1 before the Power Relation Activity might confront certain learners to inherent misbeliefs or assumptions that they have about power dynamics.



FACILITATOR INSTRUCTIONS

I. Take the Act2 PR Character Cards and, as much as possible:

- Distribute female roles to men, and male roles to women. Tell participants to not show their card to anyone.
- Each participant should take a few minutes to imagine his/her character's life in terms of family, livelihood, emotional state, health, etc.

II. Make enough space for participants to walk across the classroom without running into any barriers. Ask all participants to stand on one side of the room.

III. Tell participants that they will hear a series of statements. When they feel they can answer YES to one of them, they should take one step forward. If they feel they would not answer YES, then they should not move.

IV. Printable Instructions on the Power Walk and CARDS are available in the NOTES PAGE VIEW of this PPT as well as in the weareallin.iom.int website, in the training page. Download them and read the statements written on the instruction page.

- | | |
|--|--|
| <ul style="list-style-type: none"> • I can influence decisions made at community level. • I get to meet visiting government officials. • I can read newspapers regularly. • I have time and access to the Internet. • I have my own bank account. • I can speak in extended family meetings. • I have access to clean drinking water. • I went to secondary or I expect to go to secondary school. • I can pay for treatment at a hospital if necessary. • I can speak at a village meeting. | <ul style="list-style-type: none"> • I eat at least two full meals a day. • I sometimes attend workshops and seminars. • I am not afraid of walking on my own at night. • I have a say on how family money is spent. • I am not afraid of violence in my home. • I have never had to line up or beg for food. • I do not have to worry about providing for myself or my family. • I live in a place that I rent or own. • I have legal status in my country of residence. • I feel welcome where I am. |
|--|--|

V. Keep reading the questions out loud until the person in front is no longer able to move forward.

- At the end, starting from the back of the room, ask each participant to reveal who their character is.
- If some people are not in the correct space, place them approximately where they should fall.



FACILITATOR INSTRUCTIONS

I. Discuss with your group:

- **Ask** participants what they think the trend is and why they believe some participants moved further ahead than others.
- **Ask** everyone to stay where they are. Starting from the back of the room, ask each participant to reveal 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** the men who had been given a female role how they felt. Do the same for women who had been given male roles.
- **Ask** a few people at the front: “How did you feel? What was it like to be in the front of room?” You may also ask a few people in the middle.
- Invite the rest of the group to also comment on what happened.

II. Reflect on the meaning of power relations within the organization, and debrief the topic with your group:

- **Ask:** “In our operations and the environment we work in, who holds the power?”
- **Brainstorm:** Government, men, adults, police, military, etc. Acknowledge those

more vulnerable members of the community, as revealed in the exercise.

- **State:** “All of these statements are about power or access to power. So, what do we mean by POWER?”
- **Elicit:** 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?”
- **Elicit** what things give people power: money, position, authority, gender.
- **Elicit** what elements contribute to abuse based on power inequalities: vulnerability, poverty, breakdown in social structures (such as during displacement), lack of legal protection, impunity for perpetrators, culture, gender beliefs.
- **Ask:** “Is power always bad?”
- **Elicit:** No. Power can be used in positive ways but the potential for abuse is there.

AFRIDA'S STORY

QUESTION 1: WHO HOLDS POWER OVER THE VICTIM? WHY? HOW?



ABEL
POWER

- Position of power
- Status as a relief worker
- Has the power to say no



LARA
POWER

- But has peer influence



FAUSTIN
POWER

- Position of power
- Status as a relief worker
- Has the power to report misconduct

FACILITATOR INSTRUCTIONS

I. Go back the answers of the SEA Story's question 1.

- Now, having completed the Power Relations activity, ask each team to take a moment to review their answers to question one. They can correct their answers if they want to.
- Ask each team to choose a spokesperson within their group.
- Ask one spokesperson at a time to reveal the results of their discussion, one character at a time. The class can debrief and discuss the answers of others.
- If you are short on time, discuss the answers to question 1 with the entire class instead of team by team.
- Once every team/the class has presented their answers for one character, show the answer key on screen and discuss it further with the class if needed.
- Repeat for every character.

II. Conclude the activity by presenting the key messages below:

- Violence and exploitation are almost always linked to power. Those who have more power can exploit and abuse others. Those who have the least power are most likely to be exploited and abused.

- Today we are talking very specifically about abuses that happen at the hands of IOM staff and partners. However, it is important to bear in mind the context in which this occurs and to realize that this is part of a much larger problem of gender-based violence.



ACTIVITY GOALS

- To validate participants’ understanding of SE, SA and SH notions
- To address any misconceptions by clearly defining each concept and providing contextual examples

FACILITATOR INSTRUCTIONS

I. Ask participants to remain in the same teams for this next activity.

- Explain that the terms “sexual harassment,” “abuse” and “exploitation” can easily blur together in everyday life.
- Because of this ambiguity, and because we want to be able to detect SEA when we encounter it, it is important to address all misconceptions about these terms.

Question 2

Is there SEA involved in the story? What about any other type of misconduct?

Question 3

How would you define sexual exploitation and abuse?

FACILITATOR INSTRUCTIONS

I. Post question 2 and 3 on screen and ask participants to answer them in teams.

- Give them 10-15 minutes to complete question 2 and 3.
- Don't correct the questions yet – complete the activities of the next slides before.

REAL-LIFE ALLEGATIONS

IS THIS SEXUAL EXPLOITATION OR ABUSE?



- “Two staff members are known to use sex workers.
- They openly talk about it.
- One even uses his allowance exclusively for sex workers when on leave. This is common knowledge...”

- “Mr. X was planning to accompany a young woman still recovering from the sexual abuse she experienced during her upbringing.
- Describing the trip, he said: “I’ve thought about escorting her and then having sex all the way back.”
- Despite his insistence, strong recommendations from Y and Z prevented him from taking the trip...”

FACILITATOR INSTRUCTIONS

I. Ask participants to identify whether each example relates to sexual exploitation or abuse, and to explain how.

II. Afterwards, quickly debrief the answer to each situation.

Statement 1: Offering money in exchange for sex constitutes sexual exploitation.

Statement 2: Having sex with or raping adults or children constitutes sexual abuse.

REAL-LIFE ALLEGATIONS

IS THIS SEXUAL EXPLOITATION OR ABUSE?



- “Mr. X had promised my mum he would find me a job. After booking me a hotel room for 3 weeks, he invited me to his office, where he had a nurse give me a blood test.
- Later, he came to my hotel happy that my HIV test came back negative. He said that before he could get me a job, I should become his girlfriend, get pregnant and marry him...”

FACILITATOR INSTRUCTIONS

I. Ask participants to identify whether each example relates to sexual exploitation or abuse, and to explain how.

II. Quickly debrief the answer to each statement.

- Statement 1: Promising favours or gifts in order to obtain sexual benefits constitutes sexual exploitation. This includes withholding aid services as well.

AFRIDA'S STORY

QUESTION 2: IS THERE SEA INVOLVED IN AFRIDA'S STORY? WHAT ABOUT ANY OTHER TYPE OF MISCONDUCT?



ABEL

YES

—

- Having sex with a beneficiary
- Having sex with a minor
- Offering more service in exchange of sex



LARA

NO

—



FAUSTIN

NO, BUT MISCONDUCT

—

- Should report immediately

FACILITATOR INSTRUCTIONS

I. Ask each team to retrieve their answers to Question 2.

- Give each team a few moments to change their answers if needed.
- Ask each team to choose a spokesperson within their group.
- Ask one spokesperson at a time to reveal the results of their discussion for one character only (starting with Victor and finishing with Ms. Banda and Robert Brown so as to be in sync with the PPT animations).
- Every team can debrief and discuss the answers of others.
- If you are short on time, discuss the answers with the entire class instead of team by team.
- For each character, present the answers on screen and discuss further with the class if needed.

II. Conclude the activity;

- Sexual exploitation and sexual abuse are considered serious misconduct. All two should be reported.
- If you have doubts, take action.

SEA STORY

QUESTION 3: HOW WOULD YOU DEFINE SEXUAL EXPLOITATION AND ABUSE?

SEXUAL ABUSE	SEXUAL EXPLOITATION
Staff and beneficiary	Staff and beneficiary
<ul style="list-style-type: none">• Physical intrusion of a sexual nature• Use of force or coercion	<ul style="list-style-type: none">• Abuse of vulnerability / differential power• Victim's sexual activity generates benefits
Raping Unwanted kissing, touching, grabbing, rubbing Sex with a child	Offering money, gifts, a job Withholding due services, blackmailing Humiliation

FACILITATOR INSTRUCTIONS

I. Ask each team to retrieve their answers to Question 3.

- This question serves as an overall debrief on defining and understanding the differences between the notions of abuse, exploitation and abuse.
- Ask the class to provide their answers for each notion at a time.
- Every team can debrief and discuss the answers of others.

II. For each notion, present the answers on screen and discuss it further with the class if needed. [TO BE REPLACED WITH THE VIDEO PRESENTATION ONCE IT IS AVAILABLE]

- Make sure to validate with the class that all notions have been well understood.
- Provide additional clarifications if needed.



ACTIVITY GOALS

- To validate and ensure participants' knowledge and understanding of IOM'S PSEA policies and principles.
- To address any misconceptions by exploring real-life examples of acceptable and unacceptable behaviours as an IP working for IOM.

Question 4

What were each character's acceptable and unacceptable behaviours?

FACILITATOR INSTRUCTIONS

I. Post question 4 on screen and ask participants to answer it in teams.

- Give them 10-15 minutes to complete question 4.
- Don't correct the questions yet – complete the activities of the next three slides before.

AFRIDA'S STORY

QUESTION 4: WHAT WERE EACH CHARACTER'S ACCEPTABLE AND UNACCEPTABLE BEHAVIOURS?



ABEL

Acceptable:

- Polite and pleasant with beneficiaries

Unacceptable:

- Having sex
- Accepted that the beneficiary enter his house



LARA

Unacceptable:

- Pushes her friend to offer sex in exchange of additional services



FAUSTIN

Unacceptable:

- Not reporting
- Wants to solve the issue alone

FACILITATOR INSTRUCTIONS

I. Correct the activity.

- Ask each team to choose a spokesperson within their group.
- Ask one spokesperson at a time to reveal the results of their discussion for one character only.
- Every team can debrief and discuss the answers of others.
- If you are short on time, discuss the answers with the entire class instead of team by team.
- Discuss with the class the different behaviours that are acceptable and unacceptable for IPs working for IOM, as well as the reasons why they are so.

BEHAVIOURS

AS IMPLEMENTING PARTNERS OF IOM...



FACILITATOR INSTRUCTIONS

I. Ask participants to take a moment to think about how their individual roles within their mission/organization allow them to interact with beneficiaries on a day-to-day basis.

- Explain that the goal of this discussion is to communicate how unacceptable behaviours may vary for staff members depending on their role. Sharing this information will provide an array of behaviours that we might not have thought to be unacceptable.

II. Then, read them the examples below and ask them to identify whether the behaviour is acceptable or not, and explain why.

- A local canteen server jokes about refusing to serve a 16 year old beneficiary if she does not go out with him in the next weeks. After a few time, he feels rejected decides to reduce her portions until she agrees to go on a date. (UNACCEPTABLE)
- Leaving your office door open when speaking to opposite-sex colleagues and beneficiaries, whenever possible. (ACCEPTABLE)
- A female staff member working in an accommodation for unaccompanied children

(who are also beneficiaries) is engaged in a relationship with a 17-year-old minor residing in that facility. (UNACCEPTABLE)

- An IOM staff member working at a point of entry in a resettlement country tried to kiss a few of the beneficiaries he received at a hotel after their flight (UNACCEPTABLE)
- Providing escort services (e.g. driving) to opposite-sex beneficiaries and colleagues. (ACCEPTABLE)
- A chief of staff employs beneficiaries to clean the offices, and offers additional money and services in exchange for sex to those who are willing. (UNACCEPTABLE)

BEHAVIOURS

AS AN IMPLEMENTING PARTNER WORKING WITH IOM, YOU ARE REQUIRED TO:

FULLY UNDERSTAND

what types of behaviour may be considered SEA.

ADOPT BEHAVIOUR

that respects and favours the rights of the beneficiaries.

REPORT ANY ALLEGATION OR SUSPICION

of SEA or any retaliatory action related to SEA.

ZERO TOLERANCE



PSEA

30

FACILITATOR INSTRUCTIONS

I. Present the Zero Tolerance policy.

- Mention the following: “This means that IOM will not tolerate an atmosphere of impunity toward SEA. Zero tolerance means that active measures are being introduced to prevent sexual exploitation and abuse and that appropriate disciplinary action will be taken against all persons who are found to have violated the IOM Standards of Conduct.”



FACILITATOR INSTRUCTIONS

I. Present the 6 core principles related to SEA.

- **About Principle 2:** Despite national laws, which may allow sexual activity before the age of 18, IOM staff members and IPs are held to international standards. According to the UN Convention on the Rights of a Child, a child is anyone under the age of 18. Mistaken belief regarding the age of a child is not a defense.
- **About Principle 3:** This includes sexual favours or other forms of humiliating, degrading or exploitative behaviour, which is prohibited. This also includes using the services of prostitutes or sex workers, which is also prohibited, regardless of the legal status of prostitution in the laws of IOM staff members' home countries or duty stations. This prohibition extends to the use of prostitution outside working hours, including while on Rest & Recuperation and home leave. (Remember that all IOM's services to beneficiaries are free of charge.)
- **About Principle 4:** Any sexual relationship between those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work
- **About Principle 5:** IOM rules state that all IOM personnel and IPs must report any SEA. This includes:
 - SEA allegations, concerns, suspicions or retaliations
 - SEA that you witness or know about
 - SEA by anyone working with IOM as well as IOM Contractors/NGOs, their employees and other personnel
 - Anyone working on IOM projects, or employed by or working for other organizations.

II. Conclude the activity.

- Mention the following: "It is difficult to outline hard and fast rules about what behaviours are appropriate or inappropriate for every mission. PSEA isn't always black and white and relies a great deal on your cultural context and best judgement. But beneficiaries do put their trust, and their lives, into our hands. It is our duty to maintain that trust above all. Every staff member represents the IOM, and our actions reflect on the organization."
- Answer any remaining questions.

FYI, you will find the 6 core principles in an easier English below:

Humanitarian workers are not allowed to have sexual relationships with anyone under the age of 18, even if it is legal in their country. Saying they did not know the person's true age is not a valid excuse. Humanitarian workers are not allowed to pay for sex with money, employment, goods or services – including goods and services intended as aid to people in need. They must not use promises of these things to make other people accept any kind of behaviour that humiliates or exploits them. This includes paying or offering money for sex with a prostitute.

Humanitarian workers have influence over who receives goods and services. This places them in a position of power in relation to people who need assistance. For that reason, humanitarian organizations strongly encourage staff not to have sexual relationships with anyone affected by a humanitarian emergency. Such relationships make humanitarian action seem less honest and credible.

If a humanitarian worker is worried or suspects that anyone in their organization or another aid organization may be breaking humanitarian rules on sexual conduct, they must report it, following procedures set up by their agency.

Humanitarian workers must create and maintain a work environment which prevents unacceptable sexual behaviour and encourages staff to behave as set out in their codes of conduct. All managers are responsible for supporting and developing systems which maintain this environment.



05

ACTIVITY 05

LOOKING AT SEA THROUGH A VICTIM'S EYES

ACTIVITY GOALS

- To grasp the gravity of the consequences SEA has on its victims
- To acknowledge the feelings of SEA victims and understand their reactions.
- To recognize the importance of adequately responding to SEA confessions from victims.

Question 5

What consequences would you say each of the victim's encounters with the different characters had on her?

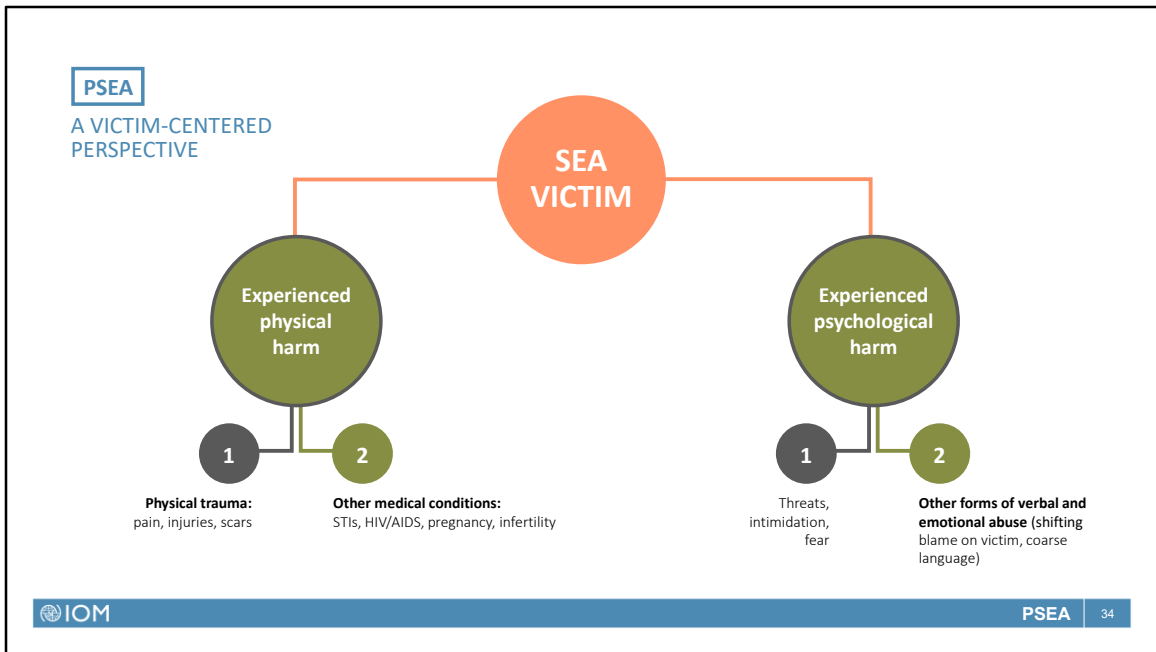
FACILITATOR INSTRUCTIONS

I. Post question 5 on screen and ask participants to answer it in teams.

- Give them 10 minutes to complete question 5.

I. Correct the activity.

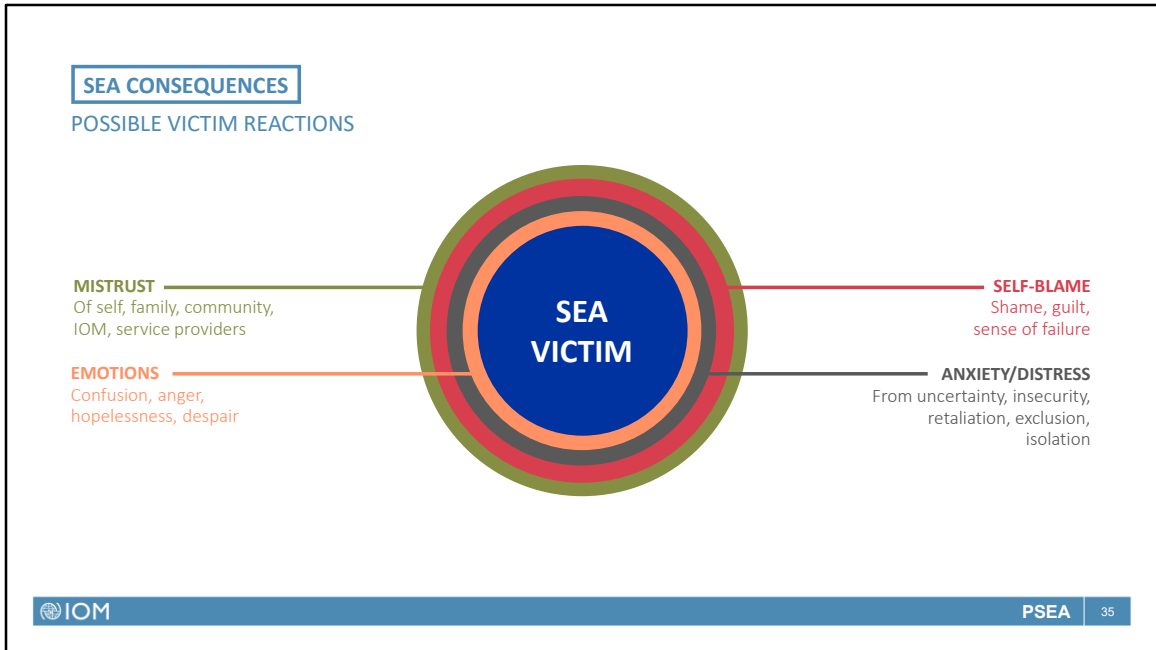
- Ask each team to choose a spokesperson within their group.
- Ask every spokesperson to reveal the results of their discussion.
- Every team can debrief and discuss the answers of others.
- If you are short on time, discuss the answers with the entire class instead of team by team.
- Debrief the activity using the next two slides.



FACILITATOR INSTRUCTIONS

I. Present and explain the victim-centered perspective approach.

- Explain that there are two main categories of SEA victim experiences: physical harm and psychological harm.
- Mention that no two victims react to SEA the same way.



FACILITATOR INSTRUCTIONS

I. Present and explain the possible reactions SEA victims might have.

- Reflect on some of the common reactions victims of SEA may have. Examples include, but are not limited to:
 - Pain, trauma, physical harm
 - Unwanted pregnancy, abortion, infertility
 - STD, HIV/AIDS
 - Stigmatization (ex.: when people form an opinion about you or judge you solely based on what happened to you)
 - Loss of reputation
 - Fear, confusion, depression
 - Death, self harm
 - Rejection by spouse/family/community (the feeling that you are left all alone)

SEA CONFESSIONS

PUTTING YOURSELF IN AN SEA VICTIM'S SHOES

Your role as a team:
be the SEA victim
described on each card.

Your task:
answer the following questions and
discuss your answers as a team.

1

How would you
react to the way
you are being
treated? Why?

2

How would you
feel about the
decisions made or
absence of
decisions? Why?

3

Do you think you are
being treated with
respect and dignity?
How come?

FACILITATOR INSTRUCTIONS

I. Provide the instructions for the activity:

- Give each team one set of Act5 RolePlay Cards IP.
- Tell each team to place their cards in a pile (one pile per team).
- Each team member should pick one card at a time and read the situation aloud.
- The team's role and task is shown on screen. They must imagine the SEA victim on each card, answer the questions on screen, and discuss their answers.
- *** If you have an energetic group, each team could sub-divide in pairs and act out each scenario in a role-playing fashion.

II. Debrief the activity:

- Ask "What is the most important thing you learned or experienced from this

activity?”

- Ask “How would you have liked to be treated by the staff member(s) you confessed to?”
- Transition to a debrief using the next slides.

SEA CONFESSIONS

PROVIDING SUPPORTIVE RESPONSES



FACILITATOR INSTRUCTIONS

I. Explain the following:

- A victim may have a range of reactions to his/her SEA experience. As mentioned, some of those reactions include mistrust, emotional instability, self-blame, anxiety, or distress. So what can you do as an NGO staff member to provide a supportive response?

II. Go through the tips and tricks shown on screen, and explain the following:

- If the SEA victim has high levels of **mistrust**, you should be patient, provide clear information, and display consistent, professional behavior. You should (re)explain that provision of services is unconditional (no fees for the victim) and always ask for consent before proceeding. This helps develop rapport with the SEA victim and counteract any mistrust they may have.
- Similarly, the SEA victim may have a range of **emotions** that vary daily and weekly. When this happens, you should acknowledge these emotions and remain calm and professional.
- Focusing on short-term goals and accomplishments is a positive way to support the victim.

- If the victim is experiencing **self-blame**, try to include them in decisions that will foster their independence.
- Be on the lookout for **anxiety or stress** signs in order to adjust your intervention and not increase their stress or anxiety levels.

SEA CONSEQUENCES

THE CHANGES IN REACTIONS

Reluctance to accept services; becoming hypersensitive or hyperresponsive to other and outside influences; unable to express oneself, or make decisions and plan for the future; self-disparaging.

Wariness of service provider(s) and offers of assistance; reluctance to disclose information; providing false information; difficulties with interpersonal relationships; passivity; indecisiveness.



Having multiple, conflicting emotions that may change quickly; displaying impulsive behavior; becoming hostile, violent, abusive, or unpredictable; disengaging from social interactions; becoming lethargic, apathic, or depressed; becoming easily influenced or dependent.

Reluctance to socializing; being alone; physical symptoms (shaking and trembling); feeling unsafe; difficulties sleeping, eating, concentrating, or relaxing; seeming unwilling or unable to recall memories.

FACILITATOR INSTRUCTIONS

I. Discuss how the reactions of SEA victims may change over time:

- On screen are some key ways the SEA victim's reactions may manifest and take root, as well as affect their behaviour over time.
- Over time, the SEA victim's reactions may be influenced by subsequent positive or negative experiences, the passage of time, and factors such as culture, gender, and age.

SEA CONSEQUENCES

FOR EVERYONE

FOR THE COMMUNITY

- Loss of trust in IOM
- Unwanted children
- Drain on resources
- Breakdown of support structures

FOR IOM & IMPLEMENTING PARTNERS

- Loss of trust from community
- Loss of funding
- Security risk
- Loss of staff

FOR THE PERPETRATOR

- STDs, HIV, AIDS
- Loss of employment and income
- Negative exposure in the media
- Added to the SEA Data Tracker
- Loss of reputation, shame
- Rejection by spouse and family
- Security risks

FACILITATOR INSTRUCTIONS

I. Conclude the activity:

- Ask the class: “Besides the direct victim, is there anyone else who can experience the consequences of SEA?”
- Elaborate on the participants’ answers when you can.
- Finally, show and explain the answers on screen.
- If more examples are given by participants, that is OK. Try exploring what it means for them, in their context.

EXERCISE:

Objective:

Demonstrate how relationships between the Organization and those they work with (community, UN agencies, IPs, NGOs, governments, member states, donors, etc.) can be easily ruined if trust is broken.

Tools:

String – one string per participant

Paper – at least one per participant

Pens

Scissors

Steps:

Write down a list of 5 stakeholders that you work with frequently.

Focus on just one of the stakeholders you wrote in your list. This is your new identity – write this down on the other side of your paper in large letters (this must be varied, not all participants should select the same stakeholder – moderator should walk among participants and verify diverse identities have been chosen).

Ask participants to form a circle.

Choose one volunteer to represent IOM for this exercise. The volunteer must move to the centre of the circle.

Distribute a piece of string to each participant – this should connect each “stakeholder” member of the circle with the “IOM” volunteer standing in the middle.

Ask each “stakeholder” these questions:

Would you trust IOM/the Organization if SEA was committed and not reported?

Would you trust IOM/ the Organization if an SEA report has hidden or not handled well?

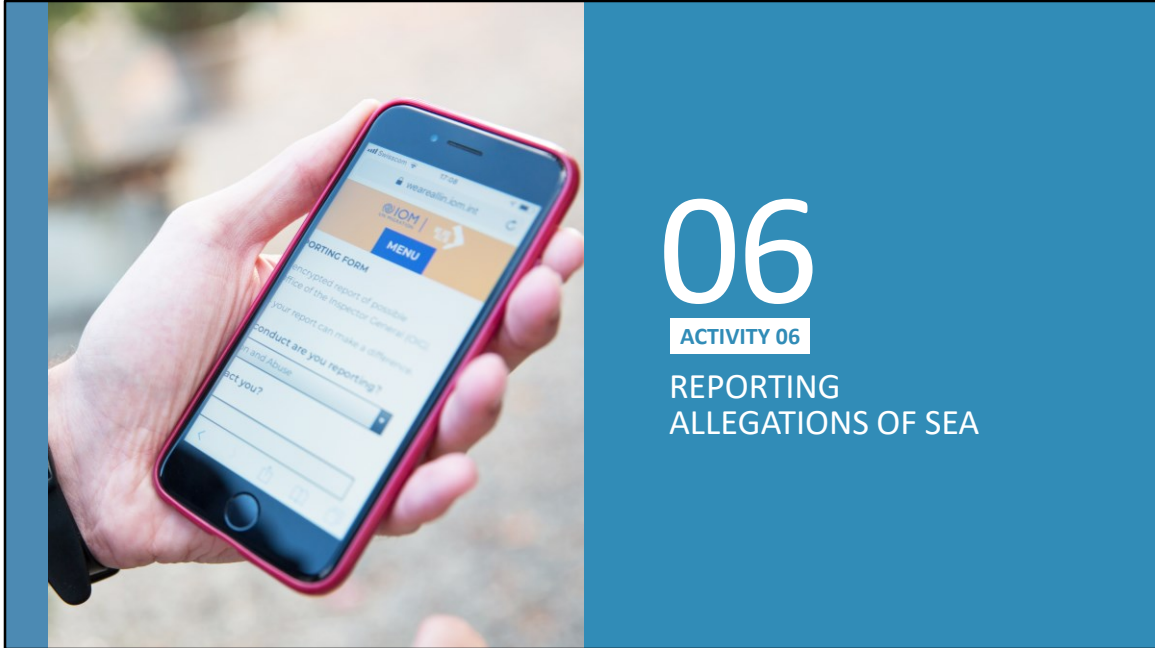
When each “stakeholder” says “no,” cut the string connecting them with the “IOM/the Organization” volunteer in the middle.

Repeat this process with all “stakeholders” in the circle.

Conclusion:

At the end of this exercise, IOM/the isolated Organization is left alone in the circle without any possible cooperation with its former partners and is unable to accomplish its aims. Loss of trust in this exercise is the result of non-reported/mishandled SEA incidents.

It is important to understand how fragile relationships can be. The Organization must always be aware that they are accountable to their partners/stakeholders and that once trust has been lost, it is very difficult to gain back. If a case of SEA is not appropriately handled, it can disastrously prevent collaboration and cooperation, which will harm the vulnerable communities and beneficiaries we all seek to work with and for.



06

ACTIVITY 06

REPORTING ALLEGATIONS OF SEA

IMPORTANT NOTE FOR FACILITATOR

If a discussion around the obligation to report SEA allegations has already happened earlier during this Training, quickly recap that “In doubt, always report” and skip this activity #6.

ACTIVITY GOALS

- To understand the urgency of developing a culture of response to SEA by reporting concerns and allegations
- To explain IOM’s reporting process and how to report any SEA concerns
- To present the new online reporting tool

Question 6

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

FACILITATOR INSTRUCTIONS

I. Post question 6 on screen and ask participants to answer it in teams.

- Give them 10 minutes to complete question 6

AFRIDA'S STORY

QUESTION 6: WHAT ACTIONS SHOULD SOME OF THE CHARACTERS HAVE TAKEN WHEN THEY WERE FACE-TO-FACE WITH THE VICTIM, OR MADE AWARE OF HER SEA SITUATION?



ABEL

—
Say no to Afrida



LARA

—
Be a better friend



FAUSTIN

—
• Report

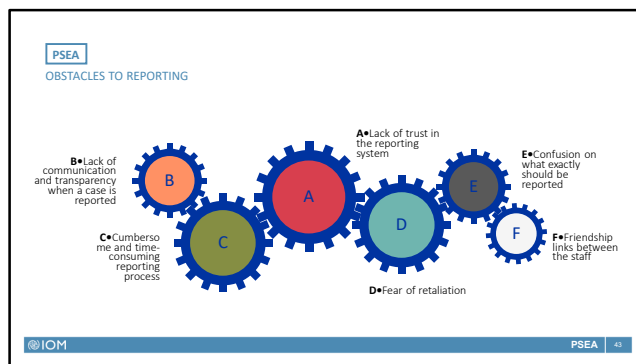
FACILITATOR INSTRUCTIONS

I. Correct the activity.

- Ask the class to provide their answers for each character.
- Every team can debrief and discuss the answers of others.
- If you are short on time, discuss the answers with the entire class instead of team by team.
- Show the answers on screen.

II. Ask the class the following question:

- Should you report if you hear rumors of SEA?
- Listen to answers, and mention that when there is doubt, always report as long as it is done in good faith.



FACILITATOR INSTRUCTIONS

II. Tell them that in early 2018, two missions in Lebanon and Bangladesh were conducted by an external agency to understand the structural and cultural issues affecting IOM's current PSEA system.

- Private individual interviews, focus groups, as well as observation and analysis were conducted throughout this mission.
- This mission helped IOM identify and confirm certain constraints linked to the under-reporting happening within field missions.
- Besides this investigation, an analysis of all feedback ever received about the previous version of this training was conducted, and resulted in this revamped version of the PSEA training.

III. Present the answers on screen.

- Explain: These elements or constraints are what came out of the analysis within IOM missions.
- Ask participants how they feel about these reasons for under-reporting.

- This question may lead to many comments. Make sure to take note of any questions/comments that are unrelated to this training content in order to answer them later.

IV. If needed, explain what retaliation means:

- Any direct or indirect harm that is recommended, threatened or done because someone reported SEA, gave information, or cooperated with an investigation.
- Examples of retaliation include: making threats, taking away duties, giving poor performance appraisals, terminating or not renewing contracts.

**Download video:
Duty Calls: Reporting Sexual Exploitation and Abuse
- short version**

FACILITATOR INSTRUCTIONS

I. Tell participants that IOM heard this feedback loud and clear, and that concrete actions were taken, then launch the REPORTING video. Show between X and Y time frame.

II. Present the WE ARE ALL IN ecosystem initiative:

- “We Are All In is a new system of reporting and getting feedback. It is a collective movement promoted by both digital and physical tools.”
- “We Are All In is a centralized digital platform for education, transparency, and reporting.”

To showcase the video, download it before on weareallin.iom.int, in the training material page.

THE REPORTING PLATFORM

• WHY?

- To allow for centralization of pedagogy and prevention
- To report misconduct
- To answer employee questions on PSEA and any other misconduct
- To communicate post-reporting steps
- To allow beneficiaries and others to report IOM misconducts

FACILITATOR INSTRUCTIONS

I. Explain the advantages of the centralized platform.

- Then show the platform’s main reporting menu. (TBD)
- If you have time, invite learners to watch the We are all in video on the platform.

II. Ask if at least one participant per team has a smartphone with Internet access.

- Ask that person, and everybody with a smartphone, to take his/her phone and connect to the www.weareallin.iom.int web page.
- Participants who don’t have phones or Internet access should gather around those who do.
- Tell them to explore the site (without creating any report).
- If no one has access to the Internet, play the video demonstration available on the next slide.

WE ARE ALL IN PLATFORM

Download video:
Presentation WAAI

FACILITATOR INSTRUCTIONS

- I. **Play this video if participants cannot access the platform on their smartphones.**

ALL IOM CONTRACTORS

MUST COMPLY WITH THESE 4 CLAUSES

1

Do everything you can to prohibit and prevent SEA.

2

Immediately report to IOM any allegations, concerns or suspicions of SEA.

** Promptly investigate SEA reports about employees or other personnel.

3

Take appropriate action when SEA has occurred.

4

Include the SEA provisions in all subcontracts.

*If an IOM Contractor doesn't comply with the clauses, IOM can terminate their contract..



PSEA

47

FACILITATOR INSTRUCTIONS

I. Explain and remind them that:

- As an implementing partner of IOM, your organization has committed to comply with these 4 clauses.



07

ACTIVITY 07

CARING AS A DUTY

ACTIVITY GOALS

- To understand the importance of providing care to SEA victims during the investigation process
- To present the duty of care process
- To recognize and be conscious of how every decision, even if taken in good faith, can possibly have negative impacts on SEA victims

DUTY OF CARE

WHAT IT REALLY IS

DUTY OF CARE

FACILITATOR INSTRUCTIONS

I. Briefly explain:.

- No matter which organization we work for, our common mission(s) puts us all in contact with beneficiaries. These beneficiaries put their trust in us during what might be the most difficult moments of their lives. We owe it to them to care, and to act in their best interest at all times.



08

ACTIVITY 08

CONCLUSION

ACTIVITY GOALS

- Review all PSEA notions explored during the day
- Obtain the commitment of putting an end to SEA within IOM from every member of the class

INDIVIDUALLY AND TOGETHER

OUR COMMITMENT TO PROTECT AGAINST SEA

1

Take a moment to reflect on what you have learned during the day.

2

Individually write down:

• **What do you think you can do in your everyday job to prevent / protect against / put an end to SEA?**

• **What do you think you and your team can change to ensure SEA does not prevail?**

3

As a team, discuss your individual statements and write down a global team commitment.

FACILITATOR INSTRUCTIONS

I. Present the activity :

- Hand each participant in each team a small piece of paper and a pencil.
- **Tell them:** “Take a moment to reflect on what you have learned during the day. Each individually, write down what you think you can do in your everyday job to prevent/protect against/put an end to SEA. Or what you and your team can change to ensure SEA does not prevail.”
- Give them five minutes to individually complete this task.

II. When everyone is finished writing down their statements:

- Give each team one big sticky piece of paper Act8 Team-Commitment.
- Tell them to share what they wrote with their team.
- Once everybody has shared their thoughts, they should write down a global team commitment on the sticky piece of paper, and each sign their names.

III. Ask the class to put aside their team commitment for a few minutes in order to complete the last activity of the day, which follows.



FACILITATOR INSTRUCTIONS

I. Present the last team activity of the day:

- Provide each team with the 10 Act8 Puzzle Content cards.
- The goal is to do a quick recap of all notions that were discussed today.

I. Read the 10 riddles below:

- I can be used to promote goodness or for personal greed. What am I?
 - **ANSWER:** Using power and influence card
- Quote: *“Every time I wait in line, he rubs his genitals against me subtly.”* What am I? & 12- Quote: *“I was promised a job if I accepted to become his girlfriend.”* What am I?
 - **ANSWER:** What is sexual abuse card
- I represent the second half of a group of statements that identifies the ethical rules to follow at IOM when it comes to sexual exploitation and abuse.
 - **ANSWER:** 6 Core Principles of SEA to Remember
- My first statement stipulates that I could lose my job if I behave wrongly. What am I?
 - **ANSWER:** 6 Core Principles of SEA to Remember

- The “DO NO HARM” approach is at the center of my promise. What am I?
 - **ANSWER:** Our duty towards victims card
- If I do it, I will be safe. What am I?
 - **ANSWER:** If you report concerns card
- I embody the zero-tolerance policy that all IOM staff members are required to follow. What am I?
 - **ANSWER:** We know, We behave, We report, We commit card
- I am a new comprehensive and unified solution based on a digital platform that promotes the positive culture of reporting. Who am I?
 - **ANSWER:** We are all in card
- I commit to take this action in order to end sexual exploitation and abuse at IOM.
 - **ANSWER:** To report concerns card

II. When the activity is over:

- Give yourselves a round of applause.
- Share each team’s commitment, written earlier, with the class.
- Ask each team to take their team commitment and go give it to you (the trainer). You should find a place in your office to post them, a the wall where everyone (staff and beneficiaries) can see them.

THE END