#### Session Guide – Introduction to the Prevention of Sexual Exploitation and Abuse (PSEA)

**Last Revised by:** Greg Jack

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**Learning Objectives:**

By the end of this session, participants will be able to:

* Explain how different groups have different levels of power (including humanitarian workers)
* Explain how this can lead to abuse
* State actions which are not permitted by the CI Policy on PSEA
* Describe the correct procedure for reporting cases of SEA

**Key messages:**

* Sexual exploitation and abuse arises because of the uneven power distribution between the two parties.
* Sexual exploitation and abuse is unacceptable, and if found to have occurred, the person who has committed the offence will be dismissed. This is true for any staff member – senior, junior, international or national.
* It is everyone’s responsibility to report cases of sexual exploitation and abuse, In general this should be to your line manager, but if this is not comfortable or likely to lead to action, other alternatives are to HR or to the CUSA whistleblower line.

**Preparation:**

Prepare cards or post-its with the character descriptions for the initial power walk exercise.

Print hand-outs - copies of PSEA Policy “Employee Standards” (1 per person). Case study hand-out can be one per group of 4.

**Instructions:**

|  |  |  |
| --- | --- | --- |
| 1 | **Power Walk Exercise Instructions:**  Explain that we’re going to start looking at some basic concepts relating to SEA  Without further explanation, bring the participants to a large space (empty conference room or outdoor space) where they can stand side by side in a line and have room to take 25 large steps forward.  Give each participant an index card or post-it with one of the Power Walk characters written on it. See list in Facilitator’s notes. Ask the participants not to let anyone else know the character that they are representing. Tell them to take a minute to think about that person’s life – their family, their work, their education, what has happened to them so far and what they might expect in the future.  Tell participants that they will hear a series of statements. For every statement to which the character they are representing could answer “yes”, they should take one large step forward. If a statement does not apply to their character, they should just stay where they are. Sometimes they may not be sure whether a statement applies to them and should just take their best guess. | 10 m (includes taking positions) |
| 2 | **Power Walk Exercise:**  Conduct the exercise as described above, using the statements in the facilitator’s notes | 15 m |
| 3 | Debrief the Power Walk with the participants in their places.  Possible questions include:  *How did you feel?*  *What was it like to be at the back of the room?*  *What was it like to be at the front of the room?*  *Those who felt strong or powerful, why did you feel powerful?*  *Those who did not, why not? For those in the back, why do you think you were in that position?*  *What things give people power?*   * money, position, authority, gender   Raise the idea that “*All of these statements are about power or access to power. What do we mean by POWER?”*  ⇒Elicit: Power is the ability to influence or control. It includes access to decision-making processes.  Highlight the position of the NGO workers in the room, and that NGO workers have significant power compared to the vulnerable people that we are assisting.  **Ask:** *“How do you think this exercise is related to SEA?”*  **Explain** that “*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 – and very often they are women and children, especially girls – are most likely to be exploited and abused.”*  *“Today we are talking specifically about abuses committed by NGOs, IGOs (inter-governmental organizations) and the UN. However, it is important to remember the context in which this occurs and to realize that this is part of a much larger problem of gender-based violence.”*  Bring the participants back to their seats.  Show the slides 2-3 and introduce the session objectives and ground rules (particularly confidentiality) | 10 m |
| (3.5) | **(OPTIONAL - Video: To Serve With Pride**  Provide context for the video by saying: *“You will see that the film is focused on particular countries. SEA can happen anywhere in the world. When watching the video please make a note of how you think SEA might happen in the context of the work that you do at CARE. ”) Show the video (see links in facilitator notes below)*  Debrief video with discussion of what stood out from it for the participants, what they thought the most important or most interesting points were. (5 mins) | 30m |
| 4 | Explain that these abuses do happen in the aid profession and they are unacceptable.  Show slide 5 and talk through the key messages (they will be repeated elsewhere in the session, but some repetition is good in this case). Note on point 2 that this applies to *all staff*. On point 3, note that you will talk more about reporting later.  Show slide 6 and highlight the specific responsibilities of CARE staff. | 10m |
| 5 | Ask participants what the difference is between the terms sexual harassment and sexual exploitation and abuse. Take some comments and clarify that harassment is more often internal, and SEA is directed outwards from the organization to vulnerable people. Use slides 8-10 to talk through the definitions of exploitation and abuse (if needed you can clarify that all of these are forms of GBV). | 10m |
| 6 | Distribute the “Employee Standards” from the CI Policy and ask them to read and then discuss what is surprising or interesting for them personally with a partner.  Take a few comments. Clarify any questions that are raised. | 10m |
| 7 | Case Studies  Split the participants into groups of 4 and distribute the case studies (HO). Ask each group to look at one case study and discuss it in their group, including answering the questions on the sheet.  After 10 minutes take their thoughts and answers. Highlight that each of these cases should be reported, and link into slides 10-13.  Briefly explain the correct reporting line for internal cases and external cases. Be clear that reporting causes an investigation, and action will be taken based on the outcome of the investigation (i.e. there is a process). Mention that where the law has been broken, CARE will inform the legal authorities, and normally support the person who suffered the exploitation or abuse to make a claim. | 20m |
| 8 | Wrap-up with the key messages | 5m |
|  |  | 90 m (120m with video) |

**Facilitator’s Notes:**

1. **Definitions:**

# What is “**sexual exploitation**”?

The SGB defines the term “sexual exploitation” as any actual or attempted abuse of a 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. An example of this is engaging in sex with prostitutes.

In sexual exploitation, sexual contact could be “offered” rather than demanded, but it is done so under conditions of differential power.

# What is “**sexual abuse**”?

The SGB defines the term “sexual abuse” as the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. An example of this is rape or attempted rape.ST/SGB/2003/13

# What is “**sexual harassment**”?

The SGB defines “sexual harassment” as any unwelcome sexual advance, request for sexual favour, verbal or physical conduct or gesture of a sexual nature, or any other behaviour of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. Examples of this include, jokes or remarks with sexual content; propositioning for dates at working place, comments on one’s appearance or clothing.

What is the difference between “sexual harassment” and “sexual exploitation and sexual abuse”?

Sexual harassment is defined as any unwelcome sexual advance, request for sexual favours or other verbal or physical conduct of a sexual nature, when it interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. It is particularly serious when behaviour of this kind is engaged in by any official who is in a position to influence the career or employment conditions (including hiring, assignment, contract renewal, performance evaluation or promotion) of the recipient of such attentions.

Not all sexual harassment involves an abuse of a position of vulnerability, differential power, trust or the actual or threatened physical intrusion of a sexual nature. If it does, it also constitutes sexual exploitation or sexual abuse. Sexual harassment and sexual exploitation and abuse are all considered serious misconduct. All three should be reported. The person reporting does not have to specify into which of these categories the conduct falls. ST/SGB/2003/13

What is “**sexual and gender-based violence**” (SGBV)?

GBV is an umbrella term for violence that is directed against a person on the basis of gender or sex. It includes acts that inflict physical, mental, or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. While women, men, boys, and girls can be victims of gender-based violence, women and girls are the main victims.

1. **Instructions for Power Walk exercise**

Prepare cards for participants with the following character descriptions on them. Have the same number of characters as participants. When you choose the roles, make sure that you get a mixture of different roles. Make sure that you have a CARE National Staff member, and one role with very low power (e.g. young female in prostitution). Adapt the list as desired for your country or cultural setting (e.g. Refugee man, no family, 65: Mukhtar; CARE volunteer)

**Possible Characters: (32)**

* + District Chief
  + Village Health Worker (male)
  + Traditional Birth Attendant (female)
  + School Teacher (female)
  + Ward Agricultural Officer (male)
  + Leader of a youth group (male)
  + Orphaned boy, aged 13
  + Orphaned girl, aged 13
  + Grandmother, caretaker of orphans
  + Uncle, caretaker of orphans
  + Primary school boy, aged 12
  + Primary school girl, aged 12
  + Girl with physical disability, aged 12
  + Girl in prostitution, aged 16
  + Married girl, aged 16
  + Woman whose husband died of AIDS, aged 30
  + Unemployed boy, aged 17
  + Demobilized boy soldier, aged 15
  + Girl looking after her sick mother and younger siblings, aged 17
  + International humanitarian worker
  + Adult male soldier
  + Country Director
  + Police Officer (male)
  + NGO leader (female)
  + Religious leader (male)
  + Community leader (female)
  + CARE national staff member
  + Male Peacekeeper
  + Village elder (male)
  + Village elder (female)
  + Village chairperson
  + Village shopkeeper

Once participants are in position as described in ‘Instructions’ section, read the following list of statements:

**Statements:**

1. I can influence decisions made at community level.
2. I get to meet visiting government officials.
3. I get new clothes on religious holidays.
4. I can read newspapers regularly.
5. I have time and access to listen to the radio.
6. I would never have to queue at the dispensary.
7. I have my own bank account.
8. I can speak in extended family meetings.
9. I can afford to boil drinking water.
10. I can buy condoms.
11. I can negotiate condom use with my partner.
12. I only have sex when I want to.
13. I went to secondary or I expect to go to secondary school.
14. I can pay for treatment at a hospital if necessary.
15. I can speak at a village meeting.
16. I eat at least two full meals a day.
17. I sometimes attend workshops and seminars.
18. I have access to plenty of information about HIV.
19. I am not afraid of walking on my own at night.
20. I can question expenditure of household funds.
21. I am not afraid of violence in my home.
22. I have never had to line up or beg for food.
23. **Case Studies (Answers)**

1. Improper Gifts

1. The Code of Conduct prohibits the acceptance of gifts, goods or services in exchange for aid. Eligible project participants are entitled to aid without having to pay in any way. Staff members accepting gifts in exchange for aid are subject to disciplinary action.   
     
   The Code of Conduct also forbids sexual activity with persons under the age of 18 because they are still considered to be children. Even if the local laws and customs differ, sexual activity with anyone under the age of 18 will likely result in immediate dismissal. Mistaken belief in the age of a child is not a defense.
2. Staff should simply thank the chiefs for their kind “gifts” and emphatically state that no payment or gifts or any kind can be accepted and that aid is given without any expectation of payment.

2. School Tuition

1. This constitutes an act of sexual exploitation and abuse because:

* … engaged in sexual activity with a person under the age of 18 which is prohibited, regardless of the local age of consent
* … failed to create and maintain an environment that prevents sexual exploitation and abuse by exchanging money for sex.
* abused a position of vulnerability, differential power, and trust, for sexual purposes and had sex under unequal or coercive conditions.

1. This act is a gross misconduct in contravention of CARE’s Code of Conduct and Alfred will almost certainly lose his job.

3. Extra Food

1. This constitutes an act of sexual exploitation and abuse because:

* Albert: engaged in sexual activity with a person under the age of 18 which is prohibited, regardless of the local age of consent
* Albert: failed to create and maintain an environment that prevents sexual exploitation and abuse by exchanging goods for sex.
* Albert: abused a position of vulnerability, differential power, and trust, for sexual purposes and had sex under unequal or coercive conditions.
* Although it is beyond the scope of this exercise: Albert: misused CARE property by giving it away as gifts which also constitutes misconduct.

1. Albert has committed an act of gross misconduct in contravention of CARE’s Code of Conduct and Alfred will almost certainly lose his job.

***Note:***

Sexual relationships between CARE staff and project participants of assistance are strongly discouraged because of the inherently unequal power dynamics and the risk of sexual exploitation and abuse occurring. Staff must exercise good judgment to avoid any appearance of impropriety that could undermine the credibility and reputation of CARE.

4. Taken For A Ride

1. There are several reasons for concern

* If Faustin has sex with Diane it constitutes an act of sexual exploitation and abuse because:
  1. Sexual activity with anyone under 18, regardless of the local age of consent is prohibited under the Code of Conduct.
  2. Exchanging goods for sex is a violation of the Code of Conduct.
  3. Having sex under unequal or coercive conditions is abuse of a position of vulnerability, differential power, or trust is prohibited under the Code of Conduct.
* Although it is beyond the scope of this exercise, misuse of CARE property, including use of a vehicle for carrying unauthorized passengers constitutes misconduct.

1. If Faustin had sex with Diane he will certainly lose his job. Otherwise he will be subject to disciplinary action for misuse of care property.

***Note:***

*Even if Diane were not under 18, sexual relationships between CARE staff and project participants of assistance are strongly discouraged because of the inherently unequal power dynamics and the risk of sexual exploitation and abuse occurring. Staff must exercise good judgment to avoid any appearance of impropriety that could undermine the credibility and reputation of CARE.*

5. Pickup Spot

1. The CARE staff member who witnessed this act should provide a written report of what he witnessed to the in-country head of the NGO concerned. The letter should be copied to the CARE Country Director.   
     
   The most senior CARE manager in the location is duty-bound to ensure that the incident is considered and addressed by the senior manager of the `accused' organization. If one member of an organization is doing something very wrong, we all have a duty to inform a senior manager so that the case can be dealt with.
2. All staff must abide by the Code of Conduct regardless of their country of origin.
3. **Additional Resources**

BSO Facilitator’s Guide (International Council of Voluntary Agencies – (ICVA)

http://www.hapinternational.org/pool/files/bso-handbook.pdf

UNDP Victim Assistance Guide and other PSEA training materials

www.un.org/en/pseataskforce/docs/victim\_assistance\_guide.doc‎

UNDP PSEA Training Program Materials:

<http://www.un.org/en/pseataskforce/tools.shtml>

1. **Video links**

The updated PSEA video can be found at:

English - <https://youtu.be/NfMKMCYFgPo>

Spanish - <https://youtu.be/NT2l19l3rgU>

Russian - <https://youtu.be/w1nMzKDLj2k>

Arabic - <https://youtu.be/uv3-LgpbHBQ>

French - <https://youtu.be/dwNMrY1Whxw>

1. **Tips on discussing culture**

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# Appendix K – Additional Training resource - Top Tips for challenging cultural practices [[1]](#footnote-1)

## Plan Australia – Child Protection training

## Handout 18: Top tips for challenging cultural practices

Think carefully about who is facilitating the discussion: It can be more effective to have someone from within the local culture to do this, but it can equally be useful to have an outsider. What would work best in your particular situation? Be aware of how age, gender, language and other issues might impact on the relationship between facilitator and audience.

Acknowledge that this is a sensitive topic. We all have experience of child-rearing – as children and possibly also as adults.

Start with the positive: These discussions are not about criticising people but celebrating what we do well to protect our children and looking for ways to make this even better.

Do not judge or criticise: lead the discussion from positive practices to those which 'could be improved' to enhance child protection or those which 'we need to think about how they impact on our children'.

Try to avoid labelling some practices as 'negative'.

Avoid putting distance between yourself and the audience. In general it is more effective to talking about 'we', 'our children' and 'our communities' etc. rather than 'you' and 'your children'.

However, sometimes it can be easier to distance discussions. For example, 'I heard that in a village in another part of the country / in a different country the practice is to.....' 'After listening to the children, the villagers there decided after discussions amongst themselves that they could change the way they do this...'

If culturally appropriate, and if you feel personally confident to do so, it can be effective to give personal, self-critical examples. For example: 'I used to regularly beat my daughter when she disobeyed me but now I am trying some alternatives which, although difficult to start with, are proving much more effective with her now'.

Emphasise that we are all in a constant process of learning from others and that it is healthy to discuss different ideas for the benefit of our children.

Ask “What do we mean by 'culture'? Whose culture? In the space of one generation my mother's culture is completely different to mine. As a woman my culture and experience is very different to that of my brother. The culture of girls and of boys can be very different to that of their parents and grandparents”...etc. [If appropriate you can discuss power structures based on age, gender, race, wealth etc.]

Bring in children's perspectives: It can be very effective to share what children themselves think of certain practices but make sure that this type of child participation – either through direct or indirect contact with adults - does not put children at risk of harm such as reprisals for having spoken out.

Acknowledge that culture is not static. It changes. Cite an example of something that used to be commonplace within your culture some years ago but which has since changed for the better and the previous practice is now considered to be old-fashioned.

Think about creative materials to use – e.g. Pictures of children in different situations, testimonies of children (written or recorded, including the Keeping Children Safe DVD), newspaper headlines etc.

Cite national, regional and international child rights agreements that your country has ratified (e.g. Children's Code, CRC and African Charter on the Rights and Welfare of the Child) and the obligations this places on us all, but be careful that this does not alienate your audience.

End on a positive note: Let's keep what is good and positive for the protection and development of children in our culture but challenge and change what can be improved.

1. Plan Australia, Child Protection Training Package, Handout 4 Top Tips for challenging cultural practices [↑](#footnote-ref-1)