

inspiring
individuals

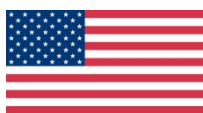
strengthening
organizations

creating a VAW
prevention movement

Get Moving!

To Prevent Sexual Harassment
& Sexual Exploitation
& Abuse (SH & SEA) in the
Humanitarian Sector

FACILITATOR'S GUIDE: IN-PERSON TRAINING



Funding Provided
by the United
States Government



Building Momentum • Fostering Activism



Get Moving! to Prevent SH & SEA in the Humanitarian Sector:
Facilitator's Guide for the In-Person Training

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OVERVIEW

The *Listen Up!* Project

Listen Up! is a three-year project funded by the Bureau of Population, Refugees and Migration (BPRM) “to amplify the voices and power of women and girls to catalyze institutional reform, interagency action and increased resources to reduce sexual harassment, exploitation and abuse.” The project is implemented jointly by the International Rescue Committee (IRC) and 15 women’s rights organization (WRO) partners, including Raising Voices. The project has been designed to address the lack of progress on preventing sexual harassment and sexual exploitation and abuse (SH & SEA) in the humanitarian sector over the past 15 years. The project is built on three pillars:

Pillar One:

Establish *Listen Up!* Barometer that measures action to address gender-based violence (GBV) and SH & SEA prevention and response in humanitarian contexts

Pillar Two:

Develop a model for the transformation of organizational culture to promote gender equality and zero tolerance of SH & SEA within humanitarian agencies

Pillar Three

WROs lead the adaptation and improvement of SH & SEA prevention, reporting, investigation and response mechanisms, based on the voices and feedback of women and girls



Get Moving! Adapted Curriculum

Under Pillar 2 of *Listen Up!*, the IRC and Raising Voices have adapted a curriculum for organizational transformation that promotes gender equality and zero tolerance for SH & SEA. The curriculum builds upon Raising Voices' transformative *Get Moving!* curriculum,¹ which launched in 2010 and has been used by over 30 organizations around the world. *Get Moving!* has been adapted by the *Listen Up!* project to address the unique concerns of humanitarian agencies working to address SH & SEA. The adapted curriculum combines Raising Voices' feminist, values-driven approach with the IRC's learning on organizational change for gender equality, as well as new approaches that were first tested in schools, universities and government institutions in the United States and that promote active bystandership, respect in the workplace and male accountability.

Get Moving! to Prevent SH & SEA is an intensive eight-module staff training and organizational change process. It was initially tested in Kenya, Uganda and Sierra Leone as part of seven pilot processes led by the IRC (rescue.org), War Child Holland (warchildholland.org), the American Refugee Committee (wearealight.org), Akina Mama wa Afrika (akinamamawaafrika.org), the Centre for Rights, Education and Awareness (creaw.org), the Muslim Women's Association (mwa.org.au), Logoa and COSMESS (cosmess.org). The existing curriculum was revised to address learning from Year 1.

What Is *Get Moving! to Prevent SH & SEA*?

Get Moving! to Prevent SH & SEA is a powerful internal organizational change process designed to support humanitarian agencies working to prevent SH & SEA. Covering eight provocative topics, it aims to accelerate progress on SH & SEA prevention. The modules are:

- | | |
|---|------------------------------------|
| 1. What Is <i>Get Moving! to Prevent SH & SEA</i> ? | 5. Respect in the Workplace |
| 2. Knowing Ourselves and Our Role as Humanitarians | 6. Taking Action |
| 3. The Relationship Between SH & SEA and Power | 7. Being Effective Allies |
| 4. Acknowledging the Systemic Nature of Power | 8. Moving Beyond <i>Get Moving</i> |

Opportunities for self-reflection and self-discovery inspire staff to feel more passionate and committed to taking a stand on SH & SEA. Activities and discussions explore the organization's work and – more importantly – how it works and individuals' role in contributing to a positive workplace culture. *Get Moving! to Prevent SH & SEA* contributes to sector-wide efforts to prevent and end SH & SEA, thus supporting women working in humanitarian settings and women and girls affected by humanitarian crisis in meeting their full potential.

Get Moving! to Prevent SH & SEA is your call to action!

Why *Get Moving! to Prevent SH & SEA*?

Humanitarian aid workers have a unique opportunity to leave a positive mark on the world. *Get Moving! to Prevent SH & SEA* allows us to maximize our work by exploring who we are as both individuals and professionals and how we can better align our identities and values. It helps us to see that it is our responsibility to bring the best version of ourselves into the workplace in the service of others.

The humanitarian principles (humanity, neutrality, independence, impartiality and do no harm) are a major theme running throughout the curriculum. The principles provide a basis for building a more respectful organizational culture in which SH & SEA is less likely to occur. Values-driven leadership and action by staff at all levels are also promoted to accelerate the pace of change on SH & SEA prevention.

A Year 1 pilot found strong evidence that the *Get Moving! to Prevent SH & SEA* methodology works. Results indicate positive changes across a range of indicators, including a positive change of 15.0% to 30.6% across a variety of measures evaluating differences in staff attitudes, knowledge and beliefs and in staff behavior and organizational culture.

¹ See Raising Voices' Learning from Practice series: <http://raisingvoices.org/category/learning-from-practice-series/>

Which Organizations Should Consider *Get Moving!* Prevent SH & SEA?

Get Moving! to Prevent SH & SEA is designed for organizations working in humanitarian assistance and international development. It is for organizations interested in going beyond staff sensitization to address the root causes of SH & SEA. It is for organizations committed to sustainable solutions to the problem of SH & SEA. It is for organizations that believe in challenging and changing the inequitable power dynamics within our institutions and the sector as a whole. It is for organizations that are committed to creating the time and space for the entire process, to engaging external experts and to assigning staff to lead the process. It is recommended, but not essential, that organizations already have basic SH & SEA policies in place.

Who Participates?

Get Moving! to Prevent SH & SEA is intended for all staff. Staff who undergo the training are expected to participate as equals regardless of their standing or level of influence within the organization, from entry-level staff to seasoned aid workers and program directors. Each organization is different, so the number of staff who participate in the *Get Moving! to Prevent SH & SEA* process will vary. Ideally, as many staff as possible from a given office or location should participate, but no more than 35 people should be trained at a time to ensure quality. For large teams, options for increasing staff coverage are outlined in the “Reaching Additional Staff” section. A respected team member with several years’ experience in the humanitarian sector and a background as a trainer should co-lead the *Get Moving! to Prevent SH & SEA* process with a facilitator from a WRO or (failing this) a gender equality, GBV or protection specialist from their team.

What Are the *Get Moving!* to Prevent SH & SEA Objectives?

Get Moving! to Prevent SH & SEA has three main objectives:

Objective 1

To inspire us as **individuals** by critically examining our personal values and identities, including how we can be true to ourselves in all areas of our lives.

Objective 2

To strengthen us as **organizations** by identifying the opportunities for enhancing organizational culture and integrity by living our humanitarian values, both within and beyond the workplace.

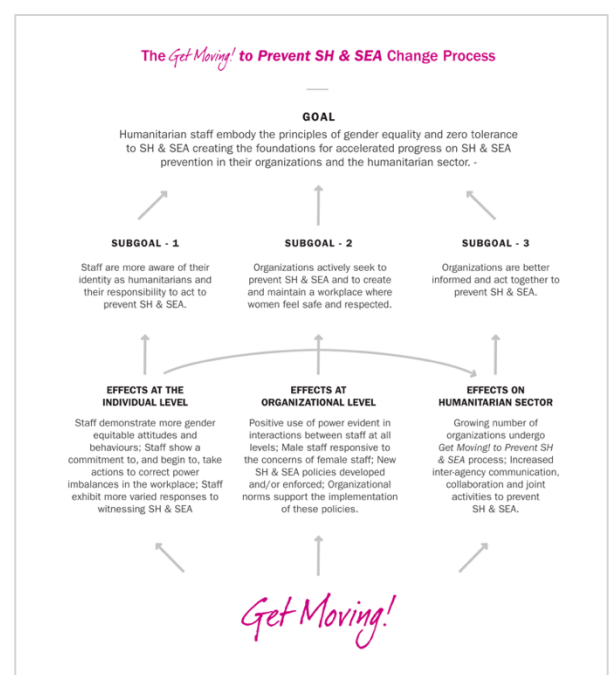
Objective 3

To connect us as a **humanitarian sector** by understanding the issues that unite us and the positive power that comes from working in solidarity to prevent SH & SEA.

Overall, the expectation is that by the end of the process, change will start to occur at three levels – the individual level, the organizational level, and to some extent, the sector level – reinforcing and strengthening parallel SH & SEA prevention efforts within the humanitarian system. The desired change and expected results of the *Get Moving! to Prevent SH & SEA* process are depicted in the following figure.

Scope of the Training

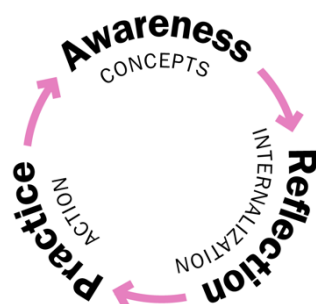
The focus of *Get Moving! to Prevent SH & SEA* is on preventing the sexual harassment of female humanitarian workers and the sexual exploitation and abuse of female clients. **The training does not attempt to cover the full range of issues encompassed by safeguarding, which is an umbrella term used to refer to staff and clients (including men and children) facing protection concerns.** Instead, *Get Moving! to Prevent SH & SEA* deliberately focuses on women. The social and structural inequalities and the gender norms that perpetuate and normalize violence against women – and allow it to continue unpunished – mean that women are the overwhelming victims of SH & SEA in humanitarian settings. The training draws awareness to, and seeks to transform, the power imbalances at the root of these statistics. The emphasis on women does not exclude men, who may be at risk of workplace violence and whose vulnerability may be compounded by intersecting inequalities like nationality, age, sexual orientation or gender identity. The training also does not exclude children, who may experience sexual abuse, are forced to engage in child labor and are otherwise harmed by humanitarian actors.





The *Get Moving!* Three-Part Format

The *Get Moving! to Prevent SH & SEA* approach was built on the adult learning cycle of Awareness → Reflection → Practice. This cycle is promoted consistently across the eight modules and is designed to maximize learning and behavior change outcomes.



AWARENESS CONCEPTS	Explores the topic broadly. Concepts are presented through lectures, discussions and group activities.
REFLECTION INTERNALIZATION	Applies the topic to the self. Quiet time allows participants to internalize and integrate concepts through reading, visualization and journaling.
PRACTICE ACTION	Applies the topic to the organization and to prevention practices. Staff Briefings and group projects aim to transform the organizational culture and processes and the way staff relate to one another.

Get Moving! to Prevent SH & SEA Overview and Sessions

The *Get Moving! to Prevent SH & SEA* process should be conducted with a consistent cohort of staff for the entire eight modules. Each module builds on the previous one, so irregular staff attendance can be disruptive to the journey. We recommend that organizations consider repeating modules that are poorly attended or consider enacting accountability measures to ensure that staff complete the process. Each module takes three hours to deliver, with the exception of the first and last modules (which take four hours each).

No.	Title	Objective	Time Required
1	What Is <i>Get Moving! to Prevent SH & SEA</i> ?	This module orients participants to the <i>Get Moving! to Prevent SH & SEA</i> training process. Its aim is to generate excitement about the journey, help participants create a safer space for exploring sensitive topics and explain SH & SEA reporting mechanisms and services for survivors.	4 hours
2	Knowing Ourselves and Our Role as Humanitarians	This module encourages individual inquiry into personal identity, grounds participants in humanitarian principles and facilitates an exploration of how personal values intersect with professional ideals and how we can translate our highest values into action.	3 hours
3	The Relationship Between SH & SEA and Power	This module explores different types of power and encourages participants to take stock of the areas of their life in which they have and don't have power. The session includes personal reflections and group discussions that encourage a balancing of power and a gender-power analysis that forms the basis for discussing SH & SEA.	3 hours
4	Acknowledging the Systemic Nature of Power	This module raises awareness of the role that social norms play in keeping power imbalances in place, thus enabling SH & SEA to continue unchallenged. Discussions and practical exercises help participants to identify common manifestations of SH & SEA and their impact on individuals, communities and institutions.	3 hours
5	Respect in the Workplace	This module seeks to build an appreciation for the importance of respect in the workplace. It encourages participants to see themselves as values-driven leaders who, by modeling respectful behavior, lay the foundations for effective SH & SEA prevention work.	3 hours
6	Taking Action	This module inspires participants to be values-driven leaders who take action to prevent SH & SEA. It encourages staff to be empowered bystanders by offering strategies for safely intervening. The module emphasizes the need to have regular conversations about "power to" break the silence that surrounds abuse.	3 hours
7	Being Effective Allies	This module explores the concept of feminism (what it is and what it isn't) and how it informs our actions to prevent SH & SEA. Participants explore principles of effective male allyship and the concept of accountability as a key practice of solidarity.	3 hours
8	Moving Beyond <i>Get Moving!</i>	This module acknowledges and reflects on the <i>Get Moving! to Prevent SH & SEA</i> journey and the transformation process that has unfolded at the individual and organizational levels. Participants are asked to recommit to SH & SEA prevention efforts and to consider ways to build a stronger movement for change across the humanitarian sector.	4 hours



Prep Work and Considerations for Sessions

Staff Participation: Prior to the training, participants should decide on mutually convenient times and locations to meet for the duration of the *Get Moving! to Prevent SH & SEA* process. This is critical to ensure that participants regularly attend and engage in sessions. If the budget is available, organizations should consider holding the sessions in an external location to minimize distractions. Supervisors' buy-in is critical for staff attendance and the adoption of new policies or actions arising from the process.

Staff Discussions: Due to the sensitive nature of the topics and the need for a safe and trusting environment, certain modules require women-only or men-only discussions. Facilitators should make advance arrangements for these discussions to ensure that women-only and men-only groups have separate breakout rooms. Where possible, facilitators should encourage participants to reflect on broader power dynamics and how the diverse experiences of women are shaped by their nationality, race, ethnicity, religion, caste, age, ability, and health status, as well as the unique concerns of individuals and groups based on their sexual orientation and/or gender identity. Opportunities to incorporate a deeper exploration of these themes are indicated in various places throughout the manual, but facilitators should seek out others as appropriate.

Training Materials: The materials required for *Get Moving! to Prevent SH & SEA* training are flipchart paper, marker pens, sticky notes, A4 paper, and journals and pens for participants. Higher-quality journals should be purchased for participants to encourage personal reflections through the use of a journal. A number of sessions require facilitators to make printouts. Throughout the manual, icons indicate where facilitators should prepare a flipchart 📊 or handouts for participants 📄. To emphasize that an exercise requires journaling, the 📓 icon is used. 🎭 indicates a role-play or scenario, that facilitators may need to prepare for. 📺 indicates a video segment and 🗣️ that a text, story or statement should be read out loud. However, these are merely suggestions. Facilitators are free to draw on their experience and to use their creativity to modify modules, as long as the basic content is covered.

Facilitation Notes: Throughout the manual, italicized font indicates word-for-word script that facilitators can use to explain complex concepts. Non-italicized font provides facilitators with a summary of simpler concepts. While the notes may seem overly detailed for the experienced facilitator, they are designed to support and build the confidence of a diverse group of facilitators, particularly those who were unable to complete a training of trainers prior to leading a training process.

Facilitation Team

The *Get Moving! to Prevent SH & SEA* facilitation team should ideally consist of two facilitators: an internal staff facilitator and an external WRO facilitator. The internal facilitator should be selected by senior leaders/managers in consultation with a women's rights, gender equality, GBV or protection specialist or, in the absence of this, a senior female staff member. Whenever possible, the internal facilitator should be paired with a WRO facilitator who has been trained in and has experience leading the *Get Moving! to Prevent SH & SEA* approach.

In this dual-facilitation model, the **internal facilitator** brings in-depth knowledge of the humanitarian sector and the organization's policies and procedures, as well as helps validate the activity as one that the organization has committed to implementing. The **external WRO facilitator** brings authority as a women's rights expert in the local context, essential skills in facilitating gender-transformative conversations, a fresh perspective to ingrained patterns of behavior and a powerful voice that asks challenging questions the organizations may consciously or unconsciously struggle to name without external support. A list of WROs that can lead *Get Moving! to Prevent SH & SEA* can be obtained by contacting the IRC at gender.equality@rescue.org or Raising Voices at info@preventgbvafrica.org. All the WROs on the list have (at minimum) completed a five-day training of trainers and cofacilitated training processes with humanitarian organizations.

Ideally, facilitators will have undergone a five-day training of trainers or received equivalent exposure, coaching and practice time (see "Peer-Led Training" in the following "Reaching Additional Staff" section). The facilitation team should include one female and one male facilitator or two women, but never two men, to maintain a sense of safety for female staff participants.

The selection criteria for a **staff facilitator** include:

Requirements	Recommended
<ul style="list-style-type: none"> At least one to two years of work with a humanitarian organization Demonstrated commitment to gender equality and women's rights Respected member of staff in a middle-management role or above 	<ul style="list-style-type: none"> Previous experience with programs or organizational initiatives that have a women's rights, gender equality or GBV lens Knowledge of organizational policies and processes relating to SH & SEA prevention Minimum of two years' facilitation experience

Reaching Additional Staff



Get Moving! to Prevent SH & SEA is an intensive training process that should be limited to a group of no more than 35 participants to ensure quality. This means that offices or organizations with more than 35 staff will need to consider alternative strategies for reaching the wider team. Based on the feedback following the initial pilot, two options are recommended for amplifying coverage among large or geographically dispersed teams:

1. Disseminate Content to the Wider Team Through Regular Staff Engagement (“Staff Briefings”): *Get Moving! to Prevent SH & SEA* participants share their learning with non-participating staff during routine or specially scheduled meetings. Participants brief colleagues on core concepts from the trainings, as well as their reflections and recommendations for change (“call to action”). Volunteers are selected at the end of each module to lead the Staff Briefing. All participants are expected to lead at least one Staff Briefing by the end of the training.

2. Cascade Trainings to All Staff:

- **Accelerated Training:** A detailed training schedule is critical for teams committed to reaching staff across their country program. The training schedule should be jointly developed by senior leaders/managers, HR leads and *Get Moving! to Prevent SH & SEA* facilitators. The schedule should outline key logistical details like the number of trainings planned; the dates, times and locations of the trainings; and the names of facilitators. It is important to note that a departmental approach to the training (finance training, human resources training, livelihoods training, etc.) is not recommended, as this approach limits participant diversity and could lead to delays. Teams interested in doubling up on trainings or leading multiple trainings simultaneously will need to increase the number of available facilitators.

Sample Accelerated Training Schedule:

No.	Training Location	Facilitators	Participants	Dates
1	Yumbe, West Nile, Uganda	Mary Kapel, Senior Health Coordinator; Joyce Kintu, Outreach Officer, Women for Life Organization	28 Staff: 1 Field Coordinator; 5 health officers; 3 health assistants; 1 livelihoods manager; 3 livelihoods officers; 1 finance officer; 1 HR assistant; 3 procurement officers; 10 community mobilizers;	Jan 13 - March 23, 2020
2	Yumbe, West Nile, Uganda	Innocent Nyange, Field Manager; Mary Adong, Advocacy Manager, Women in Solidarity	32 staff: 3 protection specialists; 2 environmental health officers; 2 finance assistants; 1 livelihoods manager; 1 HR manager; 1 operations director; 1 safety and security officer; 15 health promoters; 2 GBV assistants; 1 admin assistant; 3 drivers	Jan 13 - March 23, 2020
3	Yumbe, West Nile, Uganda	Mary Kapel, Senior Health Coordinator; Joyce Kintu, Outreach Officer, Women for Life Organization	35 staff: 1 environmental health manager; 1 livelihoods specialist; 22 VSLA trainers; 1 GBV specialist; 1 protection manager; 1 M&E manager; 5 M&E specialists; 3 guards	April 13 - July 3, 2020
4	Moroto, Karamoja, Uganda	Innocent Nyange, Field Manager; Mary Adong, Advocacy Manager, Women in Solidarity	34 staff: 1 Field Coordinator; 1 livelihoods manager; 3 livelihoods officers; 1 guard; 1 cleaner; 1 driver; 1 finance manager; 2 finance officers; 1 gender specialist; 1 health manager; 5 health officers; 10 community mobilizers; 2 admin assistants; 1 M&E officer; 3 VSLA trainers	April 13 - July 3, 2020
5	Kitgum, Acholi, Uganda	Lucy Okuja, HR Manager; Eric Oguti, field officer, Women in Solidarity	35 staff: 1 Field coordinator; 1 health specialist; 1 health manager; 10 health officers; 5 health assistants; 1 child protection manager; 3 child protection officers; 1 M&E officer; 1 finance manager; 2 finance assistants; 3 admin assistants; 2 guards; 2 drivers; 1 procurement assistant; 1 cleaner	Jan 13 - March 23, 2020
6	Kampala, Uganda	Lucy Okuja, HR Manager; Eric Oguti, field officer, Women in Solidarity	32 staff: 1 Country Director; 1 operations director; 1 director of programs; 1 finance director; 5 finance officers; 1 HR director; 2 HR officers; 1 HR assistant; 1 GBV specialist; 1 health director; 1 child protection specialist; 3 procurement officers; 1 grant manager; 2 grant officers; 1 M&E specialist; 2 M&E officers; 1 advocacy advisor; 2 drivers; 2 guards; 2 cleaners	April 13 - July 3, 2020



- **Peer-Led Training:** If the team is large and resources are limited, the organization can select participants from the first round of trainings to lead subsequent trainings. These peer facilitators should nominate themselves for the role and meet the requirements outlined in the preceding “Facilitation Team” section. Peer facilitators should be endorsed by trainers and selected by senior leaders/managers. Because the selected peer facilitators will not have participated in a formal training of trainers, they should be given an opportunity to shadow the trained trainers in subsequent trainings before leading one themselves. If time and resources do not support a phased, hands-on learning process, peer facilitators should be assigned a trainer who can mentor them, answer questions and provide ongoing coaching and support.
- **Ongoing Training:** A third option is for teams to support an ongoing organizational training process. This option involves holding *Get Moving! to Prevent SH & SEA* trainings at regular intervals: for example, once every year, six months or quarter. This option ensures that all staff are eventually reached and addresses the issue of staff turnover. It also has the added advantage of ensuring that SH & SEA prevention remains at the forefront of the organizational agenda while fostering a culture of continual learning on this topic.

Timeline

The timeline for the *Get Moving! to Prevent SH & SEA* process is determined on an organization-by-organization basis. Every team is different, and needs vary depending on the team size, composition and portfolio. The three most common scenarios include the following, although there could be additional customized scenarios that organizations choose to take forward:

Common Scenarios	OPPORTUNITIES	CHALLENGES
As a Culture of Continual Improvement: This option has a longer timeline, with one module delivered every two weeks over a four-month period.	The approach allows for maximum integration and application of ideas. It builds the foundation for a culture of self-reflection and continual improvement.	When the process is stretched out over a longer period, staff can lose focus or drop out altogether as a result of staff exits or transfers.
As a Short Course: This option has a more compressed time frame, with one module delivered every week over a two-month period.	This mode of delivery allows for some integration of ideas between sessions and the possibility of completing the process in half the time.	There is less time for teams to put newly learned concepts into practice.
As an Intensive Retreat: This option allows teams to complete the process in four days, with two modules delivered per day. This format may be suitable for time-pressed teams but requires that they adjust their expectations in terms of the possibilities for organizational transformation.	Teams are able to focus on the content, and attendance is usually high.	It doesn't allow for deepened reflection or the chance to practice new behaviors.

Getting Started

Step 1. Hold an Orientation

The *Get Moving! to Prevent SH & SEA* process needs to first be presented to senior leaders/managers. The staff who lead this session must clearly explain what the process is, why it is important and how the organization and team members will benefit. To help make the case, the staff facilitator can refer to the “Letter to Senior Leaders/Managers” at the end of this section. This step is critical to ensure senior leaders/managers have bought into the training process and give it their full support, including the staff time and resources needed to lead an effective process.

Step 2. Choose a Facilitation Team

After reviewing the introductory section of this manual, senior leaders/managers choose a facilitation team to lead the *Get Moving! to Prevent SH & SEA* process. (Detailed guidance on the required characteristics for staff facilitators is provided in the earlier “Facilitation Team” section.) If possible, the staff facilitator should be paired with a WRO facilitator. Having both internal and external facilitators greatly enhances delivery because each facilitator brings a unique skill set, experience and perspective to the process. Organizations that opt for an entirely internal facilitation team should first consider whether they have the in-house skills, experience and knowledge needed to lead an effective process. The benefits that an external WRO facilitator can bring to the process often far outweigh the minimal costs associated with the trainer's fee. If organizations decide to go with an internal facilitation team, they should ensure that one of the two staff facilitators has a background in or working knowledge of women's rights, gender equality, GBV and protection issues.

Step 3. Send Staff to a Training of Trainers



Selected staff facilitators of the *Get Moving! to Prevent SH & SEA* process should undergo a five-day intensive training of trainers delivered by Raising Voices, the IRC or a WRO that has had direct experience with the process. The training of trainers is critical to maintain the quality of the process. For more information about scheduled trainings of trainers, please contact the IRC at gender.equality@rescue.org or Raising Voices at info@preventgbvafrica.org. If it is not possible for staff to attend the training of trainers, organizations can hire an entirely external team of WRO facilitators to lead the process.

Step 4. Organize a Planning Meeting for Senior Leaders/Managers and Facilitators

The next step is to organize a planning meeting in which senior leaders/managers and facilitators agree on the details of the training. Ensuring a successful process requires careful consideration of senior leaders'/managers' expectations, as well as a discussion of the risks and a risk mitigation plan, an appropriate budget, a timeline, monitoring and evaluation (M&E) processes, and the approach to the Staff and Senior Leader/Manager Briefings.

Step 5. Organize a Staff Meeting to Introduce *Get Moving! to Prevent SH & SEA*

Prior to training, senior leaders/managers should introduce *Get Moving! to Prevent SH & SEA* to staff as an exciting and mandatory opportunity. "Senior leaders" refers to the highest level of organizational management in the country. For country offices, this is generally the country director; for headquarters office, this is usually the executive director or chief executive officer. Senior leaders should explain the importance of the process, how the organization can benefit and their expectations. Facilitators should provide a quick overview of the process and share a copy of the training schedule with participants. The introductory meeting should target all staff – not just participating staff but also staff who may be included in future trainings. This meeting is important to ensure staff buy-in and excitement about the collective journey ahead.

Step 6. Plan for Monitoring and Evaluation (M&E) to Assess Change

Organizations interested in learning the degree to which *Get Moving!* makes a difference to organizational culture will want to include M&E activities as a part of the process. The M&E framework and tools should seek to answer the following questions:

- To what extent did *Get Moving!* lead to changes in **individual knowledge, attitudes, and beliefs** on gender equality and SHEA prevention?
- To what extent did *Get Moving!* lead to changes in **individual behaviors and organizational culture** on gender equality and SHEA prevention?
- To what extent did *Get Moving!* lead to changes in staff perceptions on inter-agency or sector level role, in terms of **collective action on gender equality and SH & SEA prevention**?

Effective monitoring, evaluation, and learning for the *Get Moving!* process must be integrated within the curriculum implementation, including **baseline, endlines, routine knowledge checks, and post-training key informant interviews and focus group discussions** with select stakeholders.

Depending on the team and available technology, M&E data can be collected on paper forms and transferred to a template database and dashboard for quick analysis, or using the digital data collection platform, Kobo Collect and downloading results into a template dashboard.

For additional detailed guidance on M&E implementation, please see [Appendix page 140](#).

Monitoring and Evaluation Overview

[Letter to Senior Leaders/Managers](#)

For the senior leaders/managers reading this manual, we would like to stress that an invaluable opportunity to elevate the impact, credibility and quality of your organization's work is in your hands. You have the power to seize this opportunity – to join the courageous leaders in the humanitarian sector who are redefining the way we work individually and collectively.

***Get Moving! to Prevent SH & SEA* offers a unique opportunity to address** a serious concern facing all of us within the humanitarian sector – **the continued prevalence of SH & SEA**. You have the power to seize this opportunity by joining other leaders within our industry to redefine how we address this issue from the inside out.

***Get Moving! to Prevent SH & SEA* takes us on an inner journey.** It asks us to look deep within our organization – at the individuals, values and integrity that define our success and that enable us to realize our vision as humanitarians. *Get Moving! to Prevent SH & SEA* asks us to look beyond the familiar so we can achieve personal, professional and organizational transformation. Everyone in the organization is involved in this process – and the transformation begins with you.

***Get Moving! to Prevent SH & SEA* requires dependable, positive leaders** who set aside time for staff to engage in this process and to prioritize organizational growth. It requires senior leaders/managers who are willing to participate as equals, listen respectfully to others' opinions, explore areas for personal and organizational growth, and be comfortable with being uncomfortable.

***Get Moving! to Prevent SH & SEA* will challenge you** in a way that will also reward and inspire you. The process takes time, energy, commitment and courage. In return, your team will be all the more committed to and inspired by the humanitarian principles of humanity, neutrality, impartiality, independence and do no harm.



The process calls on staff to look critically at the organizational culture to determine how to build on strengths and address gaps. True leadership is about enabling your team to recognize that change can be unsettling but can eventually get us to a better and stronger place.

A *Get Moving! to Prevent SH & SEA* process that has the full engagement of leaders has the potential to be transformative. With the support of leaders, the process gains credibility, demonstrates commitment and ensures sustainability. Ultimately, leaders are the ones responsible for approving and enforcing new SH & SEA policies and for encouraging more gender-equitable, inclusive practices within the workplace.

The following steps are considered mandatory for senior leaders/managers:

- 1) Attend a meeting with facilitators to determine the time frame, scope and logistical details of the trainings.
- 2) Participate in the introductory staff meeting to initiate the *Get Moving! to Prevent SH & SEA* process and explain what it is, why it is important and the expectations around attendance, completion of assignments and desired outcomes.
- 3) Participate in the following key modules: Module 4 (Acknowledging the Systemic Nature of Power), Module 6 (Taking Action) and Module 8 (Moving Beyond *Get Moving!*). These modules require special attention from senior leaders/managers because they encourage reflection on challenging workplace dynamics and require action steps.
- 4) Participate in Senior Leader/Manager Briefings by facilitators involving a recap of modules 1, 2, 3, 5 and 7.
- 5) Make time for participants to lead Staff Briefings involving a summary of themes covered in *Get Moving! to Prevent SH & SEA* modules.

M&E Activity	Description of Activity	When to Implement	Links to Location of Tool
Baseline Survey	This survey will assess baseline knowledge, attitudes, beliefs, and behaviors as well as staff perceptions of organizational readiness for change.	Before the beginning of the first module, after all participants have confirmed participation.	Paper Survey Kobo XLS Template Upload
Attendance Tracking	Taking attendance for the <i>Get Moving!</i> process will be highly important as each Module builds on one another. Each participant will need to sign in at the beginning of each module.	At the start of each module, use the attendance sheet to confirm participants attendance, then use the Attendance Tracker Excel database to track and calculate attendance rates.	Attendance Sheet Template Attendance and Participant Code Tracker
Routine Knowledge Checks	These mini quizzes will test for participant's general knowledge after each module to reinforce learning. There are 7 mini quizzes.	Each quiz has 4-7 questions and will be administered at the start of each session on the following day of the module delivered. Ex: Module 1 quiz will be administered at the start of Module 2.	Knowledge Check Quizzes Kobo XLS Templated Uploads
Endline Survey	This survey will assess endline knowledge, attitudes, beliefs and behaviors as well as staff perceptions of organizational change after the end of the <i>Get Moving!</i> process.	At the end of the very last module, after all participants have completed all activities.	Paper Survey Kobo XLS Template Upload
Key Informant Interviews (KIIs) with Managers	The KIIs are conducted to offer insight into managers' expectations and the perception of organizational change, which may be different from staff participants.	KIIs are conducted before the start of the <i>Get Moving!</i> process and after the completion of the process.	KII Guide - Pre-Training KII Guide - Post-Training
Focus Group Discussions (FGDs) with Staff Participants	The FGDs are conducted to provide additional qualitative insights into the individual and organizational change process and outcomes. The information gathered through the FGDs aims to assess the most significant changes of the process, including the opportunity to reference specific instances of workplace policy/practice, which may not come out in the survey.	FGDs are conducted after the completion of the <i>Get Moving!</i> process. Note: there are 2 FGD guides, one for female identifying staff, one for male identifying staff	FGD Guide - Female Staff Participants FGD Guide - Male Staff Participants



Letter to Facilitators

For the facilitators reading this manual, who have been selected to lead this process, we would like you to know that you have been chosen for this rewarding role because of the confidence that the organization has in you and the skills, experience and knowledge that you bring to this process.

Get Moving! to Prevent SH & SEA engages all voices in the organization. This process explores the ideas and values that drive SH & SEA. Strong facilitation enables personal reflection and group dialogue, sparking change at the personal and organizational levels. There may be surprising revelations, challenging conversations and emotional experiences. Through it all, the facilitators are the source of strength that holds the process together.

Facilitation is a skill that grows with practice. It is a professional asset that will carry you far. Even if you have limited facilitation experience, the qualities for which you were chosen make you right for this work:

- A strong communicator who speaks clearly and respectfully
- A good listener whose genuine interest encourages others to speak
- A sensitive individual who responds appropriately to emotion
- A keen observer who instinctively summarizes and consolidates ideas
- A skilled organizer and timekeeper

Facilitating *Get Moving! to Prevent SH & SEA* will strengthen you personally and professionally and will enable you to cultivate a more inclusive and thoughtful workplace. You will also deepen your understanding of SH & SEA by reflecting on each topic before calling on others to do the same.



MODULE 1:

What Is *Get Moving!* to Prevent SH & SEA? (4 hours)

This module orients participants to the *Get Moving!* to Prevent SH & SEA training process. Its aim is to generate excitement about the journey, help participants create a safer space for exploring sensitive topics and explain SH & SEA reporting mechanisms and services for survivors.

At a Glance

AWARENESS 1 hour, 20 minutes	About the <i>Get Moving!</i> to Prevent SH & SEA Process <u>Objective:</u> To understand the <i>Get Moving!</i> to Prevent SH & SEA process and the need to transform the organizational culture to address SH & SEA
REFLECTION 50 minutes	Creating Safer Spaces <u>Objective:</u> To explore the behaviors that help to create safer spaces, where we feel comfortable sharing
AWARENESS 45 minutes	SH & SEA Definitions <u>Objective:</u> To introduce basic SH & SEA definitions and clarify misunderstandings
AWARENESS 15 minutes	Reporting and Referral Pathways <u>Objective:</u> To ensure that participants understand reporting mechanisms and available GBV response services
PRACTICE 50 minutes	Commitment to Safer Spaces <u>Objective:</u> To promote actions that strengthen and support safer spaces

AWARENESS – About *Get Moving!* the Process (1 hour, 20 minutes)

Objective: To understand the *Get Moving!* to Prevent SH & SEA process and the need to transform the organizational culture to address SH & SEA

Part 1 – Baseline Survey (20 minutes)

PREPARATIONS

- Print out the baseline survey located in [Appendix p.146](#) or upload the [Kobo XLS Template](#) onto kobotoolbox.org and prepare a Kobo Survey link.
- Have laptops or tablets prepped for online completion of the pretest/baseline survey (if needed)

STEPS

- 1.1 Explain: To ensure that we are meeting our objectives for the training process, we would like to understand what our starting point is. Before we begin the sessions for today, we will complete the baseline survey. The survey includes multiple-choice, yes/no and short-form questions. Please do not leave any questions blank, and if you have questions, please consult us.

Note: Emphasize that responses will be anonymous and kept private.

- 1.2 Distribute the baseline survey found in [Appendix p.146](#) and answer any questions that come up. Ensure that all baseline surveys have been completed and turned in before moving on.



Part 2 – Overview of the *Get Moving! to Prevent SH & SEA* Process and Rationale (25 minutes)

PREPARATIONS

- Write the training objective on a flipchart paper
- Tape A4 signs with “a,” “b,” “c” and “d” in each corner of the room
- Print out or prepare a flipchart paper with a large version of Session Material 1A (“How Big of a Problem Is SH & SEA?”)

STEPS

- 1.1. Welcome participants to the session. Acknowledge that the first step in this process is showing up and being open.
- 1.2. Share the training objective for the process: ***To learn about, reflect on and take action to prevent the sexual harassment of women working in humanitarian settings and the sexual exploitation and abuse of women and girls affected by humanitarian crisis.*** 📄
- 1.3. Invite participants to get to know each other better by introducing themselves to someone else in the room. They should share background information about themselves (their name, position and duty station, if relevant), as well as one expectation they have for the process.
- 1.4. Return to plenary, and have participants each introduce their partner. Write their hope for the process on a flipchart paper labeled “Expectations.” 📄 Go through the list and point out where participants’ expectations were similar and dissimilar. Explain the expectations that you will be able to meet and the ones that are outside the scope of the training.
- 1.5. After participants are seated, ask: ***Why do you think this training is important?*** After participants respond, explain: *SH & SEA in the humanitarian sector is an unfortunate reality. Most of us know that it happens, but how common is it, really? Let’s see what the statistics say.*
- 1.6. Instruct participants to stand. Tell them that you will read a series of statements about SH & SEA. Participants will then vote for the correct response (a, b, c or d) by moving to the appropriate corner of the room.
- 1.7. Read the following statements, giving participants time to move to their chosen corner of the room: 📄

Considerations and Tips

- Focus on creating a safer space for all participants.
- Consider whether some participants may need support with a written pretest/baseline survey due to varying literacy levels. Plan to administer the pretest orally with these participants in an environment comfortable to them.
- Save the “Safer Spaces” flipchart paper to display in future sessions. At the beginning of each session, ask the participants to review the guidelines collectively.

- The proportion of female humanitarian workers who have experienced persistent romantic or sexual advances from a colleague is: a) 15%; b) 32%; c) 95%; or d) 55%. (Answer: d) 55%)*
 - The proportion of female humanitarian workers who have experienced being touched by a male colleague in an unwanted way is: a) 48%; b) 29%; c) 82%; or d) 5%. (Answer: a) 48%)*
 - The 2002 Save the Children report exposing the “Sex for Aid” scandal in West Africa implicated the following number of NGOs: a) 5; b) 15; c) 25; or d) 42. (Answer: d) 42)*
 - In 2018, the number of SEA-related cases reported by leading humanitarian organizations was: a) 19; b) 539; c) 37; or d) 108. (Answer: b) 539)*
- 1.8. Instruct participants to return to their seats. Display Session Material 1A (“How Big of a Problem Is SH & SEA?”) and ask: ***What are your reactions to this exercise? Were you surprised by the statistics? Were they higher or lower than you thought?*** Point out any differences in responses that you observed between male and female staff.²

² If questions arise about the source of the statistics, provide the references. The first two come from a 2015 global survey conducted by the Humanitarian Women’s Network; the third is from the 2002 Save the Children report “No One to Turn To: The Under-Reporting of Child Sexual Exploitation and Abuse by Aid Workers and Peacekeepers”; the fourth/ fifth are from the second annual survey on sexual harassment and sexual misconduct in the humanitarian sector published by the Thomson Reuters Foundation in 2019; and the sixth is from the report “UN to probe sex-for-food allegations after Mozambique’s Cyclone Ida” published by the Thomas Reuters Foundation in 2019.

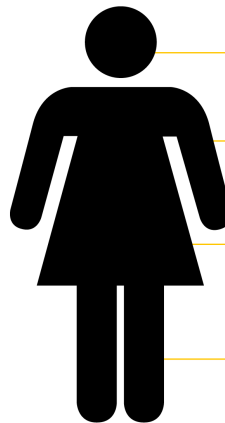


Session Material 1A – How Big of a Problem Is SH & SEA?

1.9. Explain:

- The statistics demonstrate that SH & SEA is a significant problem within our sector. In fact, considering the tendency for victims of violence to underreport their experiences, it is possible that the real number of victims is higher.*
- When we talk about SH & SEA, there is a tendency to think exclusively about community members who are abused, but female humanitarian workers are also sexually harassed. What this means is that **humanitarian actors** (which includes the staff of humanitarian agencies, volunteers, contractors and consultants) are failing to uphold their duty to protect and uphold the human rights of women and girls.*

How Big of a Problem is SH & SEA?



48% of female humanitarian workers have experiences being touched in an unwanted way by a male colleague

55% of female humanitarian workers were subjected to persistent romantic or sexual advances from a colleague

42 agencies and **67** individuals in West Africa implicated in Sex for Aid" report (2002)
73 reports at Oxfam after Haiti scandal (2017)

589 cases of SH & SEA among leading humanitarian agencies

12 reports after Mozambique cyclone

Part 3 – Why This Training? (5 minutes)

STEPS

2.1. Explain:

- There are many trainings aimed at preventing SH & SEA. You may have already attended such a training. However, Get Moving! to Prevent SH & SEA is unique because it seeks to tackle root causes.*
- Get Moving! to Prevent SH & SEA doesn't just increase staff knowledge about the concepts. It also helps change the culture of the organization and draws on the evidence of what works to prevent SH & SEA. This is important because despite more than 15 years of efforts to combat SH & SEA, we have made very little progress.*

2.2. Explain:


- This training is situated within a larger context of work that is being done globally to address gender inequality. SH & SEA is unfortunately all-too-common manifestations of gender inequality and injustice within the humanitarian sector.*
- Following the #MeToo and #AidToo movements, there has been a growing movement to organize a collective response to realize zero tolerance for SH & SEA. However, ending SH & SEA requires personal transformation and organizational change, not just rules and policies.*
- Although this is challenging, the good news is that we are all in this together. No matter who you are and what your position is within our organization, you have an important role to play!*

Part 4 – Staff Training as a Part of Organizational and Sector-Wide Transformation (30 minutes)

PREPARATIONS

- Print out or prepare a flipchart paper with a large version of Session Material 1B ("Vision for Change: Zero Tolerance on SH & SEA in the Humanitarian Sector")
- Print out visual representations of the *Get Moving! to Prevent SH & SEA* modules (Session Material 1C) and bring tape
- Print out or prepare a flipchart paper with a large version of Session Material 1D ("Core Approach")

STEPS

- 1.1. Explain:** *In October 2018, representatives from 14 women's rights organizations from Africa, Asia and the Middle East came together in Entebbe, Uganda, to discuss how humanitarian actors could effect change on SH & SEA. Their overall vision was for **"women and girls affected by crisis and women at work in emergencies [to be able to] pursue their potential free from violence and inequality."***
- 1.2. Point to Session Material 1B ("Vision for Change: Zero Tolerance on SH & SEA in the Humanitarian Sector") and explain:** 
 - For this to happen, a number of things need to change. For example, we would need to ensure that women and girls who experience SH & SEA have access to safe, confidential and accountable services.*
 - We would also need to ensure that women and girls have equal access to and control over humanitarian services and resources.*



- c. We would need to make sure that the humanitarian system prioritizes SH & SEA prevention and allocates sufficient resources to it, and that humanitarian staff are held accountable for their failure to challenge SH & SEA.

Session Material 1B – Vision for Change: Zero Tolerance on SH & SEA in the Humanitarian Sector



1.3. Explain:

- a. Staff training that is designed to be transformative can play a role in triggering deeper reflection on SH & SEA, the form these abuses take, their causes and their impacts. In doing so, it has the potential to prompt individual, collective and sector-wide action.
 - b. *Get Moving! to Prevent SH & SEA* was developed not just to increase staff knowledge. Its goal is to invite humanitarians to embark on a journey and to change from the inside out – first as individuals, then as organizations and finally as a sector. Alone, it won't transform the organization or the sector, but it can help catalyze ongoing efforts to prevent SH & SEA.
- 1.4. Distribute A4 paper with visuals depicting the eight modules in the *Get Moving! to Prevent SH & SEA* journey to transformation (Session Material 1C). Explain that you will now do an interactive exercise to explore the eight-module journey that you will take together.
- 1.5. Put participants into four groups, and give each group two visuals. Explain: Participants should decide which visual represents the module that I describe. If you have it, go to the front of the room and tape it up so that others can see it. Each module builds on the previous one and brings us closer on our path to individual and collective transformation.

Session Material 1C – *Get Moving! to Prevent SH & SEA* journey to transformation





1.6. Read the following box, pausing to let participants identify the correct visual.

The Eight Modules in *Get Moving!* to Prevent SH & SEA

1. The first module on our journey is **What Is *Get Moving!* to Prevent SH & SEA?** In this module, we will learn about the journey that we are beginning together. We will also learn basic concepts and strategies for keeping ourselves and others safe.
2. The second module is **Knowing Ourselves and Our Role as Humanitarians**. In this module, we will reflect on who we are as individuals and as humanitarians and how we can translate our highest values into action.
3. The third module is **The Relationship Between SH & SEA and Power**. In this module, we will go deeper in our exploration of power – who has it, who doesn’t and why it matters when it comes to SH & SEA.
4. The fourth module is **Acknowledging the Systemic Nature of Power**. In this module, we will learn about the nature of power and how we can challenge power structures that perpetuate violence and discrimination.
5. The fifth module is **Respect in the Workplace**. In this module, we will develop an appreciation for respect as a guiding principle within the workplace and how respectful interactions with colleagues strengthen our anti-SH & SEA efforts.
6. The sixth module is **Taking Action**. In this module, we emphasize that every one of us is a leader who is capable of taking a stand on SH & SEA.
7. The seventh module is **Being Effective Allies**. In this module, we explore the concepts that reinforce our ability to take action – concepts like feminism, accountability and solidarity.
8. The eighth module is **Moving Beyond *Get Moving!*** In this module, we identify ways to take what we’ve learned beyond our organization to the sector as a whole.

- 1.7. Explain: As you can see from this exercise and the visuals, we have quite a journey ahead of us but one that is full of opportunity!
- 1.8. Next, display Session Material 1D (“Core Approach”). Emphasize that the training is built on the adult learning cycle of Awareness → Reflection → Practice and that this three-part format is designed to maximize learning outcomes and to support individual and collective behavior change.



Session Material 1D – Core Approach 🗺️

- 1.9. Refer to the visual on the right and explain:
 - a. **Awareness** sessions explore the topics broadly and involve mostly lectures, skits, role-plays and discussions in plenary and small groups.
 - b. **Reflection** applies the topic to the self. For reflection exercises, you will be given a journal in which you can write down your thoughts. We tried to find slightly nicer journals so you would enjoy using them. The journals need to be brought to each session – so don’t forget them! (Pause and distribute the journals.)
 - c. **Practice** through action-oriented tasks lets you apply the topic to the organization and to prevention practices. These will involve Staff Briefings, in which staff from outside the training are briefed on the its content, as well as two final projects.
- 1.10. Explain:
 - a. Senior leaders/managers will be present for Modules 4, 6 and 8. Their participation in these modules is key because the modules cover important topics like power dynamics and toxic behaviors in the workplace.
 - b. The conversations in these sessions are expected to lead to some agreements for change, which will require senior leaders’/managers’ support to implement.
 - c. We will also ensure that senior leaders/managers stay engaged by briefing them after the other modules. Staff issues requiring attention and action will be flagged for them, with your permission only. No personal information will be shared.
- 1.11. Ask participants if they have any questions about the approach and clarify concerns. Be prepared to answer the commonly asked questions in the following box.

AWARENESS=CONCEPTS	Explores the topic broadly. Concepts are presented through lectures, discussions and group activities.
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REFLECTION=INTERNALIZATION	Applies the topic to the self. Quiet time allows participants to internalize and integrate concepts through reading, visualization and journaling.
PRACTICE=ACTION	Applies the topic to the organization and to prevention practices. Staff Briefings and group projects aim to transform the organizational culture and processes and the way staff relate to one another.

Commonly Asked Questions

1. *What form will the group discussions take?*
Due to the sensitive nature of the content in *Get Moving! to Prevent SH & SEA*, both men-only or women-only and mixed gender groups will be used depending on the subject matter and the objectives of the discussion.
2. *What is journaling?*
Journaling is writing your thoughts as they come to mind. It is for your eyes only. There are no right or wrong answers, and grammar and handwriting are unimportant. Individual reflection, which includes journaling, gives participants an opportunity to integrate and make sense of new concepts better than they would otherwise. (An icon next to the journaling activities throughout the facilitator's manual draws your attention to these exercises.)
3. *Why do the action-oriented tasks require work outside of the training?*
Sustainable change requires awareness, reflection *and* practice. The action-oriented tasks (Staff Discussions and final projects) ensure that the concepts introduced in *Get Moving! to Prevent SH & SEA* are taken forward. The curriculum is action-oriented because it is about transformation. Transformation can only occur through a commitment to change that is backed by action.

REFLECTION – Creating Safer Spaces (50 minutes)

Objective: To explore the behaviors that help to create safer spaces, where we feel comfortable sharing

Part 1 – Setting the Stage by Creating Safer Spaces (35 minutes)

PREPARATIONS

- Print copies of Session Material 1E (“Five Qualities of a Safer Space”) for all participants
- Prepare a flipchart paper listing the five qualities

STEPS

- 1.1. Conduct a brief warm-up exercise to energize or center the group, or invite participants to suggest one.
- 1.2. Explain:
 - a. *When we share our feelings and experiences, it deepens our understanding of the change that is required. However, sharing our insights with colleagues requires a sense of safety – and a freedom to be honest and vulnerable in front of others.*
 - b. *We cannot guarantee a perfectly safe space because no one has complete control over what others think, say, do or believe. However, we can decide individually and collectively to create a safer space for each other and to practice behaviors that encourage authentic conversations.*
- 1.3. Distribute Session Material 1E 📄 (“Five Qualities of a Safer Space”). Ask participants to read the handout silently and then note their responses to the questions at the end of the reading in their journals. ✍️
- 1.4. Go over responses to the questions in plenary, inviting participants to share their thoughts. Next, post the flipchart paper with the five qualities of a safer space at the front of the room. Emphasize that these qualities will be the *Get Moving! to Prevent SH & SEA* ground rules for maintaining a safer space in which the group can have productive and respectful conversations.

Note: Keep the flipchart paper so it can be referred to in future modules.



Session Material 1E – Five Qualities of a Safer Space

Confidentiality: Confidentiality means keeping information private. People may share personal experiences or stories to help illustrate an idea, create a personal connection or ask for help. In a safer space, there is a shared understanding that the private aspects of our discussions (people’s names, revealing or sensitive information) will not be repeated outside of the discussion. Key themes and ideas can be referred to openly, but no one should fear that their private experiences will become common knowledge.

Nonjudgmental Behavior: In a nonjudgmental learning space, people are supported as they work through moments of personal growth. For example, although we will see in a subsequent module that humanitarian principles include neutrality and nondiscrimination, we have prejudices as human beings. As we engage in group discussions, we will learn more about ourselves and others, and some of it will surprise us. The belief that some groups are better than others is so entrenched that it can influence how we think. Part of becoming self-aware involves discovering the biases within us. In a safer space, we can identify these biases, take responsibility for them and change them – and at the same time, try to hold compassion for our colleagues who are on their own journeys of self-discovery.

Direct Communication: Part of creating a safer space is speaking up when we feel hurt. In this way, no one is ever left wondering if others are holding negative feelings because of something they said or did. One way to do this is by using “I” statements: “When you said _____, I felt _____ because...” Using “I” statements helps us to separate intent from impact. It allows the speaker to express how a situation made them feel without directly accusing the listener, and it gives the listener an opportunity to explain their side. Using and listening to “I” statements may be challenging at first. It requires humility and an openness to give and receive feedback. Direct communication gives us an opportunity to create the safer space we desire and to grow individually and as a group.

Time for Self-Care: A safer space encourages people to take care of themselves. Sharing personal stories can be emotionally difficult. Creating a safer space means that we make time for our own and others’ emotional needs. We can excuse ourselves for a moment of reflection, ask for support from colleagues or seek professional support when needed – and we can encourage others to do the same. This is healthy. Self-care allows us to create a safe and respectful workplace.

Commitment: Creating safer spaces requires a long-term commitment to practicing confidentiality, nonjudgmental behavior, direct communication and time for self-care. Over time, these behaviors coalesce into a culture that people come to rely on and expect. Our commitment to these qualities means that creating safer spaces is a priority so that people feel comfortable sharing their most honest emotions and thoughts. It is only with such honesty and openness that we can break down our old ways of thinking and support each other to embrace our code of conduct as humanitarians. It’s our responsibility – no matter what our role within the organization – to contribute to creating safer spaces for our colleagues and clients.

Follow-Up Questions

1. Why are these five qualities important to the *Get Moving! to Prevent SH & SEA* process?
2. Which qualities will be the easiest to adopt?
3. Which will be the hardest? Why?

Part 2 – Dealing With Resistance (15 minutes)

PREPARATIONS

- Bring sticky notes or blank notecards

STEPS

2.1. Explain:

- a. *Dealing with resistance is vital to creating and maintaining a safer space. In this training, we will be exploring ourselves and our actions. We will discuss things that challenge old ideas and beliefs about ourselves, about the way we do our work and about the way we show up in the world.*
- b. *When we do this type of work, it is inevitable that we encounter resistance. Resistance can be defined as a refusal to accept or comply with something. Examples of resistance include changing the subject, making sarcastic comments, making jokes, getting angry, dismissing someone or something and giving up before we’ve started.*
- c. *Resistance is normal! It is a common reaction to information that we do not believe or that makes us uncomfortable. It is important to remember that resistance rarely stems from bad intentions. In fact, if we take the time to explore our initial response, we may find that we can learn something about ourselves and others.*

2.2. Distribute the sticky notes or blank notecards to participants and read the following script out loud:

- a. *We will now spend some time thinking about the form that our resistance takes. Then, we will write down our thoughts. (Pause for 5 seconds.)*
- b. *When I feel stressed or uncomfortable, how do I react? (Pause for 5 seconds.)*
- c. *Do I become judgmental? Do I raise my voice? Do I make jokes? Do I change the subject? Do I walk away? (Pause for 5 seconds.)*



- d. *You may have one or more ways in which you express resistance. Feel the resistance that comes up in your body. (Pause for 5 seconds.)*
 - e. *How do you express resistance? Write down the thoughts and ideas that come to your mind. (Pause as participants write.)*
- 2.3. Collect the notecards or sticky notes, shuffle them and read them out loud. Post them and group into themes on a flipchart paper. Take note of any trends – for example: *In this group, there are a number of us who make jokes when we get uncomfortable. That is a good thing to know!*
 - 2.4. **Explain:** *The point of this exercise is to show that humans react in different ways when they feel stressed or uncomfortable. When we understand why people act the way they do, it is easier for us to feel compassion for ourselves and others, to take things less personally and to make adjustments as needed.*

AWARENESS – SH & SEA Definitions (45 minutes)

Objective: To introduce basic SH & SEA definitions and clarify misunderstandings

Part 1 – What Is Sexual Harassment? (20 minutes)

PREPARATIONS

- Write the definition of sexual harassment on a flipchart paper
- Print out or prepare a large version of Session Materials 1F (“Sexual Harassment Continuum”) and 1G (“Visuals of Sexual Harassment Scenarios”)
- Cue up the Blue Seat Studios video “Consent: It’s Simple as Tea” (<https://www.youtube.com/watch?v=oQbei5JGiT8>)

Note: If the Internet connection is unreliable, prepare a written summary of the video to print or read aloud.

STEPS

- 1.1. **Explain:** *Most of us are familiar with the two forms of workplace violence that Get Moving! to Prevent SH & SEA seeks to address: sexual harassment and sexual exploitation and abuse. However, before we continue, we would like establish a common understanding of these terms.*
- 1.2. Post the following definition and ask a volunteer to read it out loud: 🗨️ 🗨️

SEXUAL HARASSMENT is a form of harassment that includes (but is not limited to) unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical behavior of a sexual nature.

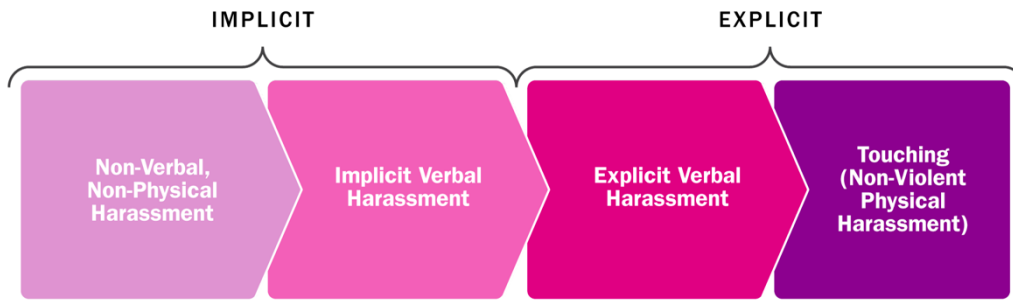
Sexual harassment is NOT consensual sexual behavior between two people in the workplace who are attracted to each other. It is an abuse of power in which the perpetrator uses their power (arising from social, political, educational, economic or institutional differences) to pressure someone into submitting to their sexual advances.

Frequently, but not always, sexual harassment is “quid pro quo,” meaning that submission to the unwanted advances is either directly or indirectly made a condition for employment or employment-related decisions like promotions or merit increases.

- 1.3. Place Session Material 1E (“Sexual Harassment Continuum”) at the front of the room so it can be easily viewed by participants. **Explain:**
 - a. *Sexually harassing behaviors are not the same. They fall on a continuum from more subtle (implicit) behaviors to more direct (explicit) behaviors.*
 - b. *On the far left of the spectrum, there is implicit sexual harassment, which is less obvious. On the far right, there is explicit sexual harassment, which is more obvious and direct. Once behaviors become violent, they cross the line from sexual harassment to physical and sexual assault.*
 - c. *It is important to note that the continuum does not in any way indicate how severe the incident is or the degree of impact.*

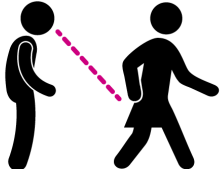






Sexual Harassment Continuum



- 1.4. After explaining the continuum, tell participants that they will look at a series of pictures depicting a sexual harassment scenario and decide whether the scenario is an example of **implicit sexual harassment** or **explicit sexual harassment** and discuss why. Show the visuals in Session Material 1G (“Visuals of Sexual Harassment Scenarios”) one by one and have a discussion in plenary.

Visuals of Sexual Harassment Scenarios

 <p>Nonverbal, nonphysical harassment: Inappropriate and unwelcome staring at specific body parts or sexually charged facial gestures</p>	 <p>Implicit verbal harassment: Sexual innuendoes and sexually motivated communication that is indirect and subtle</p>	 <p>Explicit verbal harassment: Unwelcome words and comments that are sexually explicit in nature</p>
 <p>Touching: Unwelcome or inappropriate touching or invasion of personal space</p>	 <p>Assault: Sexual assault is not on the sexual harassment continuum because it is beyond sexual harassment. It is any forceful sexual contact, including but not limited to sexual abuse and rape.</p>	

- 1.5. Explain:
- Whether the sexual harassment is implicit or explicit, women are often reluctant to report these kinds of behaviors because they are easy for perpetrators to dismiss, deny or claim were misunderstood.
 - However, the common element across all forms of sexual harassment is that they involve an abuse of power by staff who are not just senior organizationally but who may hold influence because of other factors like their gender, age or nationality.



1.6. Read the explanation of sexual harassment in the following box.

Characteristics of Sexual Harassment

- **It is more common for men to be the perpetrators of sexual harassment than women.** In most situations, men have more physical, social, economic and institutional power than women. In most cultures, men are socialized to be dominant, sexually experienced and the ones initiating sexual activity, whereas women are expected to be quiet, chaste, sexually inexperienced and modest.


These social norms can make men feel entitled to sexually harass women and to get away with it. The same social norms punish women who speak up about harassment by stigmatizing and blaming them. Because sexual harassment has a gendered dimension, it is considered a form of gender-based violence.

- **Sexual harassment is always understood from the perspective of the victim.** If the behavior makes the victim feel uncomfortable or uneasy, then it is harassment. The victim determines what is unwelcome or offensive to her, regardless of the intention of the perpetrator or the action itself.

Also, if the victim feels safe doing so, it is generally recommended that she try to communicate with the perpetrator so that he understands that his behavior is unwanted. Sometimes perpetrators may be unaware that their behavior is offensive.

- **For sexual harassment to occur, the behavior must be nonconsensual.** Consent can be difficult to establish because victims may fear negative repercussions if they say no. This dynamic is particularly complicated when the supervisor and the victim (who is the employee) claim to be in a consensual romantic relationship. The potential for the abuse of power in these kinds of relationships is strong because the employee depends on the supervisor for employment and employment-related opportunities. For this reason, many organizations consider these **prohibited relationships**.

Of course, there are cases when two employees (not in supervisor-employee relationships) are genuinely attracted to one another and want to pursue a relationship. While such relationships are discouraged because of the potential conflict of interest, they are allowed. However, employees determined to enter into workplace relationships should first disclose their intentions to HR or senior leaders/managers.

- 1.7. Explain: How do we know if there has been consent between two employees? To illustrate the principle of consent, I'd like us to watch a video called "Consent: It's Simple as Tea." 
- 1.8. View the Blue Seat Studios video (<https://www.youtube.com/watch?v=oQbei5JGiT8>) and then ask: **According to this video, what are the characteristics that define consent?** (Answers: Consent must be active, must be voluntary and can change at any time.)
- 1.9. Explain: I'd now like us to apply what we have learned about consent to a hypothetical work scenario. Read the scenario in the following box to participants.

Consent Is Tricky

Mary and Innocent are colleagues who work in different departments: Mary works in finance; Innocent works in programs. The two begin socializing after work and develop a friendship. However, Innocent begins to push the boundaries of this friendship and ask for a more intimate relationship.

Mary does not share Innocent's desire. She stops socializing with him and begins speaking to him more formally. At first, she hopes that he will get the message, but Innocent becomes even more inappropriate. Mary tells him to stop and that he is making her uncomfortable. She explains that the romantic interest is not mutual and that she would like to restore their relationship to a more professional one.

Innocent ignores Mary's request and continues sending inappropriate text messages asking her out, bringing her gifts and following her around the office. Frustrated, Mary files a sexual harassment complaint with HR, but Innocent provides "evidence" that the relationship was consensual by showing earlier text messages when the two had made plans to meet.

- 1.10. Ask: **Does this kind of scenario happen in the workplace? Is Mary right to file a sexual harassment complaint? Why or why not?** Then, conclude by reiterating that consent must be clear and can be taken away or change at any time.
- 1.11. Explain:
- a. *We hope that this session has made clear what sexual harassment is and what it isn't. In summary, sexual harassment can take many forms and falls on a continuum from more subtle to more direct behaviors. Sexual harassment involves an abuse of power by a perpetrator who uses his gender, social, economic or institutional power to impose unwanted sexual behaviors on a victim.*





- b. *Because of the normalization of violence against women globally, sexual harassment has a gendered dimension and is considered to be a form of gender-based violence, in which men are most often the perpetrators and women the victims. Sexual harassment is viewed from the perspective of the victim, and sexual harassment is different from consensual relationships between equals in a workplace.*
- c. *Finally, while individual staff may have their own personal beliefs about what constitutes sexual harassment, employees of this organization are expected to abide by the organizational definition of sexual harassment and the relevant policies.*

Part 2 – What Is Sexual Exploitation and Abuse? (15 minutes)

PREPARATIONS

- Write the definitions of sexual exploitation and sexual abuse on a flipchart paper

STEPS

- 2.1. Post the following definitions and ask a volunteer to read them out loud.  

SEXUAL EXPLOITATION is any actual or attempted abuse of a position that uses vulnerability, a power differential or trust for sexual purposes. This includes profiting monetarily, socially or politically from the sexual exploitation of any person who is targeted for assistance by, directly benefits from or comes into contact with humanitarian programs.

SEXUAL ABUSE is any actual or threatened physical intrusion of a sexual nature (whether by force or under unequal or coercive conditions) of any person who is targeted for assistance by, directly benefits from or comes into contact with humanitarian programs.

- 2.2. Give participants a chance to ask questions. Then explain:

- a. *Sexual exploitation and abuse, or SEA, is a form of violence directed toward clients or members of the community that we serve. It involves an abuse of power since NGOs hold resources that clients and communities rely on for their survival.*
- b. *In these situations, NGO staff use the power that they derive from their education, social status, institutional influence, age or gender or the organization's resources to their advantage.*
- c. *SEA does not refer to just "sex for aid" scenarios but also situations in which humanitarian workers enter into more formal romantic relationships with clients: for example, an NGO worker who marries a woman from the refugee camp where his organization works. Such relationships are prohibited because of the potential for abuse and the difficulty in establishing consent.*

- 2.3. Explain:

- a. *Sometimes perpetrators of SEA invoke "culture" as a defense for their actions. For example, a male humanitarian worker may say that in his culture, "a woman says 'no' when she means 'yes,'" men are expected to be persistent and "chase," or a man must marry and so marrying a female refugee and paying the bride price to her family is a way of meeting cultural expectations and "helping" the community.*
- b. *This is wrong. Culture is never an excuse for failing to respect organizational policy. Neither is the law. Some countries may legally allow adult men to marry female minors, but these relationships represent a violation of our organization's professional code of conduct. If discovered, such relationships could result in disciplinary, if not legal, action.*

- 2.4. Explain: *While you are an employee of this organization, you are expected to abide by organizational policy on SEA regardless of your background, position, personal beliefs or culture. Failure to do so could result in disciplinary action such as mandatory trainings, a transfer, a suspension or dismissal. Prosecution could be another consequence when the abuse has crossed the line into criminal acts like rape and assault as defined by the country's legal system.*



Part 3 – Sexual Harassment and Sexual Exploitation and Abuse – How Are They Similar? How Are They Different? (10 minutes)

PREPARATIONS

- Write the definition of coercion on a flipchart paper

STEPS

- 1.1. Ask participants what they believe are the main similarities and differences between sexual harassment and sexual exploitation and abuse. Allow participants to share their responses before clarifying:
 - a. *The first similarity is that **there is an abuse of power present in both sexual harassment and sexual exploitation and abuse**, with the perpetrator using his power (such as social, economic or institutional power) to gain sexual advantages.*
 - b. *Perpetrators often use coercion to get their way.* Post the definition in the following box and read it out loud:

COERCION is the act of persuading someone to do something by using force or by using direct or implied threats.



What this means is that the abuse of power is not always obvious. The perpetrator may not necessarily say, “You need to do X to get Y.” For example, a male supervisor may not say, “You need to have a sexual relationship with me to get a promotion” because he has made it clear in other ways, like not responding to the female staff member’s requests for a meeting after she turns down his dinner invitation.

- c. *Likewise, a male humanitarian worker may not say, “You need to have a sexual relationship with me to get this malaria treatment” because he has made it clear by making it difficult for her to register for services and by forcing her to wait longer than usual in the distribution line. Even if verbal consent is given, it cannot be considered “true consent” because it was given under the threat of negative consequences.*
 - d. *The second similarity is that **both SH & SEA have a gendered dimension and can be considered forms of GBV**. In most cases, men are the perpetrators of SH & SEA and women are the victims. This is not a coincidence. It is the result of structural inequalities that give men more power over women, including social and gender norms that normalize and justify men’s use of violence over women.*
 - e. *The third similarity is that **the perpetrator is most often a male humanitarian worker**. A male humanitarian worker is anyone who works in a humanitarian or development setting as part of the official emergency response. This includes (but is not limited to) employees, consultants or volunteers of an INGO, NGO, CBO or faith-based organization, as well as employees of donors, vendors and suppliers.*
 - f. *The major difference between SH & SEA is **the target**. While sexual harassment targets female humanitarian workers, sexual exploitation and abuse targets female clients of refugee or host communities. The main difference between SH & SEA is, therefore, the target of the sexual misconduct as opposed to the behaviors themselves, which are often quite similar.*
- 1.2. ***Explain:** Now that we are clear on the definitions, I would like us to put our knowledge into practice. I’m going to read out a series of scenarios. After each, I would like you to tell me if it is an example of SH, SEA or neither.*

Sexual Harassment

- Form of GBV
- Abuse of power involving coercion
- **Victim: Female humanitarian worker**
- Perpetrator: Male humanitarian worker

Sexual Exploitation and Abuse

- Form of GBV
- Abuse of power involving coercion
- **Victim: Female client**
- Perpetrator: Male humanitarian worker



1.3. Read the scenarios in the following box to participants.

Scenarios: SH, SEA or Neither?

Scenario 1: A supervisor asks his report to dinner to discuss work matters. She feels uncomfortable and says “no” and that she doesn’t think it would be appropriate to meet her boss after hours. He persists. Is this SH, SEA or neither?

(Answer: SH. She told him no, but he persisted with the behavior. Romantic relationships between supervisors and subordinates are also considered prohibited relationships.)

Scenario 2: A food distribution officer asks a female client for sexual favors to skip the line. Is this SH, SEA or neither?

(Answer: SEA. It is our clients’ right to receive humanitarian assistance and to be treated fairly and with dignity.)

Scenario 3: Two finance officers like each other and start a romantic relationship. Is this SH, SEA or neither?

(Answer: Neither. These kinds of relationships are discouraged but not prohibited. However, organizational policy requires that the officers disclose the relationship to avoid a conflict of interest.)

Scenario 4: A driver listens to music with sexually explicit lyrics on the trip between offices. The female staff in the car feel offended, but when they complain, he tells them they are overreacting. Is this SH, SEA or neither? (Answer: SH. The driver does not respect his female colleagues’ feedback and uses his power as a man to override their concerns, imposing an offensive and degrading atmosphere in the car.)

Scenario 5: A program officer fancies a female client. He approaches her family and offers them the bride price in exchange for her hand in marriage. Is this SH, SEA or neither? (Answer: SEA. Relationships between staff and clients are prohibited regardless of if they are formalized or not.)

AWARENESS – Reporting and Referral Pathways (15 minutes)

Objective: To ensure that participants understand reporting mechanisms and available GBV response services

Part 1 – Reporting SH & SEA and Accessing Services (15 minutes)

PREPARATIONS

- Print out or prepare a flipchart paper with a large version of Session Material 1H (“Principles of a Survivor-Centered Approach”)
- Prepare a flipchart paper with a visual outlining the organization’s approach to reporting and investigating SH & SEA cases and a flipchart paper with local GBV referral pathways and contact details of service providers
- Print key organizational policy documents on SH & SEA for participants – these will differ for every organization but should address the organization’s approach to reporting and managing SH & SEA cases; staff counseling services (e.g., KonTerra); and the GBV referral pathways and legal, medical and counseling services available to survivors locally. Sample policies used by the IRC have been provided in the [annexes pp.134-139](#) for reference.

Note: If possible, facilitators should invite staff or individuals with expertise on these topics to this session. Additionally, if the organization does not have an up-to-date GBV referral pathway, it should be easy to obtain by reaching out to the Ministry of Women’s Affairs, a local women’s organization, or a GBV subcluster or working group.

STEPS

- 1.1. **Explain:** We will now discuss reporting mechanisms and GBV referral pathways. Even though we have organizational policies on SH & SEA, the steps that we need to take and the support available are not always clear when an incident occurs.
- 1.2. **Explain:** Our efforts to prevent and respond to SH & SEA should be **survivor-centered** as much as possible. This means that the survivor is our number one priority and that support is tailored to the survivor’s needs to avoid revictimization and retraumatization. Since each person reacts differently to SH & SEA, cases need to be managed with the utmost care.
- 1.3. Show participants Session Material 1H (“Principles of a Survivor-Centered Approach”) and **ask:**
 - a. **Why is it important to be compassionate when responding to SH & SEA cases?** (Possible responses: SH & SEA cases are sensitive; the survivor has been through a traumatic event; the survivor deserves our support and care; we want to avoid retraumatizing the survivor.)
 - b. **Why is it important to be confidential?** (Possible responses: SH & SEA is a personal matter; we need to protect the anonymity and safety of the survivor.)

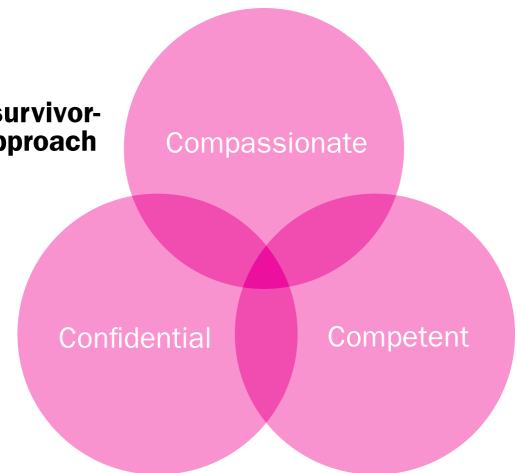


- c. *Why is it important to be competent?* (Possible responses: Mishandling SH & SEA cases erodes trust, makes survivors less likely to come to you in the future and can embolden perpetrators.)

Session Material 1H – Principles of a Survivor-Centered Approach

- 1.4. **Explain:** *Although not all organizations officially take the survivor-centered approach (for example, some have mandatory reporting of SH & SEA), it is important to understand the principles. The survivor-centered approach is generally considered best practice within the world of violence prevention.*
- 1.5. Distribute key SH & SEA documents to participants. Organize participants into groups and give them one policy document each to discuss. 📄
- 1.6. Instruct groups to do a *light* policy review and prepare a summary for presentation. In their summary, groups should touch on **the name of the document, the key points and why the information is relevant**. Groups should spend no more than 10 minutes preparing their presentation. Presentations should focus on high-level points only and should be no more than 3 minutes each.

We take a survivor-centered approach



Note: If documents are long, facilitators can prepare a policy summary that can be used instead. Some organizations have several SH & SEA policies, but there should be at least two – one on the sexual harassment of staff and one on the sexual exploitation and abuse of clients. If the organization lacks the relevant policies, then participants can review the sample IRC/Raising Voices' SH & SEA policies in groups (see [Appendix p.134](#) and agree on the gaps that need to be addressed – for example, which policy documents need to be developed, what they will include and who will be responsible.

- 1.7. Reconvene participants in plenary and have them present.
- 1.8. **Explain:**
- a. *I think our organization's position on SH & SEA is clear from these policies. As the policies indicate, one of our options when sexual misconduct occurs is to **report the incident**.*
 - b. ***In our organization, sexual harassment can be reported to a manager, an HR representative or a trusted colleague. Incidents can also be reported to the 24-hour ethics hotline free of charge or to the ethics department's general e-mail.*** Provide the toll-free number and e-mail address.
 - c. *Reports can be anonymous and written from an e-mail address set up for this purpose. Staff can also lodge a complaint but request that an investigation not be undertaken. This helps to alert the organization to a potential problem.*

Note: During this session, it may be necessary to explain the use of “victim” and “survivor”. Throughout the training, the terms victim and survivor are used interchangeably. Victim is generally preferred in the legal and medical sectors, and survivor in the psychological and social support sectors. It is worth noting that some women prefer the term “victim” and others “survivor”. Some women opt for the term “victim” because they believe that it is important to acknowledge that an offense or a crime was committed, often recently. Others prefer “survivor” because they believe that it has a more empowering connotation. To these women, “survivor” suggests that the woman has overcome a negative situation and regained control over her life and/or has begun a healing process.

- 1.9. **Explain:**
- a. ***Sexual exploitation and abuse can be reported by clients using similar pathways. They can make complaints by contacting staff directly: calling the hotline, sending an e-mail, using a suggestion box or raising a concern in a community dialogue or listening session.***
 - b. *Once a report has been made, we have an obligation to investigate in a timely, survivor-centered and confidential manner and in a way that minimizes unintended harm to the survivor and reporter. When organizations do not have trained investigators (as is the case for many smaller NGOs and CBOs and with consultants and contracted companies), UNHCR or OCHA can provide these services.*

Note: Each organization will have its own established process, and facilitators need to tailor their explanation in 1.8 and 1.9 to their organization. They should also come prepared to share the contact information for staff and departments involved in the reporting process.



1.10. Explain:

- a. *In terms of response, reporting is one option, but it is not the only one. The survivor-centered approach requires us to put a survivor's needs first. If a survivor does not feel comfortable or safe, she should not be forced to disclose an incident.*
- b. *Incidents can initially be reported in a way that protects the identity of the individual but provides enough information to flag an issue and provide the survivor with a referral.*
- c. *Witnesses of SH & SEA should refrain from making reports that reveal victims' identities without their knowledge or consent. Female staff and clients who do not wish to go through an investigation process should not be forced to do so, as this could compound the effects of the violence they have already experienced. The exception is when a client is unable to give informed consent, like a minor (under age 18), an elderly person or an individual with a severe disability, in which case staff are obligated to make a report.*

1.11. Show the visual with the local GBV referral pathway and the names of service providers and contact details.

Explain (updating as needed for the organization and setting):

- a. *Female staff and clients who have experienced SH or SEA have a right to legal, medical and psychosocial support. Some of these services are available through our organization, and others are available locally.*
- b. *Our organization provides free, confidential services to employees through [name of service provider]. They can be contacted 24 hours a day at a toll-free number or by e-mail. For personal reasons, female staff may prefer to access services outside of the organization. Free psychosocial and legal advice are offered by [names of organizations] for women in [geographic area].*
- c. *For more serious cases of rape or assault, women should seek immediate medical treatment at a hospital or health center. Depending on the context, medical treatment could include emergency contraceptives, PEP and antibiotics to address unwanted pregnancy and STIs. Provide the names of the closest health facilities providing such services.*
- d. *The doctors or nurses will also provide a medical report that can be attached to a police file to support legal action. The gender unit at the [name of closest police department] is responsible for filing and investigating GBV claims. They will take the victim's statement and advise on next steps in terms of legal options.*

1.12. Explain:

- a. *I want to conclude this session by stressing that talking about SH & SEA in the workplace can be uncomfortable and triggering. If at any point you feel like you need to step out of the room and take a break during the modules, please do so.*
- b. *If you need support or would like to talk to us, we are here for you. As facilitators, we are committed to creating a safer space and to maintaining confidentiality. If you do not feel comfortable with us, there are others both inside and outside the organization whom you can turn to and support services you can access that we discussed.*
- c. *Although you are in no way obliged to report sexual misconduct against yourself, sometimes coming forward can help others to do so, as it reduces the stigma of speaking about and reporting SH & SEA.*

PRACTICE – Commitment to Safer Spaces (50 minutes)

Objective: To promote actions that strengthen and support safer spaces

Part 1 – Staff Briefing #1: Pre-Discussion (20 minutes)

PREPARATIONS


- Print out or prepare a flipchart paper with the information in Session Material 11 ("Discussion Questions")
- Bring a "Comments Box" and sticky notes or notecards

STEPS

1.1. Explain:

- a. *We have covered a lot of concepts in Module 1. We discussed the training process: what it is, why it's important and the topics we will cover. We reviewed foundational concepts and our organization's policies on SH & SEA. We also went over the steps involved in reporting and the services available to survivors.*
- b. *Now that this groundwork has been laid, I would like us to discuss our expectations for the training using a gender lens. Men and women experience SH & SEA differently, so their needs for the training will be different. This exercise will give us an opportunity to explore what these gendered needs are so we can maximize the impact of the training.*



- 1.2. Put participants into men-only or women-only groups of no more than seven each. Distribute or post Session Material 1I (“Discussion Questions”).  Instruct that:
 - a. Participants should discuss and take note of their responses to Questions 1 and 2. For Question 3 (which is sensitive), they should write their individual and group responses on sticky notes or notecards and put them in the Comments Box.
 - b. Only Questions 1 and 2 will be discussed in plenary. Question 3 responses will be reviewed in private by facilitators and will help inform their approach to the training.
 - c. The Comments Box will be left out over the course of the training so that participants can share anonymous feedback and concerns.

Note: This exercise lends itself to an exploration of the unique perspectives and challenges of identity, such as in terms of race, ethnicity, religion, LGBTQI+ identity, ability and health status. Facilitators can suggest that male-only and female-only groups form special committees to advise in these areas. Committees should not be mandated but formed only if there is interest. Discussion questions can prompt participants to think about special considerations for these groups, but facilitators should emphasize that staff should in no way feel forced to “out” themselves by sharing their personal experiences if they do not want to. Equally, staff should not out others. Staff’s preferences and safety should be the first priority.

- 1.3. Invite participants to share their responses to questions 1 and 2 and skip question 3.

Session Material 1I – Discussion Questions

Questions for Women’s Groups

1. If this training could change one thing in the workplace with respect to SH & SEA, what should it be?
2. What do women need from men to create a supportive atmosphere for discussion and learning? How might their needs differ based on their race, ethnicity, nationality, religious beliefs, caste, health status or ability? What about LGBTQI+ individuals? In what ways might their needs be similar or dissimilar?
3. *Is there anything that facilitators need to know about the office/workplace culture so they can lead productive conversations on these topics?*

Questions for Men’s Groups

1. What is the one thing that you are the most interested in learning?
2. What can men do for female colleagues to create a supportive atmosphere for discussion and learning? How might their efforts differ depending on the women’s race, ethnicity, nationality, religious beliefs, caste, health status or ability? What about LGBTQI+ individuals? In what way might their needs be similar or dissimilar?
3. *Is there anything that facilitators should know about the office/workplace culture so they can lead productive conversations on these topics?*

- 1.4. Ask:

- a. ***What was the main difference between men’s and women’s expectations for the training?***
- b. ***Men, what do you think of women’s requests? Do you think you can meet them? How might meeting women’s requests enhance the training process?***
- c. ***Everyone, are there any special concerns that arose for female staff based on their identities (nationality, ethnicity, religion etc.)? Or for individuals based on their sexual orientation or gender identity?***

- 1.5. Note down women’s suggestions for actions that men can take to create a safe, supportive workplace in the template provided on p.109 Session Material 8B -Recommendations for Change: Modules 1-7.

Part 2 – Staff Briefing #1: Instructions (20 minutes)

PREPARATIONS

- Print copies of Session Material 1J (“Staff Briefing #1 – Creating Safer Spaces for SH & SEA-Related Discussions”) for volunteers

STEPS

- 2.1 Explain:

- a. *Unfortunately, not everyone can attend this particular Get Moving! to Prevent SH & SEA training. Staff Briefings are a way for us to share what we’ve learned with staff who are not participating in the trainings. Staff Briefings will be short recaps, no more than 20 minutes, of the topics we discuss in the module. The goal is to share key learning rather than to go deep on the topics.*



- b. *Volunteers should think of themselves as “newscasters” who present quick updates. If difficult questions arise in the Staff Briefing, volunteers should direct the questions to staff who are in a position to respond, like managers, HR staff, or the women’s rights, gender equality, GBV or protection specialists.*
- c. *We will keep track of staff who have taken the lead on Staff Briefings and strive to ensure that all participants lead at least one Staff Briefing by the end of the training.*

2.2. Ask participants when the most convenient time is to lead a Staff Briefing.

Note: In-person briefings are ideal, and if possible, Staff Briefings should piggyback off of other meetings (such as a regular all-staff meeting, a routine department meeting, a quarterly program review, a planning meeting or a meeting to discuss a specific programmatic or operational concern). If a meeting is not planned for before the next module, volunteers should liaise with senior leaders/managers to schedule a Staff Briefing. If an in-person meeting is difficult to arrange, another possibility is to share the update with staff via e-mail, chat or phone. However, face-to-face Staff Briefings are by far the preferred option.

If all staff are participating in the trainings, then the Staff Briefings will not be necessary. If staff are participating in the “intensive retreat,” Staff Briefings may also not be possible due to the compressed timeline, and the team should consider organizing a longer Staff Briefing in which volunteers can provide a summary of the training process.

2.3. Ask for two to three volunteers to lead the first Staff Briefing. Take note of the volunteers and outline the concepts that you expect them to explain. To make it easier for volunteers, share Session Material 1J (“Staff Briefing #1: Creating Safer Spaces for SH & SEA-Related Discussions”) as a guide. 📄 Tell volunteers that they will be expected to give a report out at the start of Module 2.

2.4. Tell participants:

- a. In addition to the Staff Briefing, you will be leading your own briefing with senior leaders/managers so they can be brought up to speed on the modules that they miss (they are required to attend Modules 4, 6 and 8). As part of the Module 1 briefing, you will share the group’s thoughts from the pre-discussion on women’s and men’s expectations for the process and women’s requests for support from men, as well as any potential concerns facing staff from different identity groups.

Session Material 1J – Staff Briefing #1: Creating Safer Spaces for SH & SEA-Related Discussions

1. **Rationale and Objectives for *Get Moving! to Prevent SH & SEA*:** Over the next ____ weeks/months, our team will be involved in a very important training called *Get Moving! to Prevent Sexual Harassment and Sexual Exploitation and Abuse in the Humanitarian Sector*. SH & SEA is unfortunately all too common in the humanitarian sector. This training is critical because as humanitarians, we have a responsibility to work in a way that keeps female staff and clients safe.
2. **Definitions:** Sexual harassment, or SH, is sexual misconduct that targets female humanitarian workers. Sexual exploitation and abuse, or SEA, is sexual misconduct that targets female clients.
3. **Relevant Policies:** Our organization has strict policies on SH & SEA. We have ____ policies [specify the number and names] that outline the expectations for staff behavior and for reporting when an incident arises.
4. **Survivor-Centered Approach:** When responding to SH & SEA, we put the survivor’s needs first. This means that a survivor should be given the freedom to decide if she wants to report the incident and to what degree. We do this to avoid retraumatizing the survivor and doing further harm.
5. **Creating a “Safer Space” for Discussions on SH & SEA:** In the first module, we learned that creating an atmosphere in which staff can freely and safely discuss SH & SEA is key. We have all committed to upholding qualities like being nonjudgmental, direct but tactful, and discreet with personal information that is shared. We also learned that women’s main expectations for this training was that _____ happens and that men wanted to learn more about _____. Women also signaled that for the training and this process to be truly safe, they need me to _____. We also heard that there could be special concerns that we need to take into consideration for diverse groups of staff, including _____.
6. **Question for the Wider Team:** *Any questions or reactions to this briefing? Do you think this training is important? Relevant? Any suggestions for issues that we could explore?*

- b. You will share general information only, and discussions about individual staff members or sensitive issues will be off-limits. For this briefing, you would like it if one of the volunteers from the Staff Briefing can join you.

2.5. Agree on the volunteer who will join you. Finally, ask participants if there are any topics that they would rather not be raised in the Senior Leader/Manager Briefing. Give participants the option of raising their concerns with you in private after the session or anonymously through the Comments Box.



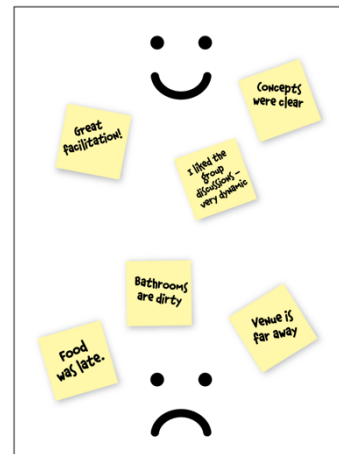
Part 3 – Wrap-Up (10 minutes)

PREPARATIONS

- Bring sticky notes for all participants and the Comments Box

STEPS

- 3.1. Thank the participants for coming to the session and for being present. Recognize that Module 1 is intense because it covers a lot of topics – some new and some old. Express your appreciation for the strong foundation you have created together and for the journey you have embarked on.
- 3.2. Confirm that the date, time and venue of the next session work for everyone. Ask participants if they experienced any challenges attending this first training. If so, ask them what the challenges were and if you can help to address them by speaking to senior leaders, managers or supervisors.
- 3.3. Draw a happy face in the upper-left corner and a sad face in the upper-right corner of a flipchart paper. Ask participants to help with a quick “temperature check” before they leave:
 - a. Stress that you are committed to ensuring that the training meets participants’ needs. To do this, you need their feedback to understand what worked and what didn’t.
 - b. Ask participants to write their feedback on different aspects of the training (e.g., the content, facilitation, mix of activities, training hall or food) on sticky notes. Sticky notes with positive feedback should be placed below the happy face and negative feedback below the sad face.
 - c. Go over the feedback quickly and explain your plans to address it.



Part 4 – Senior Leader/Manager Briefing #1

STEPS

- 4.1. To prepare for the Senior Leader/Manager Briefing, facilitators should double-check that the agreed-upon meeting time works for both the senior leaders/managers and the staff volunteer. To ensure that the debrief is productive, facilitators should review Session Material 1J (“Staff Briefing #1: Creating Safer Spaces for SH & SEA-Related Discussions”) and their own notes, captured in the Action Tracker in the appendix to this manual.
- 4.2. During the briefing, facilitators should:
 - a. Give senior leaders/managers an overview of Module 1, and ask the staff volunteer to share their perspectives and any insights they gained from the session.
 - b. Share men and women’s perspectives on the process and women’s requests for support from men, as well as considerations for diverse groups of staff.
 - c. Be careful not to share the names of individual staff members or information that would enable senior leaders/managers to connect an insight or experience to an individual staff member.
- 4.3. Ask senior leaders/managers for their feedback: if they have reflections, if issues have come up between sessions and the steps they can take to create a safer space for SH & SEA-related discussions in the workplace. Take note of the senior leaders’/managers’ commitments and significant discussion points that can be shared with participants at the start of Module 2. Ask the senior leaders/managers to communicate their support for organizational policies to prevent SH & SEA, as well as any actions they will take to encourage the creation of safer spaces for discussions on SH & SEA, in meetings and e-mails to staff.



MODULE 2:

Knowing Ourselves and Our Role as Humanitarians (3 hours)

This module encourages individual inquiry into personal identity, grounds participants in humanitarian principles and facilitates an exploration of how personal values intersect with professional ideals and how we can translate our highest values into action.

At a Glance

AWARENESS 40 minutes	Exploring Our Professional Identity as Humanitarians <u>Objective:</u> To understand our professional identity by exploring the humanitarian principles
REFLECTION 40 minutes	Exploring Our Personal Identity <u>Objective:</u> To examine our individual identity
AWARENESS 1 hour, 10 minutes	Living Our Values <u>Objective:</u> To narrow the gap between our personal and professional identities
PRACTICE 30 minutes	Commitment to Living Our Values <u>Objective:</u> To promote actions that help us to live our shared humanitarian values

AWARENESS – Exploring Our Professional Identity as Humanitarians (40 minutes)

Objective: To understand our professional identity by exploring the humanitarian principles

Part 1 – Welcome Back and Recap (20 minutes)

PREPARATIONS

- Tape the “Safer Spaces” flipchart paper to the wall prior to the session
- Bring or make a ball for the knowledge review
- Copies of the Module 1 Knowledge Check Quiz

STEPS

- 1.1. Welcome participants back to the training. To help participants reconnect, share a personal story, tell a joke or lead an energizer. You can also ask participants to come up with an energizer or share a story if they feel comfortable.
- 1.2. As participants settle in - hand out the Module 1 Knowledge Check Quiz for participants to complete. The quiz should take no more than 5-10 minutes. Once all participants have completed, ask them to switch their quiz with a partner or someone sitting next to them.
- 1.3. Review the answers together as a large group and have participants mark each other’s responses. Have participants return the quizzes back to their owners. Facilitator’s can collect the quizzes after participant’s have reviewed their answers.
- 1.4. Explain:
 - a. Before we start today’s session, I’d like us to review the concepts from the last session. To do this, I would like everyone to stand up. We are going to toss this paper ball around the room. If the ball is tossed in your direction, catch it and share something new that you learned in Module 1.
 - b. Once you’ve spoken, toss the ball to a colleague and sit down. The ball can only be tossed to people who are standing up, and everyone will have a chance to speak. If you have a hard time recalling concepts from Module 1, your colleagues can step in and help.



1.5. After the knowledge review, make time to discuss the last Staff Briefing.

- a. Explain: *Last session, I tasked X volunteers with leading Staff Briefing #1: Creating Safer Spaces for SH & SEA-Related Discussions. I'd like to hear how it went.*
- b. Ask: *Can the volunteers share their experience with us? How did the briefing go? Were staff receptive to the ideas, and did they share anything of note? Give volunteers a chance to report back, and then ask participants for their thoughts.*

1.6. Tell participants that senior leaders/managers were briefed on Module 1 content and that during the briefing, you shared participants' expectations for the *Get Moving! to Prevent SH & SEA* process and what women need for SH & SEA discussions to happen safely, as well as considerations for staff's diverse identities. Reassure participants that only very general information was shared. Share that the senior leaders/managers committed to X, Y and Z to create a safer space for discussions within the organization. Also ask the staff volunteer who joined the briefing if there is anything that you have missed or that they would like to add.

1.7. Explain: *Before we move on to today's session, I would like us to review the qualities of a safer space.* Point to the flipchart paper from Module 1 with the qualities of a safer space written on it and read them out loud. *To reaffirm our commitment to creating safer spaces, I would like us all to sign the flipchart now.* Invite participants to the front of the room to sign the flipchart.

Considerations and Tips

- It is possible that in the identity discussion, aspects of identity that may be sensitive, stigmatized or considered illegal in the local context could arise. Discussions must be handled with care. Consider parking conversations that become heated and returning to them later.
- Show respect and make it safe for participants to self-identify. Each person has the autonomy and right to choose their identity and to share the aspects that feel safe to them, regardless of how others perceive them.

Part 2 – Who Am I as a Professional? (20 minutes)

PREPARATIONS

- Print copies of Session Material 2A ("Humanitarian Principles") for all participants
- Write the two discussion questions in 2.6 on a flipchart paper

STEPS

2.1. Explain: *Today's session is all about us – who we are as individuals and who we are as professionals. We will explore our identity and how it shapes our values and actions. We will explore our identity at different levels, starting by looking at our professional identity and then moving inward toward ourselves.*

2.2. Explain:

- a. *If you look around the room, you will notice that there is great diversity among us in terms of aspects like sex, age, nationality, ethnicity, tribe, religion, caste and language. Despite our diversity, we share a common bond: our identity as humanitarian aid workers.*
- b. *We are all at this training because of our shared commitment to this organization. This organization is a humanitarian agency. This means that as staff, we are required to adhere to the humanitarian principles.*

2.3. Ask: *The aid sector is governed by five humanitarian principles. Do any of you know what these principles are?* After participants respond, let them know that if they are not aware of the principles, it is perfectly OK. They are here to learn.

2.4. Distribute Session Material 2A ("Humanitarian Principles") to participants. Ask for volunteers to read one principle each. 🗣️



Session Material 2A – Humanitarian Principles

Humanity: Human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings.

Neutrality: Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.

Impartiality: Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions based on nationality, race, sex, gender, sexual orientation, religious belief, class or political opinions. Put simply, this means no discrimination in the provision of aid.

Independence: Humanitarian action must be autonomous or independent from the political, economic, military or other objectives that any actor may hold about areas where humanitarian action is being implemented.

Do No Harm: Humanitarian actors are committed to not exposing beneficiaries to further harm as a result of their actions.

2.5. Explain:

- The humanitarian principles are grounded in international humanitarian law. The principles define what humanitarian aid is – **which is to deliver life-saving assistance to those in need, without bias and based on need.***
- Adhering to the humanitarian principles allows us to carry out our work by facilitating access and acceptance by the communities we seek to serve. If we do not follow the humanitarian principles, we cannot do our work well. No matter who we are, where we come from or what our position is, as humanitarians, we must abide by these principles.*
- I'd like to make a quick clarification about the principle of **impartiality**. Being impartial does not mean that all of the individuals within the community will receive the same amount or type of assistance. Assistance is tailored to the needs, priorities and constraints of different groups.*
- If our project offers basic health services to the community, these might be different for different genders and age groups. Women who are pregnant or breastfeeding, for example, will need specialized care and support that men don't, such as antenatal and postnatal care, assistance with in-facility delivery and supplementary feeding to boost their nutrition.*
- Impartiality does not mean that the assistance itself is equal but rather that outcomes in areas like health, nutrition or education are as equal as possible for different groups.*

2.6. Post and read the flipchart paper with the following questions, asking participants to turn to the person next to them to discuss them: 🗨️

- Which of the five humanitarian principles do you identify the most strongly with and why?**
- To what extent does our organization discuss and apply the humanitarian principles to our daily work?**

Once participants have discussed the questions in pairs, ask for participant reflections in plenary.

2.7. Explain: *One of the responsibilities that we take on as humanitarian professionals, is to adhere to the principles that guide our sector. This means that we have committed to delivering life-saving aid to clients in a way that is neutral, unbiased and free from outside influence. We are also bound to ensure that by helping communities, we do not cause further harm.*

REFLECTION – Exploring Our Personal Identity (40 minutes)

Objective: To examine our individual identity

Part 1 – Who Am I as an Individual? (40 minutes)

PREPARATIONS

- Write the identity definitions and the definition of values system on flipchart papers
- Prepare a flipchart paper with the Identity → Values → Action chain (“identity→values→action”)

STEPS

- Explain:** *In this session, we are going to invite you to reflect on different aspects of your identity. To honor our commitment to creating safer spaces, please do not “call out” or name anyone’s identity. Each of us has the right to determine the aspects of our identity that we wish to claim as our own and to guard or share publicly.*



- 1.2. **Explain:** *Let's start by exploring what the word "identity" means.* Invite participants to brainstorm ideas and note their responses on a flipchart paper. Then, post the following definitions on identity and read them out loud. 🗨️

IDENTITY refers to the things that make us uniquely who we are and that connect us to a social group. They may be related to biological or sociocultural characteristics such as our gender, age, nationality and sexual orientation. Or they may be related to our role in society or who we are in relation to others (wife, husband, mother, father, son or daughter) and to our community (such as teacher, lawyer or doctor).



- 1.3. **Explain:**

- Our identity gives us social power. However, this power is not equally distributed. Some social groups have more power than others.*
 - For example, in the humanitarian context, an older male expatriate staff member has more social standing and power than a younger male national staff member. The higher standing that is accorded to the older male expatriate staff member gives him privilege.*
 - Privilege** refers to special rights, advantages, benefits or immunity that is granted as opposed to earned.
- 1.4. Ask participants to pull out their journals and pens or pencils so they can journal and reflect more deeply on who they are. 🗨️ Tell participants that you will read out sentences on that help them reflect on different aspects of their identity and that they will have several minutes to reflect and write down their thoughts. Participants should take notice of any feelings that come up as they reflect on their identities: for example, pride, happiness, shame or sadness.
- 1.5. Read the individual reflection statements in the following box, allowing participants to write between each.

Individual Reflection: Who Am I, Really?

The part of my identity that I am the most aware of on a daily basis is _____.

The part of my identity that was the most important in my family growing up was _____.

The part of my identity that affords me the most privilege is _____.

The part of my identity that is the least known or most misunderstood by others is _____.

The part of my identity that I would like to explore further is _____.

- 1.6. Tell participants that you would like to ask some follow-up questions and for them to continue reflecting and taking notes. Say the purpose of this exercise is to continue to explore the question "Who am I, really?" **Ask:**
- Are there parts of my personality that are more dominant than others?*
 - Why is this?*
 - Are there parts of my identity that I am more comfortable sharing than others?*
 - Why is this?*
- 1.7. Ask if anyone would like to share what the experience was like for them, but do not press for responses. Some participants may feel shy to open up, particularly if the exercise touched on memories or experiences that are private or sensitive.
- 1.8. **Explain:** *Personal identity is complex. None of us has just one identity. We all have several at once. Often, we allow certain parts of our identity to come out more than others. This could be because we feel embarrassed or because we fear stigma, rejection or judgment. Everyone has parts of their identity that are quite public and others that might not feel safe to share openly.*
- 1.9. Say that it is important to understand who we are because who we are influences our value system and our actions arise from our value system. **Ask:** *Does anyone know what a value system is?* Give participants an opportunity to respond before posting the definition and reading it out loud. 🗨️ 🗨️

A **VALUE SYSTEM** refers to the beliefs, expectations and norms that the people within a social group aspire to.



1.10. Explain:

- a. *Values shape how people live their lives, how they interact with others and how they feel about themselves. Our values lead us to take actions, which can have both positive and negative consequences.*
- b. *To put this into perspective, let's imagine that I am a 50-year-old man living in a rural pastoralist community in northern Kenya. In my community, honesty, generosity and bravery are values that men my age are expected to exhibit. This is a positive thing, as I will feel an obligation to be as open and direct as possible with my peers; to share my resources with people who are less fortunate than me; and to protect the community from the wild animals that roam the homestead at night.*
- c. *However, the same value system may also emphasize an idea of masculinity that is harmful to the women in my life. For example, I may feel that I need to show my dominance by monitoring and restricting my wife's movements and by being physically and emotionally abusive.*

1.11. Display the "Identity → Values → Actions" visual and explain:

- a. *As we become aware of our identities, we gain insight into the value systems that guide our actions. Value systems are not static. They change over time depending on the parts of ourselves that we wish to claim and stand behind.*
- b. *Understanding our "Identity → Values → Actions" allow us to choose who we want to be – the values we want to hold close and the ones we want to distance ourselves from – based on an understanding of how our actions either harm or uplift the people in our lives.*

1.12. Explain: *I'd like us to take a moment to think about our identity, values and actions. Please turn to the person next to you and come up with an example of an "Identity → Values → Actions" chain that has positive impacts for others and another that has negative impacts.*

1.13. Give participants 6 to 7 minutes and then ask for one to two examples in plenary.

1.14. Ask: *How do we encourage more positive "Identity → Values → Actions" chains?*

1.15. Conclude:

- a. *It's not possible to change our identity. We are who we are, and we should be proud of this fact. However, we can choose the values that we wish to emphasize or make more prominent in our lives.*
- b. *If there are values promoted by our identity group that have harmful impacts for others, we can choose to reject these and live by more positive ones. It doesn't change who we are, just the effect we have on others.*

AWARENESS – Living Our Values (1 hour, 10 minutes)

Objective: *To narrow the gap between our personal and professional identities*

Part 1 – Narrowing the Gap Between Our Personal and Professional Identities (40 minutes)

PREPARATIONS

- Print out or prepare a flipchart paper with the information in Session Material 2B ("Questions for Reflection: Are Your Personal and Professional Identities Aligned?")

STEPS

1.1. Explain:

- a. *In this session, we have considered two important questions: **Who am I as a professional?** and **Who am I as an individual?** We will now look at how these identities come together in the workplace and what we can do if we experience a split or a conflict.*
- b. *In general, people feel better when there is alignment between their personal and professional identities. Take a person with strong family values and a clear sense of right and wrong: They are unlikely to feel comfortable working in a corrupt work setting. This is because they will experience a lack of alignment.*
- c. *They may be able to do it for a while, but it will eventually lead to suffering and conflict. Narrowing the gap between our public and private selves frees us. The more aligned our identities are, the less psychological and emotional turmoil we will feel and the better our confidence and sense of self.*

1.2. Distribute or post the reflection questions in Session Material 2B ("Questions for Reflection: Are Your Personal and Professional Identities Aligned?"). 📄 📋



- 1.3. Explain: In this next exercise, you will reflect silently on your personal and professional identities and the degree to which they align. Please go through the reflection questions and note down your responses in your journals. ✍
- 1.4. Provide participants time to answer the questions. Then, give participants an opportunity to share their reflections in plenary, but do not press them for responses.

Session Material 2B – Questions for Reflection: Are Your Personal and Professional Identities Aligned?

1. Which of the five humanitarian principles align most closely with your personal values?
2. Which of the five humanitarian principles feel the most distant to you and why?
3. Are there principles that you feel you need to make more prominent in your personal and professional life?
4. How would your work change if you were to embrace these principles more fully?
5. What inspires you about the humanitarian principles?

***Humanitarian principles: humanity, neutrality, impartiality, independence and do no harm*

- 1.5. Explain:
 - a. *As long as we work in this sector, we are required to live by the humanitarian principles. The good news is that most of us feel inspired by the humanitarian principles! Many of us have also found that these principles coincide more closely with our personal values than we realized!*
 - b. *Many of us have also noticed at least small inconsistencies between our personal and professional identities: for example, a staff member who manages a women's empowerment program but expects his wife to do the housework when he returns home or a staff member who supports education programs for girls but prioritizes her sons' studies.*
 - c. *If we embrace our highest values as humanitarians and live the principles consistently in our personal and professional lives, not only will our work be more impactful but also we will feel more confident and happier.*

Part 2 – The Power of Living Our Values (30 minutes)

PREPARATIONS

- Print out the organizational code of conduct for all participants

STEPS

- 2.1. Explain:
 - a. *Once we become aware of the "Identity → Values → Action" chain, we can make choices that have a positive effect on ourselves and others. Our values form the foundation by which we live. We are often unaware of our values because they are so much a part of who we are. But our values influence us in every moment.*
 - b. *The fact that we feel good or bad about our own and other people's behavior means that we have values. Values also differ from one social group to another and are not static but dynamic.*
 - c. *Our values can evolve as we learn, grow and make decisions about how we would like to be treated and how we would like to treat others.*
- 2.2. Explain: Once we are clear about our identity and values, we can begin to ask if and to what extent we are living in alignment with our **highest values**. The humanitarian principles describe the value system that humanitarian workers are expected to live by. This value system informs our organizational code of conduct, which in turn informs our expectations for staff behavior.
- 2.3. Distribute the organization's code of conduct to participants. Ask a volunteer to read the code of conduct out loud. 📖
- 2.4. Ask:
 - a. *Out of curiosity, how many of you had heard of the code of conduct?*
 - b. *Of those of you who have heard about it, how many of you had read it?*
- 2.5. Organize participants into groups of four or five each. Have them go through the code of conduct and indicate the behaviors they feel are widely practiced by staff and those that need work. Allow 10 to 15 minutes for the discussion.



- 2.6. Ask participants to share their thoughts in plenary and point out similarities and dissimilarities. Then, ask participants to take a few minutes to quietly reflect on their role in this process and to note their thoughts in their journals. 📝
- 2.7. Close the session by saying that the point of this exercise was for participants to reflect on how well they are living their humanitarian values not just as individuals but also as an organization.

PRACTICE – Commitment to Living Our Values (30 minutes)

Objective: To promote actions that help us to live our shared humanitarian values

Part 1 – Staff Briefing #2: Pre-Discussion (15 minutes)

PREPARATIONS

- Prepare a flipchart paper with the questions in Step 1.2

STEPS

1.1. Explain:

- a. *In this module, we have taken a closer look at who we are. It is not often that we take the time to think about our personal and professional identities, but it is important. Our identities determine the values that we hold and the actions that we take, and our actions can affect people either positively or negatively. Once we understand this, we can identify the positive values that we want to make more dominant in our lives.*
 - b. *As humanitarians, we are expected to aspire to the principles of humanity, neutrality, impartiality, independence and do no harm. These principles are reflected in our organization's code of conduct. For some, the humanitarian principles and the organizational code of conduct may come naturally. For others, it may be harder to bring their personal values into line with their professional values.*
 - c. *For example, a male staff member may belong to a social group that considers it acceptable to mistreat women and girls. However, as a humanitarian, he is expected to do no harm and to treat clients with humanity. His task, therefore, is to narrow this gap between his personal identity and values and his humanitarian identity and values. This will bring more impact and integrity to his work, as colleagues and clients see consistency in what he says at work and what he does at home. He will also feel less personal conflict and have the satisfaction of knowing that he is adhering to the principles of do no harm and humanity in all aspects of his life.*
- 1.2. Explain: *In the last exercise, we identified behaviors in the code of conduct that staff practice and the behaviors that need work. To prepare for this week's Staff Briefing, I would like you to get into groups and discuss two questions:*
- **Which one behavior in the code of conduct do you think staff should prioritize working on?**
 - **For this to happen, what barriers need to be overcome?**

Post the flipchart paper with the questions for participants' reference.

- 1.3. Give staff an opportunity to discuss the questions in groups of four to five before sharing their suggestions in plenary. Ask participants to vote of the behavior that they would like to collectively prioritize.
- 1.4. Note down participants' suggestions for addressing barriers to the full adoption of the code of conduct in the template provided on p.109 Session Material 8B -Recommendations for Change: Modules 1-7.

Part 2 – Staff Briefing #2: Instructions (10 minutes)

PREPARATIONS

- Print copies of Session Material 2C ("Staff Briefing #2: Living Our Values as Humanitarians") for volunteers

STEPS

2.1. Explain:

- a. *Unfortunately, not everyone can attend this particular Get Moving! to Prevent SH & SEA training. The Staff Briefing allows us to bring our learning and journey of discovery to others. The Staff Briefing should be no longer than 20 minutes and focus on the main topics covered in Module 2. Everyone will have a chance to lead at least one briefing.*
- b. *For this Staff Briefing, I will need another two to three volunteers who can help take the concepts from Module 2 to the wider team.*



- 2.2. Ask participants when the most convenient opportunity is to lead a Staff Briefing and ask for two to three volunteers who can lead the second Staff Briefing. Take note of who the volunteers are and outline the concepts that you expect them to discuss. To make it easier for volunteers, share Session Material 2C (“Staff Briefing #2: Living Our Values as Humanitarians”). 🗉 Remind volunteers that they will be expected to give a report out at the start of Module 3.

Session Material 2C – Staff Briefing #2: Living Our Values as Humanitarians

1. **Our Professional Identity:** The staff in this office are diverse, with men and women of different ages, backgrounds and cultures. Despite our differences, we are connected by our work and our common identity as humanitarians.
2. **Humanitarian Principles:** As humanitarian workers, there are five principles that we are expected to live by: humanity, neutrality, independence, impartiality and do no harm. These principles are reflected in our organization’s code of conduct.
3. **Identity, Values and Actions:** As people, we have multiple, overlapping identities. For example, I am not just a man or a woman. My identity is also defined by my age, race, nationality, tribe, ethnic group, and marital, parental and health status. *Who you are* influences your value system, which in turn shapes your actions and the consequences, which can either be positive or negative.
4. **Aligning Our Personal and Professional Identities:** As humanitarian workers, we are expected to live by professional principles that are sometimes at odds with our personal values. For example, there may be a strong expectation for us to put the needs of our tribe or ethnic group over the needs of others. However, the principle of independence requires us to work to alleviate the suffering of *all* people, not just the people close to us. Our goal is to address these internal conflicts and bring our identities into alignment with our highest values. “Our highest values” refer to the ideas and behaviors that have positive consequences for our friends, families and clients.
5. **Living Our Values:** As mentioned, our organization’s code of conduct is built on the humanitarian principles. In our group discussion, we felt that there were a number of areas in which staff could do more to uphold the code of conduct. We felt that _____ in particular needs work, but we also identified _____ as barriers that need to be addressed for this to happen.
6. **Question for the Wider Team.** *Do you agree that _____ is an area of the code of conduct that needs work? Do you agree that _____ are barriers to the uptake of these behaviors? What would be the effect of collectively working to improve the adoption of the code of conduct?*

- 2.3. Remind participants that:

- a. In addition to the Staff Briefing, you will be leading your own briefing with senior leaders/managers so they can be brought up to speed on the modules that they miss (they are required to attend Modules 4, 6 and 8). As part of the Module 2 briefing, you will share the group’s thoughts from the pre-discussion on the behavior from the organization’s code of conduct that needs to be practiced more consistently by staff and the barriers that need to be overcome for this to happen.
 - b. You will share general information only and discussions about individual staff members or sensitive issues will be off-limits. For this briefing, you would like it if one of the volunteers from the Staff Briefing could join you.
- 2.4. Agree on the volunteer who will join you. Finally, ask participants if there are any topics that they would rather not be raised in the Senior Leader/Manager Briefing. Give participants the option of raising their concerns with you in private after the session or anonymously through the Comments Box.



Part 3 – Wrap-Up (5 minutes)

PREPARATIONS

- Bring sticky notes for all participants and the Comments Box

STEPS

- 3.1. Thank the participants for coming to the session and for being present. Recognize that Module 2 goes deep on topics, that we often do not take the time to think about. Communicate your hope that through this process, participants have gained new insights into themselves and their work.
- 3.2. Confirm that the date, time and venue of the next session work for everyone. Ask participants if they experienced any challenges attending this training. If so, ask them what the challenges were and if you can help to address them by speaking to senior leaders, managers or supervisors.
- 3.3. Draw a happy face in the upper-left corner and a sad face in the upper-right corner of a flipchart paper. Ask participants to help with a quick “temperature check” before they leave:
 - a. Stress that you are committed to ensuring that the training meets participants’ needs. To do this, you need their feedback to understand what worked and what didn’t.
 - b. Ask participants to write their feedback on different aspects of the training (e.g., the content, facilitation, mix of activities, training hall or food) on sticky notes. Sticky notes with positive feedback should be placed below the happy face and negative feedback below the sad face.
 - c. Go over the feedback quickly and explain your plans to address it.



Part 4 – Senior Leader/Manager Briefing #2

STEPS

- 4.1. To prepare for the Senior Leader/Manager Briefing, facilitators should double-check that the agreed-upon meeting time works for both the senior leaders/managers and the staff volunteer. To ensure that the debrief is productive, facilitators should review Session Material 2C (“Staff Briefing #2: Living Our Values as Humanitarians”) and their own notes, captured in the Action Tracker in the appendix to this manual.
- 4.2. During the briefing, facilitators should:
 - a. Give senior leaders/managers an overview of Module 2, and ask the staff volunteer to share their perspectives and any insights they gained from the session.
 - b. Share the aspects of the code of conduct that require more attention and the barriers that need to be addressed for this to happen.
 - c. Be careful not to share the names of individual staff members or information that would enable senior leaders/managers to connect an insight or experience to an individual staff member.
- 4.3. Ask senior leaders/managers for their feedback: if they have reflections, if issues have come up between sessions and the steps they can take to address the barriers to full adoption of the code of conduct. Take note of the senior leaders’/managers’ commitments and any discussion points that can be shared with participants at the start of Module 3. Ask senior leaders/managers to communicate their support for the code of conduct and the steps they will take to encourage its full adoption in meetings and e-mails to staff.



MODULE 3:

The Relationship Between SH, SEA and Power (3 hours)

This module explores different types of power and encourages participants to take stock of the areas of their life in which they have and don't have power. The session includes personal reflections and group discussions that encourage a balancing of power and a gender-power analysis that forms the basis for discussing SH & SEA.

At a Glance

AWARENESS 55 minutes	The Forms That Power Takes <u>Objective:</u> To understand where power comes from and the forms (both positive and negative) that it can take
AWARENESS 45 minutes	The Space Between Us <u>Objective:</u> To understand how the imbalance of power between men and women is at the root of SH & SEA
AWARENESS 20 minutes	Drawing on Our "Power Within," "Power To" and "Power With" <u>Objective:</u> To identify positive uses of power to prevent and end SH & SEA
REFLECTION 30 minutes	Balance for Better <u>Objective:</u> To identify ways to balance power in our lives
PRACTICE 30 minutes	Taking Steps to Balance Power <u>Objective:</u> To promote actions that balance power within the workplace

AWARENESS – The Forms That Power Takes (55 minutes)

Objective: To understand where power comes from and the forms (both positive and negative) that it can take

Part 1 – Welcome Back and Recap (20 minutes)

PREPARATIONS

- Tape the "Safer Spaces" flipchart paper to the wall prior to the session
- Prepare slips of paper with the questions in Session Material 3A ("Knowledge Review Questions"); slips of paper should be crumpled up and mixed up in a hat or a box; keep the answers for reference
- Copies of the Module 2 Knowledge Check Quiz

STEPS

- 1.1. Welcome participants back to the training. To help participants reconnect, share a personal story, tell a joke or lead an energizer. You can also ask participants to come up with an energizer or share a story if they feel comfortable.
- 1.2. As participants settle in - hand out the Module 2 Knowledge Check Quiz for participants to complete. The quiz should take no more than 5-10 minutes. Once all participants have completed, ask them to switch their quiz with a partner or someone sitting next to them.
- 1.3. Review the answers together as a large group and have participants mark each other's responses. Have participants return the quizzes back to their owners. Facilitator's can collect the quizzes after participant's have reviewed their answers.
- 1.4. Conduct a knowledge review of Module 2 content: Divide participants into two groups and say there will be a competition to see which group can get the most correct answers. One at a time, have groups come to the front of the room, select a slip of paper from a hat or box (using the questions in Session Material 3A, "Knowledge Review Questions"), read the question out loud and try to answer it as a group. 🗣️ Altern ate between groups,

Considerations and Tips

The following steps are recommended for "The Space Between Us":

- Set the tone for the exercise carefully. This is a serious exercise that requires sensitivity. It shouldn't be done in a joking or playful manner.
- When debriefing the exercise, ensure that you demonstrate sensitivity to participants who may have identified strongly with a pretend identity and give them an opportunity to make corrections based on their lived experience if they feel safe and comfortable.



giving each five seconds to confer about the question. If one group gets the answer wrong or take too long, give the other a chance to respond and earn a point.

Note: Give groups one point per correct answer and keep track of scores on a flipchart paper. If the groups tie, read the following bonus question: *Which organizational document (or documents) outline expectations regarding staff behavior?* (Possible responses: the organizational code of conduct, anti-sexual harassment policy and/or policy to prevent the sexual exploitation and abuse of clients)

Session Material 3A – Knowledge Review Questions

1. *What is our professional identity?*

✂

2. *What are the humanitarian principles?*

✂

3. *What is personal identity?*

✂

4. *What does it mean to live our values?*

✂

5. *Which organizational document (or documents) outline expectations regarding staff behavior?*

✂

Answers

1. Our first, most important identity is as humanitarians. (Other possible answers include manager, assistant, caretaker, administrative assistant and so on.)
2. The principles are humanity, neutrality, impartiality, independence and do no harm.
3. Our identity is complex and multifaceted, and it includes aspects that arise from our relationships with other people, not just the innate characteristics that we were born with.
4. It is ensuring that our personal and professional identities are aligned and that our identity, values and behaviors (words and actions) are consistent and have a positive impact on others.

1.5. Ask: *In the first module, we talked about what women needed from men to feel supported through this process, and how this might change based on their nationality, race and ethnicity; caste; religion; ability; and health status. We also talked about the needs of individuals/groups based on their sexual orientation and gender identity. How is this going? Have the men followed through on their commitments? Why or why not?* If no responses come up, give participants the option of giving feedback through the Comments Box at the end of the session.

1.6. Discuss the last Staff Briefing:

- a. Explain: *Last session, I tasked X volunteers with leading Staff Briefing #2: Living Our Values as Humanitarians. I'd like to hear how it went.*
- b. Ask: *Did staff understand the concepts? Were they receptive to the ideas?* Give volunteers a chance to report back, and then ask participants for their thoughts and reactions.

1.7. Tell participants that senior leaders/managers were briefed on Module 2 content and that during the briefing, you shared participants' thoughts on which aspects of the code of conduct needed work and how senior leaders/managers could help to overcome obstacles. Reassure participants that only very general information was shared and that the senior leaders/managers will ensure that staff have the support they need to adopt the prioritized behaviors in the code of conduct. Ask the staff volunteer who joined the briefing if there is anything that you have missed or that they would like to add.

1.8. Explain: *Before we move on to today's session, I would like us to review the qualities of a safer space.* Point to the flipchart paper from Module 1 with the qualities of a safer space written on it and read them out loud.



Part 2 – Defining Power (35 minutes)

PREPARATIONS

- Write the definition of power on a flipchart paper
- Write the definitions from the “Expressions of Power” box on a flipchart paper

STEPS

- 2.1. **Explain:** *We are going to begin today’s session by talking about power. When I say the word “power,” what do you think of?* Allow participants to brainstorm in plenary and note their ideas on a flipchart paper.
- 2.2. Display the following definition and read it out loud: 🗨️ 🗨️

POWER is the ability to influence our own and other people’s experiences. Power by itself is neutral. Everyone has power and it can be used either positively or negatively. It is a choice.

- 2.3. **Explain:** *There are three kinds of positive power – “power within,” “power to” and “power with” – and one negative form of power – “power over.”* Post the following flipchart paper with expressions of power, going through the definitions and asking for examples of each. 🗨️

Expressions of Power

Positive Expressions of Power

- **POWER WITHIN** is the positive feeling we experience when we love and accept ourselves and when we believe we are valuable and deserving of our human rights. “Power within” is the foundation for all other positive forms of power.
- **POWER TO** is when we take action as individuals to positively influence our own and others’ lives.
- **POWER WITH** is when we join with others to improve our own and others’ lives.

Negative Expressions of Power

- **POWER OVER** is when our words or actions make it difficult, frightening or even dangerous for others to use their own power. The resulting imbalance of power can lead to violence in its many forms – physical, sexual, emotional or economic.

- 2.4. Clarify that the negative use of power is not always intentional or explicit. Sometimes, powerful individuals can “take up space” without realizing it through their body language or communication style. For example, they may interrupt or speak over others in meetings or spread their personal effects across the table, intimidating those around them.
- 2.5. **Explain:** *Sexual harassment and sexual exploitation and abuse are examples of negative uses of power. As we previously discussed, our identity determines how much power we have in the workplace. For example, the men among us have more power than women. Expatriate staff have more power than national staff, managers have more power than junior staff, and staff of NGOs have more power than community members and clients. Although we don’t have control over our identity and how much power we have, we can decide what we will do with the power that we do have.*
- 2.6. **Explain:**
- a. *Violence against women is an example of “power over.” Violence against women (including SH & SEA) occurs because there is an imbalance of power between men and women that is exploited by men. Sadly, in many places around the world, violence against women is considered normal and even acceptable. In fact, SH & SEA is so common that we often fail to recognize it as the injustice that it is and see it instead as “the way things are.”*
 - b. *So, how do power imbalances and the abuse of power become acceptable in the first place? They become acceptable because the more powerful group develops systems, laws and social norms to privilege their rights and interests over the less powerful groups. When it becomes difficult, frightening or dangerous for members of the less powerful group to use their power, their voice is diminished but not stamped out.*
 - c. *Fortunately, there are many examples of people throughout history who resisted social injustice and, although they initially experienced opposition, were eventually successful in bringing about positive social change.*



- d. *We can choose to use our power either positively or negatively. Abuse of power is not inevitable, and many people do not misuse their power. Identifying situations in which “power over” has been normalized is critical. In time, we can build a critical mass of people who speak out against injustice and strive for social change, creating a new normal that values gender equality and nonviolence.*

AWARENESS – The Space Between Us (45 minutes)

Objective: To understand how the imbalance of power between men and women is at the root of SH & SEA

Part 1 – The Space Between Us (25 minutes)

PREPARATIONS

- Print and cut up Session Materials 3B (“Pretend Male Identities”) and 3C (“Pretend Female Identities”)
- Print out Session Material 3D (“Facilitator Statements”) as needed
- Bring a whistle or clapper to get participants’ attention

STEPS

1.1. Explain:

- a. *In a few moments, I will ask you to line up in the middle of the room and hold hands with each other.*
 - b. *For this exercise, you will assume a pretend identity. Based on your pretend identity, you will move one step forward, one step backward or stay where you are in response to the statements that I read out loud. If you begin to move in the opposite direction of the people you are holding hands with, you will need to let go.*
 - c. *This is a silent exercise. However, if you need me to repeat a statement, call out, “Repeat.”*
- 1.2. Ask participants to line up side by side across the middle of the room, with sufficient and equal space both in front of and behind them. Ask them to face the same direction and hold hands with the people on either side of them.
 - 1.3. Distribute Session Materials 3B and 3C (“Pretend Male Identities” and “Pretend Female Identities”). When possible, give men pretend female identities and women pretend male identities. For larger groups, participants may need to share an identity. 🤫

Note: If there are participants with limited mobility, modify the exercise to promote accessibility (e.g., saying that people using wheelchairs can take the equivalent of a step). If individuals cannot participate in the exercise itself, they can fill an alternate role such as observer. Observers monitor participants’ movements and alert the facilitator if they notice participants who are taking overly large or small steps or who may be creeping forward.

Ask participants to take a few minutes to read through their pretend identities. Then, give an additional 1 or 2 minutes of silence so that people can mentally “get into the role” before starting the exercise.



Session Material 3B – Pretend Male Identities

1. Male Food Distribution Officer

My name is Juma, and I am 25 years old. I started working in the humanitarian sector after I graduated from university. I am a food distribution officer and do crowd control when the distributions get out of hand. I am seen as a rising star in the organization, and I expect to be promoted. Community members sometimes bring me gifts as tokens of their appreciation, which I gladly accept. I am on a starting salary, and it's not easy to make ends meet.

✂.....

2. Male Senior Humanitarian Coordinator

My name is Bosco, and I am 45 years old. I oversee a staff of 150 that delivers food, medical assistance and health services to refugees and host communities. I am a well-respected member of the team. I have the ear of the director of our organization and considerable influence with the local government. I support women's rights and have fired several male staff members for sexual harassment.

✂.....

3. Male Driver

My name is Julius, and I am 32 years old. I have been driving for my agency for the past five years. I am well known and liked by the communities where we operate. In fact, community members often approach me for advice because they value my opinion. I can be shy in meetings because I am less educated than the other staff. I have three wives in different communities, and I struggle to make ends meet.

✂.....

4. Male Pharmaceutical Seller

My name is Stephen. I am a 35-year-old manager at a busy pharmaceutical firm. I am well educated and have over 10 years' experience in the health sector. I am a star salesperson, and my boss frequently sends me out to oversee medical shipments. When I am away from the main office, I get approached by refugee women for free medicine and help with their papers. I'm only too happy to oblige in return for some time alone with them. I am a passionate man, and I enjoy spending time with women.

✂.....

5. Male Local Community Leader

My name is James, and I am 55 years old. I am an influential and respected leader in the host community. The humanitarian agencies that wish to operate in this area seek my approval and recommendations before they start to implement projects. I also arbitrate cases in which NGO staff have had relationships with refugee girls. I facilitate resolutions and mostly have NGO workers pay a financial settlement to the family or marry the girl. I have a large family and many mouths to feed, so I take a small fee for my services as a mediator. My son was recently in an accident, and I could not afford to pay the medical bills.

✂.....

6. Male Expatriate Country Director

My name is Henri. I am 62 years old and from Paris, France. I have been working in the humanitarian sector for the past 15 years. My agency values me because I have excellent social and professional connections and have brought a lot of donor funds to the organization. Last year, we had a case involving a female staff member who was sexually assaulted by a male staff member. The male staff member in question was talented – and I can't afford to lose my top performers – so I disciplined him and kept him on. I have a small family on mission with me, and we have a comfortable life.

✂.....

7. Male Cleaner

My name is Samson, and I am 46 years old. I have been the cleaner for a humanitarian organization for the past three years. Because the salary is small, I struggle to make ends meet. Recently my wife got sick, but I was not able to pay for the surgery because I am on a short-term contract so don't have health insurance. I belong to an ethnic minority that is seen as inferior. The staff often tease me and ask me to run personal errands for them. I don't really understand the work the organization does because I am rarely invited to meetings.



Session Material 3C – Pretend Female Identities

1. Female Intern

My name is Amina, and I am 25 years old. I recently started an internship with a humanitarian organization. I enjoy the work, and I am learning a lot! Recently, my boss started to take me out to lunch alone. Over lunch, he asks me lots of personal questions. I feel uncomfortable, but I'm not sure what to do. When the internship ends, I would like to be hired in a full-time role, so I need to show that I am a team player.



2. Female Manager

My name is May, and I am 55 years old. I work for a humanitarian organization as the manager of the base camp. I am the only female manager in this camp, and it took me years to get to this point in my career. I have many family responsibilities, which I struggle with because I am a single mother. Sometimes, I hear complaints of sexual harassment from the younger female employees. I personally think that young women need to get over themselves! We older women put up with much worse when we were starting out.



3. Female Expatriate Consultant

My name is Sarah, and I am 32 years old. I am from the United States and have five years' experience in the humanitarian sector. When I had a baby, I needed more flexibility, so I moved to New York City and began consulting. I have a health background and do health facilities assessments in emergency settings. On my last trip, I had trouble with a male driver who propositioned me. I reported him to the director, who investigated the matter. I later heard that the driver was let go and that several female national staff had complained about him before me, but no action was taken.



4. Female Refugee

My name is Florence, and I am 18 years old. I escaped to this camp with my young children when conflict broke out in my hometown two years ago. The food rations that we get are not enough, so I do what I can to survive. I get extra money from the sale of firewood, which I have to walk long hours in dangerous areas to collect. The food distribution officer in our block has pressured me for sexual favors in exchange for food rations on a number of occasions.



5. Female Host Community Member

My name is Angela, and I am 32 years old. When my husband died recently, I became the sole breadwinner for my family. I work as a primary school teacher at a school supported by an international organization. I love my work, but the head teacher started pursuing me after my husband died. The harassment makes it difficult to go to work, but I have no choice. I also recently joined a vocational training program run by the same INGO. The coordinator asked for a "fee," which I didn't want to pay. In the end, though, I paid because my children's school fees are due soon and I hope I will have more opportunities as a result of the program.



6. Female Community Health Mobilizer

My name is Maria, and I am 27 years old. I work as a health and hygiene promoter for an NGO. I like my work, but I've been in this role for five years. The salary I earn is small, and I work long hours. I would love to move into an officer role like my male colleagues who were recently promoted, but my supervisor told me that I need to speak up more in meetings. My husband is the main breadwinner, and we fight when I fall behind on housework – which is often.



7. Female Police Officer

My name is Mercy, and I am 55 years old. I have worked with the police for the past 10 years. I do case intake in the local police station's domestic violence unit. I see many cases of violence against women and girls. I do not make a lot of money, but I am passionate about my work because I was once in an abusive relationship. There are men in the police who accept bribes to drop cases. (They call rape a "lucrative offense.") I do my best to bring this kind of corruption to light, but I have to be careful. I have received threats in the past, and I need to keep my job.



- 1.4. Read the statements from Session Material 3D (“Facilitator Statements”), and ask participants to think about their pretend identity. Depending on whether the statement is true for their character, they should take one step forward, take one step backward or stay where they are. 📄

Session Material 3D – Facilitator Statements

1. If you make the decisions in your home, take one step forward.
 2. If you can afford to pay the school fees and medical bills for your family, take one step forward.
 3. If you have received education past the primary level, take one step forward.
 4. If you feel comfortable speaking in meetings and your colleagues listen to you, take one step forward.
 5. If you have been made fun of or disrespected because of your age, race, gender or ethnic identity, take one step backward.
 6. If you have been denied a job or a promotion on account of your gender, take one step backward.
 7. If you have influence in your community or place of work, take one step forward.
 8. If community members have offered you gifts in exchange for your support, take one step forward.
 9. If you have difficulty balancing your work and home life responsibilities, take one step backward.
 10. If you fear for your safety at work or when you walk home after dark, take one step backward.
 11. If you fear reporting harassment or other injustices, take one step backward.
 12. If workplace promotions or opportunities come easily to you, take one step forward.
-
- 1.5. When you have finished reading the statements, pause and then ask the participants to remain where they are. If participants are still holding hands, they can now let go.
 - 1.6. Ask the participants to reveal their pretend identities and to look around, taking a moment to reflect on their position and the position of others. Then, instruct: *When I say “go,” race to the wall [or line] in front of you...One, two, three...GO!*
 - 1.7. After the race, gather everyone in a large circle and debrief the exercise. Make sure that both men and women contribute and that everyone feels safe and respected. Ask:
 - a. *How did you feel at the beginning of the exercise when you were all in a straight line?*
 - b. *How did it feel to move forward? How did it feel to move backward?*
 - c. *How did it feel to release the hands of the people next to you?*
 - d. *Did you notice the feeling in the room change as the exercise progressed? (Probe: Did the tone of the exercise change from playful to more serious?)*
 - e. *How did you feel about where you were standing in relation to others by the end of the exercise?*
 - f. *Did this exercise give you any insight into the experience of SH & SEA within humanitarian organizations?*
 - g. *Were any of the scenarios familiar to you (have you seen them before)?*
 - h. *Did all of the characters who had power use their power negatively?*

Note: Be mindful that participants who have identified strongly with a pretend identity may find it hurtful not to have their identities and the implications recognized. To manage this particular risk, invite participants to call out corrections to incorrect assumptions made by the group based on their lived experience, but only if they feel safe/comfortable doing so.
 - 1.8. Explain:
 - a. *Every day, we witness, experience or contribute to the imbalance of power between men and women in the workplace. The Space Between Us exercise brings out these dynamics so we are aware of them and can begin to address them. However, as we become more aware of the injustice around us, we can begin to feel strong emotions like shame, anger or defiance. This is a natural response.*
 - b. *The question is: **How can we harness these emotions to promote positive change and a balancing of power between men and women in the workplace?** This is a question we will explore in subsequent sessions.*
 - 1.9. Conclude: *Thank you for the energy and ideas that you brought to this exercise. We have had some powerful insights together! Recognizing the imbalance of power between women and men, having insights into the experience of those with more or less power than us and feeling the emotions that this brings up **can be a powerful motivator for change!***



Part 2 – Why the Focus on Women? (20 minutes)

PREPARATIONS

- Print copies of Session Material 3E (“Elisabeth’s Story”) for all participants

STEPS

2.1. Explain:

- As we’ve previously discussed, the focus of Get Moving! to Prevent SH & SEA is women. Some of you have asked, or may have thought, “What about men? Don’t they also experience SH & SEA?”*
- While men do experience SH & SEA, women are statistically more likely to be the target. The fact that women are more often victimized is not by accident. It reflects the imbalance of power that exists between men and women in most societies around the world.*
- Societies in which men hold more social, political, economic and institutional power than women are known as patriarchies. Humanitarian systems operate within patriarchies and, as such, reproduce the power dynamics and social norms that make it more likely for violence to be directed against women.***

2.2. Explain:

- Our vertical and horizontal identities accentuate the power differentials between us. When a woman is a perpetrator, she is likely exploiting an imbalance of power that she holds as a result of her age, race, nationality, ethnicity, education or socioeconomic status.*
- Similarly, men are more likely to be the targets of SH & SEA when they belong to less powerful or stigmatized social groups. Examples include men with disabilities; men from marginalized nationalities, ethnicities or religions; men who are gay, bisexual or transgender; and young men and boys. However, while such situations arise, they are less common. This is because patriarchal norms that normalize violence against women (as opposed to the other way around) cut across all social groups.*

Session Material 3E – Elisabeth’s Story

Elisabeth is 17 years old. Several months ago, she fled her hometown with her 2-year-old son and 4-month-old daughter. Elisabeth did not want to leave but had no choice. The fighting had gotten so bad that she feared for her and her children’s lives.

The journey to the refugee camp was harrowing. Her husband was away fighting, so she had to travel alone. Noticing that she was by herself, several much older men made sexual advances toward her, which she turned down. When Elisabeth shared what had happened with a refugee couple that she met on the journey, they asked what she had done to provoke the men and stopped talking to her.

When she arrived at the border, the immigration officers tried to prevent her from crossing. They wanted to strike a bargain with her: They would let her cross in exchange for sexual favors. Elisabeth tried to complain to the head officer, but he responded by saying that he would also like to “know her.” Since Elisabeth had some savings, she used it to pay off the officials so she could get to the refugee camp.

Life in the camp was hard. Since Elisabeth was married at 13, she was unable to complete her studies; finding work was hard since she could not read or write well. She also did not have anyone who could care for her children during the day.

Over time, Elisabeth became increasingly desperate. The weekly food ration that she and her children received was inadequate, and there were other basic needs that were impossible to meet. To earn money, Elisabeth started to produce and sell charcoal. The work was not only hard but also risky. Refugee women were regularly attacked by host community men on their way to and from the bush.

Recently, the camp manager offered to connect Elisabeth to a women’s economic empowerment program run by an NGO if she would spend the night with him. Because of her dire situation, Elisabeth feared this might be her only option. She knew several other women who slept with the manager to get into the program. According to the women, the NGO had a reputation for not taking reports of abuse seriously.

Rather unexpectedly, Elisabeth was reunited with her brother Geoffrey. Geoffrey was one year older than Elisabeth. Unlike Elisabeth, he was unmarried and was able to find part-time work as an assistant for an NGO. Although Geoffrey’s skills were limited, he could read and write and was a hard worker. Like Elisabeth, Geoffrey was stopped at the border and forced to pay a bribe.

The happy reunion between the brother and sister meant that Elisabeth could stop selling charcoal. She also no longer had to entertain the camp manager’s proposal because her brother could support them on his small income.

Questions for Discussion

1. Elisabeth and Geoffrey came from the same family and were close in age, but Elisabeth faced different challenges. In what ways was Elisabeth more vulnerable to SEA than Geoffrey?
2. At what points was Elisabeth vulnerable to SEA during this story?
3. At what points was Geoffrey exposed?
4. What would have happened if Elisabeth had not been reunited with her brother?



- 2.3. Explain: I am now going to pass out a story about a refugee girl named Elisabeth. I would like you to read the story silently, and then turn to the person next to you and discuss the questions at the end.
- 2.4. Pass out copies of Session Material 3E (“Elisabeth’s Story”) and give participants time to read it and then discuss the questions. 📄
- 2.5. Discuss the story in plenary, and conclude: Hopefully, this story has illustrated how women tend to be at increased risk of SH & SEA. Elisabeth and Geoffrey come from the same family, but Elisabeth’s gender makes her more vulnerable to abuse, while Geoffrey is protected from it.

AWARENESS – Drawing on Our “Power Within,” “Power To” and “Power With” (20 minutes)

Objective: To identify positive uses of power to prevent and end SH & SEA

Part 1 – Positive Uses of Power to Prevent SH & SEA (20 minutes)

PREPARATIONS

- Write the names of characters based on Session Material 3E (“Elisabeth’s Story”) on a flipchart paper (lead immigration official, Elisabeth’s refugee friends, staff of the NGO supporting the education program, Elisabeth)

STEPS

1.1. Explain:

- a. Sexual harassment and sexual exploitation and abuse are abuses of power that are reinforced when humanitarian agencies fail to take responsibility for the behavior of their male staff: for example, when they cover up or dismiss incidents of SH & SEA, when they fail to investigate or when they fail to create an office culture that is safe for women.
- b. As we saw in Elisabeth’s story, Elisabeth was retraumatized and let down all over again when she tried to seek help from the people and institutions (such as immigration officials and an NGO) that should have protected her.

1.2. Explain:

- a. Until now, we have focused our discussion mostly on the negative use of men’s “power over” women. Elisabeth’s story is sad because it mostly highlights situations in which men attempt to exploit her vulnerability. However, it didn’t have to be this way.
- b. I’d like you to turn to the person next to you and discuss ways that Elisabeth and the people around her could have used their power positively to limit or prevent her exposure to SEA, drawing on their “power within,” “power to” and “power with.”
- c. I’d like you to do this from the perspective of the lead immigration official, Elisabeth’s refugee friends, staff of the NGO supporting the education program and Elisabeth herself. Post the flipchart paper with these characters for reference. 📄

1.3. Give participants 15 minutes to discuss their ideas for rescripting Elisabeth’s story. Then, discuss participants’ ideas in plenary.

1.4. Conclude:

- a. I hope that this exercise makes clear that whether we have a little power or a lot of power, it is our choice how we use the power that we have. Rather than exploit our power, we can use it to lift up others who have less power.
- b. Most of us have areas of our lives in which we enjoy more or less power. For example, if I am one of the few educated female humanitarian workers in my village, I may enjoy the respect of the community. However, within my organization, I may have relatively little power in relation to my male peers.
- c. Power is relative and contextual. For example, while I may enjoy the respect of the people in my village, my standing may decline if I am transferred to a neighboring community where I am an ethnic minority. Understanding where we have and do not have power can help us to assess risks and opportunities for taking action.



REFLECTION – Balance for Better (30 minutes)


Objective: To identify ways to balance power in our lives

Part 1 – Balancing Power (30 minutes)

PREPARATIONS

- Print copies of Session Material 3F (“Four Steps to Balancing Power”) for all participants

STEPS

- 2.1. **Explain:** *We will now explore ways to can correct the power imbalances in our lives. I am going to hand out a reading called “Four Steps to Balancing Power,” which I would like you to read through silently. Then, take notes on the steps that you feel you need to work on.*
- 2.2. Pass out copies of Session Material 3F (“Four Steps to Balancing Power”). Give participants 20 minutes to read and take notes in their journals. 
- 2.3. After reading, **ask:**
 - a. **How was this exercise for you? Was it challenging to identify areas for improvement?**
 - b. **Why do you think this is?**
 - c. **Does anyone feel comfortable sharing their reflections – and specifically, the steps they believe they need to work on?**

PRACTICE – Taking Steps to Balance Power (30 minutes)

Objective: To promote actions that balance power within the workplace

Part 1 – Staff Briefing #3: Pre-Discussion (15 minutes)

PREPARATIONS

- Prepare flipchart papers with questions for “Personal Commitments to Balancing Power” and with questions for “Collective Commitments to Balancing Power”

Session Material 3F – Four Steps to Balancing Power

1. Rethink Workplace Behavior: Consider whether your behavior makes it difficult for others to use their power positively in the workplace. Do people feel fearful or less confident after they’ve interacted with you? Sometimes, despite our best intentions, we use our “power over” others. If you find yourself using your “power over” others, consider how you might be able to do things differently.

This might be challenging at first, particularly if you are a supervisor or were unaware that you used your power inappropriately in the past. It can be helpful to talk to peers and ask them for their honest feedback. Remind yourself that showing your power does not require you to use your “power over” others. In fact, the most successful leaders gain the respect of their colleagues and build their influence through active listening, consultation and transparent decision-making.

2. Observe Yourself in the Community: Think about your “power over” community members (e.g., as an NGO worker *over* a client, as a formally educated person *over* someone without formal education or as an urban resident *over* a rural resident). Do you always use your power positively? Or are there times when you overstep? Do you regularly seek their feedback? Consider ways to promote your “power with” community members to deliver better services by listening to them and being responsive to their concerns.

3. Question Your Own Inaction: Think about the times when you observed others using their power negatively yet chose to remain silent. What were the fears or barriers that prevented you from speaking up or taking action? Think about alternative ways to handle these situations so that you can demonstrate your commitment to balancing power. If you have less power or are more junior in the organization, it may not be safe to engage in direct confrontation, but there could be other steps that you take, like speaking to the victim afterward or lodging an anonymous complaint.

4. Reflect on Your Personal Discomfort Using Power: Think about the times you have felt uncomfortable stepping into your own power. What made you feel like you couldn’t exercise your power. Was it your gender? Your position within the organization? A lack of “power within”? Ask yourself if you need to build your power, and if so, which kind: your “power within,” “power to” or “power with.”



STEPS

1.1. Explain:

- a. *In this module, we looked at the relationship between power and SH & SEA. Power imbalances between individuals or groups are at the root of all SH & SEA violations. When an individual engages in SH or SEA, they use their “power over” others to gain sexual favors. However, not all individuals who have economic, social, political or institutional power necessarily abuse others.*
- b. *Some people use their power positively to uplift others. Positive power is something that we can consciously develop. Positive power takes many forms, including our “power within” (self-confidence or self-belief), “power to” (ability as an individual to act for change) and “power with” (ability to act as a collective to promote change).*
- c. *Our task as individuals is to become more conscious of the power that we hold in relation to others and to identify where we might need to step forward and where we might need to step back to balance power so that SH & SEA is less likely to occur.*

1.2. Explain:

- a. *To prepare for this week’s Staff Briefing, I’d like us to take a step back from the individual level. To do this, I’d like you to reflect on power imbalances at the organizational level in groups of four to five.*
- b. *In your groups, I’d like you to first identify the most important gender-specific power imbalance contributing to continued SH & SEA and then identify the most significant general power imbalance contributing to an environment where staff feel unable to raise concerns.*

Note: If staff are having difficulty identifying examples, you can prompt ideas by giving the following examples: a mostly male management team (for gender-specific power imbalance) and junior staff who feel disempowered or fearful of managers with a top-down style (for general power imbalance).

Part 2 – Staff Briefing #3: Instructions (5 minutes)

PREPARATIONS

- Print copies of Session Material 3G (“Staff Briefing #3: Taking Steps to Balance Power”) for volunteers

Session Material 3G – Staff Briefing #3: Taking Steps to Balance Power


- Power:** Power is the ability to influence our and other people’s experiences in life. It is a concept that is important to this training because within every act of SH & SEA lies an abuse of power.
- Expressions of Power:** Power can be used either positively or negatively by the people who hold it. Not everyone who has power misuses it. Some people choose to use their individual and collective power to uplift themselves and others. Others abuse it. When power is used negatively, we refer to it as using our “power over” others.
- Power Imbalances:** The root cause of sexual misconduct in the workplace is the imbalance of power between a male and female team member. Without this imbalance, it would be impossible for the offense to occur. To effectively tackle SH & SEA in the workplace, we must balance power between these groups.
- Focus on Women and Girls:** Although violence against men does occur, it is less common for men to be victimized. When men are victimized, there tends to be a co-occurring identity-related risk factor (like age, ability, nationality, ethnicity, sexual orientation or health status) that increases their vulnerability. For this reason, our SH & SEA prevention and response efforts are oriented toward women, although men are by no means excluded.
- Taking Steps to Balance Power:** In our discussions, we identified two power imbalances in the workplace that affect our ability to create a safe working environment for female staff. We identified _____ as the most important gender-specific power imbalance contributing to continued SH & SEA within the workplace. We identified _____ as the most important, general power imbalance contributing to staff feeling afraid to come forward. If left unaddressed, these imbalances have the potential to silently fuel SH & SEA within our organization.
- Questions for the Wider Team:** *What do think about the power imbalances identified by the training participants? Do they contribute to SH & SEA in the workplace? Why or why not?*



STEPS

2.1. Explain:

- a. *Unfortunately, not everyone can attend this particular Get Moving! to Prevent SH & SEA training. The Staff Briefing allows us to bring our learning and journey of discovery to others. The Staff Briefing should be no longer than 20 minutes and focus on the main topics covered in Module 3. Everyone will have a chance to lead at least one briefing.*
- b. *For this Staff Briefing, I will need another two to three volunteers who can help take the concepts from Module 3 to the wider team.*

2.2. Ask participants when the most convenient opportunity is to lead a Staff Briefing and ask for two to three volunteers who can lead the third Staff Briefing. Take note of who the volunteers are and outline the concepts that you expect them to discuss. To make it easier for volunteers, share Session Material 3G (“Staff Briefing #3: Taking Steps to Balance Power”).  Remind volunteers that they will be expected to give a report out at the start of Module 4.

2.3. Remind participants that:

- a. In addition to the Staff Briefing, you will be leading your own briefing with senior leaders/managers so they can be brought up to speed on the modules that they miss (they are required to attend Modules 4, 6 and 8). As part of the Module 3 briefing, you will share the group’s thoughts from the pre-discussion on gender-specific power imbalances that fuel continued SH & SEA and the general power imbalances that contribute to an atmosphere where staff feel nervous to report incidents.
- b. You will share general information only, and discussions about individual staff members or sensitive issues will be off-limits. For this briefing, you would like it if one of the volunteers from the Staff Briefing can join you.

2.4. Agree on the volunteer who will join you. Finally, ask participants if there are any topics that they would rather not be raised in the Senior Leader/Manager Briefing. Give participants the option of raising their concerns with you in private after the session or anonymously through the Comments Box.

2.5. Note down suggestions for actions to correct power imbalances in the workplace in the template provided on p.109 Session Material 8B -Recommendations for Change: Modules 1-7.

Part 3 – Wrap-Up (10 minutes)

PREPARATIONS

- Bring sticky notes for all participants and the Comments Box

STEPS

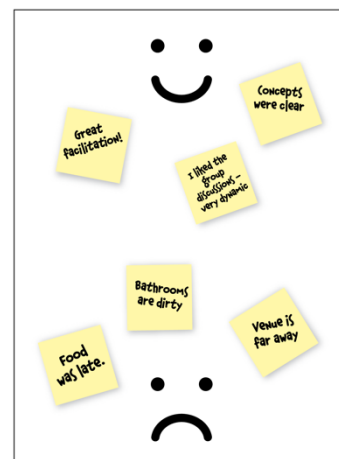
3.1. Thank the participants for coming to the session and for being present. Recognize that Module 3 can be difficult and explain:

- a. *Being honest with ourselves about who we are and how we use our power as individuals and an organization can be an eye-opening but challenging experience.*
- b. *Our growing awareness of power makes evident the need to make changes. These changes may or may not have a clear or immediate payoff. In the next few modules, we will work together to make a plan for change that will benefit everyone!*

3.2. Confirm that the date, time and venue of the next session work for everyone. Ask participants if they experienced any challenges attending this training. If so, ask them what the challenges were and if you can help to address them by speaking to senior leaders, managers or supervisors.

3.3. Draw a happy face in the upper-left corner and a sad face in the upper-right corner of a flipchart paper. Ask participants to help with a quick “temperature check” before they leave:

- a. Stress that you are committed to ensuring that the training meets participants’ needs. To do this, you need their feedback to understand what worked and what didn’t.
- b. Ask participants to write their feedback on different aspects of the training (e.g., the content, facilitation, mix of activities, training hall or food) on sticky notes. Sticky notes with positive feedback should be placed below the happy face and negative feedback below the sad face.
- c. Go over the feedback quickly and explain your plans to address it.





Part 4 – Senior Leader/Manager Briefing #3

STEPS

- 4.1. To prepare for the Senior Leader/Manager Briefing, facilitators should double-check that the agreed-upon meeting time works for both the senior leaders/managers and the staff volunteer. To ensure that the debrief is productive, facilitators should review Session Material 3G (“Staff Briefing #3: Taking Steps to Balance Power”) and their own notes, captured in the Action Tracker in the appendix to this manual.
- 4.2. During the briefing, facilitators should:
 - a. Give senior leaders/managers an overview of Module 3, and ask the staff volunteer to share their perspectives and any insights they gained from the session.
 - b. Share gender-specific power imbalances that contribute to continued SH & SEA and general power imbalances that contribute to a work environment where staff feel unable to raise concerns.
 - c. Be careful not to share the names of individual staff members or information that would enable senior leaders/managers to connect an insight or experience to an individual staff member.
- 4.3. Ask senior leaders/managers for their feedback: if they have reflections, if issues have come up between sessions and the steps they can take to help teams address power imbalances. Take note of the senior leaders’/managers’ commitments and significant discussion points, and ask senior leaders/managers to share these with participants at the start of Module 4. Ask senior leaders/managers to communicate their commitment to help balance power in meetings and e-mails to staff.
- 4.4. Remind senior leaders/managers of the date and time of the next session, which is mandatory for them to attend.**



MODULE 4:

Acknowledging the Systemic Nature of Power (3 hours)

This module raises awareness of the role that social norms play in keeping power imbalances in place, thus enabling SH & SEA to continue unchallenged. Discussions and practical exercises help participants to identify common manifestations of SH & SEA and their impact on individuals, communities and institutions.

Note: This is a mandatory module for senior leaders/managers.

At a Glance

AWARENESS 1 hour, 20 minutes	The New Planet <u>Objective:</u> To understand the systemic nature of power
REFLECTION 25 minutes	The Link Between Power and Human Rights <u>Objective:</u> To understand how power connects to human rights
AWARENESS 45 minutes	How Does SH & SEA Manifest and What Are Its Effects? <u>Objective:</u> To identify common expressions of SH & SEA and its impact on individuals, communities and organizations
PRACTICE 30 minutes	Commitment to Social Norms Change to Prevent SH & SEA <u>Objective:</u> To promote actions that address the social norms that underlie SH & SEA

AWARENESS – The New Planet (1 hour, 20 minutes)

Objective: To understand the systemic nature of power

Part 1 – Welcome Back and Recap (20 minutes)

PREPARATIONS

- Tape the “Safer Spaces” flipchart paper to the wall prior to the session
- Prepare slips of papers with the knowledge review questions in Step 1.2 in a box, hat or bowl
- Copies of the Module 3 Knowledge Check Quiz

STEPS

- 1.1. Welcome participants back to the training. To help participants reconnect, share a personal story, tell a joke or lead an energizer. You can also ask participants to come up with an energizer or share a story if they feel comfortable.
- 1.2. As participants settle in - hand out the Module 3 Knowledge Check Quiz for participants to complete. The quiz should take no more than 5-10 minutes. Once all participants have completed, ask them to switch their quiz with a partner or someone sitting next to them.
- 1.3. Review the answers together as a large group and have participants mark each other's responses. Have participants return the quizzes back to their owners. Facilitator's can collect the quizzes after participant's have reviewed their answers.
- 1.4. Conduct a knowledge review. Have volunteers pull out slips of paper with the following questions from a hat, bowl or handmade box, and read the questions out one by one. Give the group a chance to think about and respond to the questions and offer clarifications if needed. The questions are:

Considerations and Tips

- As participants continue to unpack the concept of power, there could be pushback against what male participants view as a biased representation of the negative impacts of “power over.” They could argue that men too are abused and that their concerns have not been given sufficient weight.
- In the debrief for “The New Planet,” facilitators can point to the fictional scenario as an example of what can occur when power is abused by a powerful group. Men who belong to certain racial, ethnic or socioeconomic groups (for example) can also experience discrimination and abuse of power. However, this needs to be put into perspective, as it is women and girls who are most often victims of SH & SEA and the reason that women are the focus of this training.



- a. What are examples of positive power? (Answer: “power within,” “power to” and “power with”)
 - b. What is an example of negative power? (Answer: “power over”)
 - c. Do people with power always abuse it? (Answer: No. Power can be used for good or for bad – it’s your choice.)
 - d. What are the four steps to balancing power within the workplace? (Answer: 1. Rethink workplace behavior; 2. Observe yourself in the community; 3. Question your own inaction; and 4. Reflect on your personal discomfort using power.)
- 1.5. After the knowledge review, make time to discuss the last Staff Briefing.
- a. **Explain:** *Last session, I tasked X volunteers to lead Staff Briefing #3: Taking Steps to Balance Power. I’d like to hear how it went.*
 - b. **Ask:** *Can the volunteers share their experience with us? How did the briefing go? Were staff receptive to the ideas, and did they share anything of note?* Give volunteers a chance to report back, and then ask participants for their thoughts.
- 1.6. **Explain:** *Before we move on to today’s session, I would like us to review the qualities of a safer space.* Point to the flipchart paper from Module 1 with the qualities of a safer space written on it and read them out loud.
- 1.7. Explain that the senior leaders/managers were briefed on Module 3 content and that during the briefing, you shared participants’ thoughts on which gender-specific and more general power differences fuel SH & SEA within the office.
- 1.8. **Welcome the senior leaders/managers to Module 4 and invite them to speak about the briefing and the steps they will take to encourage balancing power in the two areas identified by the group.**



Part 2 – New Planet Exercise (30 minutes)

PREPARATIONS

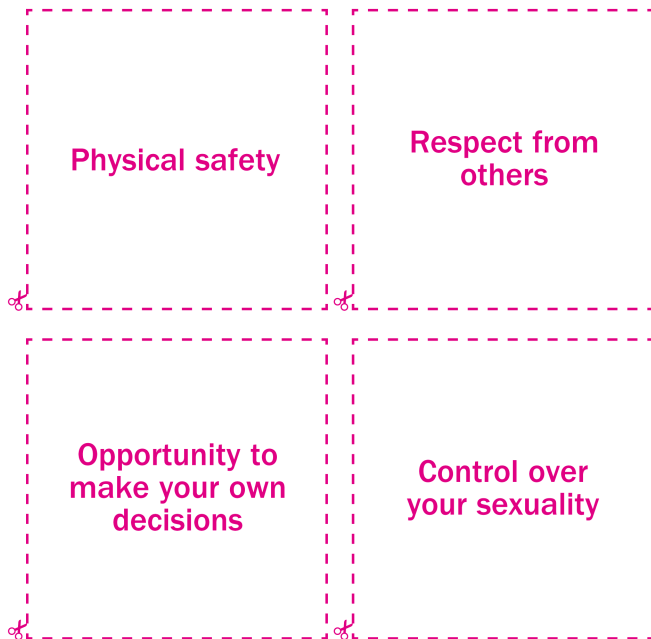
- Print and cut out Session Materials 4A (“Rights Cards”) and 4B (“Life Cards”) for participants; each participant should have all four rights cards and one life card
- Print Session Materials 4C (“New Planet Laws”) and 4D (“Discussion Questions: New Planet Exercise”) as needed
- Bring a whistle or clapper to get participants’ attention, as well as tape

STEPS

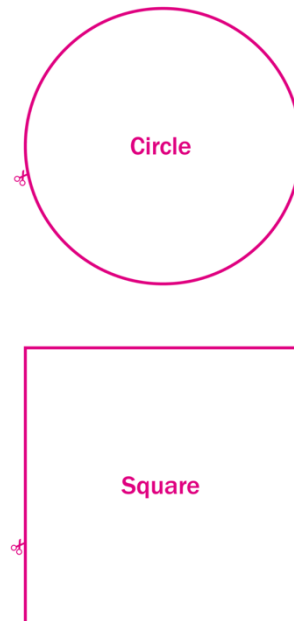
- 2.1. **Explain:**
- a. *In this exercise, we will all become citizens of a New Planet. On this planet, we do one thing all the time – we greet each other! We also listen to and seriously follow the laws of the land.*
 - b. *We would like you to walk around the room and introduce yourselves by name to everyone, one by one. Every time you meet someone for a second or third time, you should provide new information about yourself – where you live, if you have children and so on. For all greetings, you should use your real identity.*
- 2.2. Ask participants to stand up, move around the room and greet each other. The greeting can be in any way that is socially acceptable for the context (shaking hands, bowing, hand on heart, etc.). While participants greet one another, put out the rights cards in four piles (“Physical safety,” “Respect from others,” “Opportunity to make your own decisions” and “Control over your sexuality”). Each participant will get one each of the four rights cards.



Session Material 4A – Rights Cards



Session Material 4B – Life Cards



- 2.3. After two minutes of participants introducing themselves, call “stop!” If the room has become noisy, use a whistle or a clapper to get participants’ attention.



- 2.4. Explain: *On this New Planet, there are special laws and the people on this planet do whatever the laws say. I will now read out the **first of the three laws on the New Planet**.*

Session Material 4C – New Planet Laws

Law 1

Welcome noble citizens of this New Planet! We are a planet of happy, friendly people, always eager to meet someone new and to share something about ourselves. As citizens of this planet, you have the right to four things:

- First, you have the right to **physical safety**, which protects you from being physically harmed. You will each take a “Physical safety” card to represent this right. (Show the “Physical safety” card to the group.)
- Second, you have the right to **respect from others**, which protects you from unkind or discriminatory treatment from others. You will each take a “Respect from others” card to represent this right. (Show the card for “Respect from others” to the group.)
- Third, you will have the **opportunity to make your own decisions**, which protects you from other people making decisions on your behalf about your money, property or possessions and what you do with your time. You will each take an “Opportunity to make your own decisions” card to represent this right. (Show the card for “Opportunity to make your own decisions” to the group.)
- Fourth, you have the right to **control over your sexuality**, which protects you from being forced into marriage, sex, commercial sex work or any type of unwanted sexual activity. You will each take a “Control over your sexuality” card to represent this right. (Show the card for “Control over your sexuality” to the group.)

Please come and collect your cards and continue greeting each other.

Law 2

To all the noble citizens of this New Planet, the population of our planet will be divided into two parts. Half of you will now become “squares,” and the other half will become “circles.” You will each pick a life card to show which group you belong to. You must have a life card to survive on this New Planet. Please collect a card, tape it to your chest and then continue greeting each other.

Law 3

To the noble citizens of this New Planet, times have changed. We now officially declare that circles have more power than squares. If I clap my hands (or blow the whistle or use the clapper) while a circle and square are greeting each other, the circle can take one of the square’s rights. If the square has run out of rights, the circle can take the square’s life card. If a square loses their life card, they must stand frozen in place for the rest of the game. Even though squares know of this risk, they must continue greeting circles. Please continue greeting each other.

- 2.5. Read Law 1 in Session Material 4C (“New Planet Laws”). Have participants collect their rights cards and then continue the game.
- 2.6. While participants continue to greet each other, lay out the two piles of life cards. (Half of the participants will get “square” life cards, and the other half “circle” life cards.) After three minutes, call “stop!” Use the whistle or clapper to get participants’ attention if the noise level is high.
- 2.7. Read Law 2 in Session Material 4C (“New Planet Laws”).
- 2.8. Give participants a chance to collect their life cards, and resume the game. After three minutes, call “stop!” and use the whistle or clapper to get participants’ undivided attention.
- 2.9. Read Law 3 in Session Material 4C (“New Planet Laws”) 📢.
- 2.10. Resume the game. Periodically clap your hands (or blow the whistle or use the clapper). Once a third of the participants are standing frozen, end the game by calling “stop!” Explain that the new civilization will now be put on hold for discussion. Ensure that the participants hold on to their cards.



- 2.11. With participants in their place, debrief using Session Material 4D (“Discussion Questions: New Planet Exercise”).

Session Material 4D – Discussion Questions: New Planet Exercise

For Everyone

1. How did you feel when you received your four rights?
2. How did you feel when you were divided into circles and squares?

For the Squares

1. How did you feel when the circles were given more power?
2. How did it feel being at risk of having your rights taken away?
3. How did this affect your behavior?
4. What strategies did you adopt to protect yourselves?

For the Circles

1. What was it like to have the most power?
2. How did it feel taking away the rights of the squares?
3. Did any of the circles question why they were taking the squares’ rights away? Did any circles refuse to participate?

For Everyone

1. Circles were in a position to take squares’ right to control their sexuality. How does this compare with what happens with female staff or clients? In what way?
2. Squares had less power and had to adopt strategies to protect themselves. How does this compare with female staff or clients?
3. In this exercise, people were divided into “squares” and “circles.” In real life, how do we divide people into categories? Possible responses: male/female, rich/poor, people with/without disabilities, having/lacking formal education, older/younger, expatriate/national)
4. Circles were given more power. Why do you think this was? Did they do anything to earn it?
5. Is this true for men in the office? Did they earn their power, or was it granted to them?

Part 3 – Social Norms That Encourage Men’s “Power Over” Women (20 minutes)

PREPARATIONS

- Write the definition of social norms on a flipchart paper

STEPS

- 3.1. Ask participants if they know what a social norm is. Give participants an opportunity to share their responses. Then, put up the flipchart paper with the following definition and read it out loud. 🗨️ 👤

SOCIAL NORMS are unwritten rules about how society expects people to behave. For example, students arrive to class on time, the eldest in the family gets married first, and women stay at home and care for children while men go out and work. The failure to live up to these norms can result in sanctions (such as criticism, judgment or exclusion). Social norms exist in all areas of our lives – in our families, in our communities and in our laws and institutions.

- 3.2. Organize participants into groups of four to five each. Explain:

- a. *Each group will be given a different category of social norms to work with: social norms in families, social norms in communities, social norms in the workplace and social norms in laws and institutions.*
- b. *In groups, you will try to identify as many social norms as you can that encourage men’s “power over” women for this category. You will have 15 minutes to work on this exercise and 15 minutes to present your examples in plenary.*



Note: If groups have trouble identifying norms for their category, facilitators can refer to the examples in the following box.

Examples of Social Norms That Encourage Men's "Power Over" Women

Social Norms in Families: Families prefer boys over girls, celebrate the birth of a boy more than a girl or prioritize boys' education over girls'. Men can cheat on their partners, but wives must remain faithful. Men are the heads of household.

Social Norms in Communities: Men are the community leaders and elders. Men are more active in politics and law enforcement (e.g., the police and judiciary). Women don't have a formal role in community decision-making and are responsible for social celebrations like births and weddings.

Social Norms in the Workplace: The ideas that certain roles are for women (e.g., women are cooks/cleaners), that certain roles are for men (e.g., men are guards/drivers), that men make natural leaders (e.g., the bosses/managers), and that women should not speak up or ask too many questions.

Social Norms in Laws/Institutions: Only men can divorce on the grounds of adultery. Inheritance passes through the male line. Women cannot own property. Women need their husband's permission to travel or get a job.

3.3. Give participants 15 minutes to work on this exercise, and then have participants present in plenary.

3.4. Explain:

- It is clear from this exercise just how many social norms reinforce men's "power over" women. The norms are not only pervasive but also harmful because they normalize the imbalance of power between men and women and prevent us from action on SH & SEA.*
- For example, if a female staff member has experienced sexual harassment, she may feel like she can't report the incident if women in that context are expected to be quiet and not speak up, regardless of whether the organization has an anti-sexual harassment policy.*

Part 4 – Circles of Influence (10 minutes)

PREPARATIONS

- Print out or prepare a flipchart paper with a large version of Session Material 4E ("Socioecological System")

STEPS

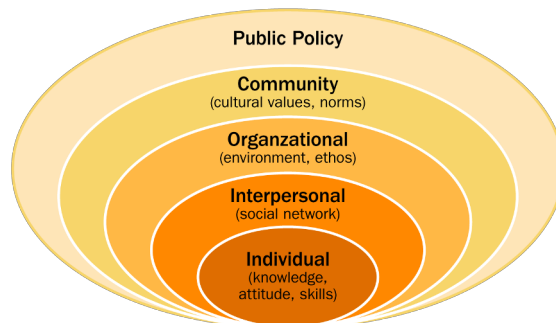
4.1. Post Session Material 4E ("Socioecological System") and explain:

- This image outlines the different levels of our society in which social norms exist and interact: the individual, family, community and institution.*
- Each level has social norms that promote men's "power over" women, and each level reinforces the others. This is what makes the imbalance of power between men and women so difficult to change! Men's power is held in place by social norms at all levels of our social system.*
- This visual depicts the socioecological model. The socioecological model helps us to understand the factors that affect our behavior and offers guidance on how to approach change.*
- If we apply this model to SH & SEA prevention, it becomes clear that violence against women is not random but systemic. By "systemic," we mean that it is widespread and occurs in a patterned and predictable way. If society did not support an imbalance of power between men and women, people would experience violence randomly and equally. But this is not the case. The fact that women as a group are more vulnerable to violence is the result of systemic oppression and injustice.*

4.2. Explain:

- An individual's decision to perpetrate SH & SEA, or to report it, does not occur in a vacuum. It is influenced by their social environment and the multiple circles of influence at the individual, family, community and institutional levels.*
- For example, a male staff member who sexually harasses a female staff member may be encouraged to believe that his behavior is acceptable through social norms that normalize violence against women in the family, that encourage men in the community to engage in "sexually promiscuous" behavior to prove their masculinity and that fail to hold men accountable for acts of sexual misconduct in the workplace.*
- A female staff member who is a victim of sexual harassment will not simply report the incident but will first consider the social norms that could jeopardize her efforts: for example, "Will my family support or blame*

Session Material 4E – Socioecological System





me? Will I be stigmatized by the community? Will my male colleagues side with the perpetrator? Will the organization pursue the case? Is senior management prepared to take disciplinary action if needed?"

- d. *The point of this session is to show the power of social norms, which have the potential to undermine our best efforts to prevent SH & SEA if we ignore them. Developing strong organizational policies is an important first step, but social norms that reinforce men's "power over" women at the individual, family, community and institutional levels must be challenged and changed.*

REFLECTION – The Link Between Power and Human Rights (25 minutes)

Objective: To understand how power connects to human rights

Part 1 – Power and Human Rights (25 minutes)

PREPARATIONS

- Write the definition of human rights on a flipchart paper
- Print copies of Session Material 4F ("Amina's Story") for each participant

STEPS

- 1.1. **Explain:** We will now look at how the abuse of power leads to the violation of human rights. Post and read the following definition out loud. 🗨️ 👤

HUMAN RIGHTS are the entitlements that all people have by virtue of being human. All humans have the right to own property; to get an education; to live a life of dignity; to meet their basic needs, including food, water and shelter; to have meaningful employment; and to be free from violence.

- 1.2. **Explain:**

- a. *Human rights are the entitlements that all people have by virtue of being human. When someone uses their "power over" another, it leads to a violation of human rights. To illustrate this point, I would like you to read the hypothetical story of a female humanitarian worker named Amina.*
- b. *Please read through this story silently and then answer the questions at the end. Write your responses in your journal or, if you prefer, draw your responses as images.* 📝

- 1.3. Provide each participant with Session Material 4F ("Amina's Story"). Give them 10 minutes to read the story and note their responses. 📝 ✎️

- 1.4. Allow participants to share their thoughts in plenary. Then **explain:**

- a. *This story shows the connection between power and human rights. Human rights are inalienable to us as human beings. We have rights because we are human. This means that our rights cannot be denied to us, taken away from us or transferred to another group. A negative use of power denies us our human rights, and a positive use of power uplifts and enhances them.*
- b. *In this story, Amina has the right to live a life free from violence and to have safe, dignified employment. Her boss' "power over" her undermines these rights.*
- c. *The female manager in this story missed an important opportunity to use her power positively to help Amina assert her human rights by – for example – validating her experience, advising her on her options and helping her to report if this was her wish.*

AWARENESS – How Does SH & SEA Manifest and What Are Its Effects? (45 minutes)

Objective: To identify common expressions of SH & SEA and its impact on individuals, communities and organizations

Part 1 – What Does SH & SEA Look Like? (20 minutes)

STEPS

- 1.1. **Explain:** We have spoken at length about why SH & SEA occurs. We are now going to shift our focus to the different forms that SH & SEA takes. For this exercise, I'd like you to come up with five examples of SH and five examples of SEA that are common in the humanitarian sector. The examples should involve men as perpetrators.



As you go through this exercise, keep in mind the five characteristics of safer spaces. SH & SEA is a serious issue that has impacted the lives of many of our colleagues.

- 1.2. Separate participants into men-only and women-only groups. Depending on the context and trust/safety in the group, you could ask for examples of SH & SEA targeting LGBTQI+ staff, or that illuminate the additional concerns for women, based on their nationality, race, ethnicity, cast, religion, age, health status or ability.
- 1.3. After groups have had a chance to discuss, ask for a few examples in plenary. **Explain:** *As we have seen, SH & SEA in humanitarian settings can take many forms. The examples that you came up with are by no means exhaustive. Being aware of the common expressions of SH & SEA can help us to be vigilant and to hone in on a potential issue before it becomes a problem.*

Part 2 – What Are the Impacts? (25 minutes)

PREPARATIONS

- Cue up the Better Work Vietnam video “Sexual Harassment at the Workplace” (<https://www.youtube.com/watch?v=G82r7QIR-KI>) and the Sky News video “Mothers in the Congo Reveal Abuse by Foreign Aid Workers” (https://www.youtube.com/watch?v=T8Vv_wd0rxw).
- Prepare a flipchart with SH & SEA impacts outlined as in the table below. 📄

Note: If the Internet connection is unreliable, prepare a written summary of videos to print or read aloud.

STEPS

2.1. **Explain:**

- a. *I’d like us to move from root causes and manifestations of SH & SEA to the impacts. If we are taking a survivor-centered approach, then our first concern is always the harm that SH & SEA does to the people we work with and for.*
- b. *I have two videos that I’d like to play. The first is by Better Work Vietnam and called “Sexual Harassment at the Workplace.” It is about a woman working in a garment factory in Vietnam. ▶*
- c. *Before I play the video, I would like to warn you that these videos could be triggering. If at any time you need me to stop, just raise your hand. Please also feel free to close your eyes or step out of the room as needed.*

2.2. Play the video (<https://www.youtube.com/watch?v=G82r7QIR-KI>).

- 2.3. Ask participants to turn to the person next to them and discuss how the survivor (Hara) was impacted by sexual harassment. Ask participants to share their thoughts in plenary. (Possible answers: difficulty concentrating on work, feelings of shame, physical injuries, an uncomfortable work environment, feelings of isolation, fear of losing her job, and avoiding or not wanting to go to work)

2.4. Discuss the responses in plenary and **explain:** *The second video is from Sky News and is entitled “Mothers in the Congo Reveal Abuse by Foreign Aid Workers.” ▶*

2.5. Play the video (https://www.youtube.com/watch?v=T8Vv_wd0rxw).

- 2.6. Ask participants to turn to the person on the other side of them and discuss how the survivors were impacted by sexual exploitation and abuse. Then, ask participants to share their thoughts in plenary. (Possible answers: The women dropped out of school, were struggling financially, experienced stigma and rejection from the community, were unable to get remarried and had children who don’t know their fathers.)

2.7. **Explain:** *These videos show the devastating impacts of SH & SEA on survivors, their families and communities. We discussed a range of impacts, which fall into four categories: psychological, physical, financial and social.*

- 2.8. Point to a table with examples of impacts organized by category. **Ask:** *This table captures a few examples of impacts. Are there others that we have missed?* Note participants’ responses on a flipchart paper. 📄

PSYCHOLOGICAL	PHYSICAL	FINANCIAL	SOCIAL
Depression Anxiety Difficulty focusing Post-traumatic stress disorder Relationship challenges	Loss of appetite Sleep disorders Injuries Temporary/permanent disability STIs Unwanted pregnancy	Blacklisted from employment Difficulty keeping jobs Health bills	Shamed Stigmatized Unable to marry



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Note: It may be necessary to remind participants of the difference between SH & SEA before beginning the exercise (i.e., SH is sexual misconduct directed toward female staff, and SEA is sexual misconduct directed toward female clients). Participants' examples should demonstrate an awareness of this difference, as well as involve male (as opposed to female) perpetrators to avoid a scenario in which the men's groups give examples of female perpetrators and thus give the false impression that men and women are equally victimized by SH & SEA.

Depending on the context and the trust/safety within the group, facilitators can also consider the following options to increase inclusivity: Male and female groups can be asked to include examples of SH & SEA directed at LGBTQI+ staff/clients or to come up with examples that show how different aspects of a woman's identity (nationality, race, ethnicity, religion etc.) can make her more vulnerable to SH & SEA. Participants could also share their examples anonymously in the Comments Box during the break so they can be discussed during the debrief in plenary.

2.9. Explain:

- a. *The impact that SH & SEA has on survivors is not always easy to quantify or describe, but the impacts are real and often long term. As humanitarians, these impacts are of critical importance because of our commitment to do no harm.*
- b. *While our first concern is always the impact on survivors, there are a number of secondary impacts that I'd like us to consider because they affect the wider humanitarian community.*
- c. *I would like you to turn once again to the person sitting next to you and discuss this question: **What are the impacts of SH & SEA on our sector as a whole?***

2.10. Give participants a few minutes to discuss before inviting their thoughts in plenary. (Possible responses: At the organizational level, we could suffer a loss of credibility or trust in the eyes of communities, resulting in program closures. We could experience a loss of reputation and funding if it comes to light that we mismanaged an SH or SEA case or tried to hide it. Loss of funding means that we are no longer able to help as many clients.³)

2.11. Explain: *By reflecting on the impacts of SH & SEA, we begin to see how critical this training is. Our individual and collective efforts to prevent and end SH & SEA could be life-changing for many people.*

PRACTICE – Commitment to Social Norms Change to Prevent SH & SEA (30 minutes)

Objective: *To promote actions that address the social norms that underlie SH & SEA*

Part 1 – Staff Briefing #4: Pre-Reflection (10 minutes)

STEPS

1.1. Explain:

- a. *In this module, we learned that power dynamics are present in every aspect of our lives. When certain individuals or groups have "power over" others, one of the ways they hold their power in place is through social norms.*
- b. *Social norms are unwritten social rules about the way people are supposed to behave. These norms exist at all levels of society from the individual to the family, community, workplace and institutions that serve our communities. They are difficult to challenge because defying these norms can result in backlash from our social group such as criticism or rejection. To address SH & SEA, we must find ways to challenge social norms that encourage men's "power over" women.*
- c. *SH & SEA can take many forms. Sexual misconduct cases can lead to reputational damage, loss of funding or loss of access to communities and clients. However, the most important impact is the one that is felt on the lives of the individuals who are harmed – and that may have lifelong repercussions for their health, livelihoods,*

³ For example, Oxfam is estimated to have lost more than 7,000 individual donors in 2017 as a result of its scandal (<https://www.bbc.com/news/uk-43121833>).



reputation, and feeling of safety and well-being. Sexual misconduct denies victims their human rights, including their right to safety, to freedom from violence and to live a life of dignity.

1.2. Explain:

- a. *To prepare for this week's Staff Briefing, I would like you to get into groups of four to five to discuss social norms within humanitarian organizations that reinforce men's "power over" women and thus contribute to continued SH & SEA.*
- b. *For example, the practice of hiring predominantly male managers can lead to biased investigation processes or workplaces in which men collude or cover for one another. Another example is the tendency to victim-blame – so to claim, for example, that women "incite" men to sexually harass them by dressing provocatively. This particular social norm can lead teams to overlooking or dismissing reports of sexual misconduct by insinuating that the woman was at fault.*
- c. *We'd like you to identify one social norm that contributes to SH & SEA by reinforcing men's "power over" women and that is common to humanitarian organizations. Give participants a chance to discuss social norms and debrief in plenary.*

1.3. Note down actions to address social norms that encourage men's "power over" women in the workplace in the template provided on p.109 Session Material 8B -Recommendations for Change: Modules 1-7.

Part 2 – Staff Briefing #4: Finding Ways to Address Social Norms (10 minutes)

PREPARATIONS

- Printouts of Session Material 4G ("Staff Briefing #4: Finding Ways to Address Social Norms")

STEPS

2.1. Explain:

- a. *Unfortunately, not everyone can attend this particular Get Moving! to Prevent SH & SEA training. The Staff Briefing allows us to bring our learning and journey of discovery to others. The Staff Briefing should be no longer than 20 minutes and focus on the main topics covered in Module 4. Everyone will have a chance to lead at least one briefing.*
 - b. *For this Staff Briefing, I will need another two to three volunteers who can help take the concepts from Module 4 to the wider team.*
- 2.2. Ask participants when the most convenient opportunity is to lead a Staff Briefing and ask for two to three volunteers who can lead the fourth Staff Briefing. Take note of who the volunteers are and outline the concepts that you expect them to discuss. To make it easier for volunteers, share Session Material 4G ("Staff Briefing #4: Finding Ways to Address Social Norms"). 📄 Remind volunteers that they will be expected to give a report out at the start of Module 5.



Session Material 4G – Staff Briefing #4: Finding Ways to Address Social Norms

1. **Social Norms:** Social norms are the unwritten rules that the members of a social group are expected to follow. In our group work, we identified _____ as social norms in our sector that encourage men's "power over" women and thus fuel SH & SEA despite strong organizational commitments and policies to the contrary.
2. **Socioecological Model:** The socioecological model refers to an approach to behavior change that takes into account the spaces where individuals interact with their social system and experience the world (family, community, institutions, etc.). Social norms that encourage men's "power over" women exist at all these levels and are mutually reinforcing, requiring change at multiple levels simultaneously.
3. **Human Rights and SH & SEA:** Every person is entitled to a set of rights by virtue of the fact that they are human. When SH & SEA occurs, the individual is robbed of the opportunity to live a life of dignity, which includes the right to safety, employment and health.
4. **Manifestations of SH & SEA:** SH & SEA takes multiple forms. In group discussions, we identified _____ as the most common expressions of SH & SEA in the humanitarian sector, although there are others. All of these behaviors are unacceptable and go against our policy. We want them to stop.
5. **Impacts of SH & SEA:** All of these behaviors have consequences for the credibility of the humanitarian mission. The direct consequences, however, are shouldered by the victim, who may struggle with physical, psychological, financial and social consequences that extend far beyond the incident itself.
6. **Questions for the Wider Team:** *What do you think of the topics covered in this module? Have you seen or heard about these SH & SEA scenarios before? Do you agree that _____ social norms are common to our sector? In what ways might they encourage continued SH & SEA?*

- 2.3. Remind participants that this module will not have a Senior Leader/Manager Briefing because the senior leaders/managers are present.

Part 3 – Wrap-Up (10 minutes)

PREPARATIONS

- Bring sticky notes for all participants and the Comments Box

STEPS

- 3.1. Thank the participants for coming to the session and for being present. Recognize that Module 4 can be difficult because it requires us to delve into sensitive topics – to identify examples of SH & SEA from our sector and the social norms that support them, which we may or may not have been aware of previously. Say that in the next module, we will begin to envision what an SH & SEA-free workplace could look like!
- 3.2. Confirm that the date, time and venue of the next session work for everyone. Ask participants if they experienced any challenges attending this training. If so, ask them what the challenges were and if you can help to address them.
- 3.3. Before closing, turn to the senior leaders/managers and thank them for attending the training. Ask them if they have anything that they would like to communicate to the participants – for example, how they think the training went, the concepts that were discussed, the points that were raised and their role in helping to move the process forward. Ask them in particular if they have any thoughts from the pre-discussion exercise about challenging social norms that perpetuate SH & SEA in the workplace. Express your enthusiasm for having them join the group again in Module 6.
- 3.4. Draw a happy face in the upper-left corner and a sad face in the upper-right corner of a flipchart paper. Ask participants to help with a quick "temperature check" before they leave:
 - a. Stress that you are committed to ensuring that the training meets participants' needs. To do this, you need their feedback to understand what worked and what didn't.
 - b. Ask participants to write their feedback on different aspects of the training (e.g., the content, facilitation, mix of activities, training hall or food) on sticky notes. Sticky notes with positive feedback should be placed below the happy face and negative feedback below the sad face.
 - c. Go over the feedback quickly and explain your plans to address it.



Part 4 – Senior Leader/Manager Briefing

No briefing is required, as senior leaders/managers are expected to be present for Module 4. However, facilitators should note down any agreements from the session in the Action Tracker in the appendix to this manual.



MODULE 5:

Respect in the Workplace (3 hours)

This module seeks to build an appreciation for the importance of respect in the workplace. It encourages participants to see themselves as values-driven leaders who, by modeling respectful behavior, lay the foundations for effective SH & SEA prevention work.

At a Glance

AWARENESS 1 hour, 25 minutes	Respect Within the Workplace <u>Objective:</u> To build an appreciation for respect within the workplace
AWARENESS 25 minutes	Leading With Values <u>Objective:</u> To show the potential of values-driven leadership
REFLECTION 25 minutes	Visualizing a Respectful Workplace <u>Objective:</u> To motivate people to be leaders of respectful behavior
PRACTICE 45 minutes	Creating a Respectful Workplace <u>Objective:</u> To promote respectful behaviors and a workplace where SH & SEA is unacceptable

AWARENESS – Respect Within the Workplace (1 hour, 25 minutes)

Objective: To build an appreciation for respect within the workplace

Part 1 – Welcome Back and Recap (20 minutes)

PREPARATIONS

- Tape the “Safer Spaces” flipchart paper to the wall prior to the session
- Post “true” and “false” signs in opposite corners of the room
- Copies of the Module 4 Knowledge Check Quiz

STEPS

- 1.1. Welcome participants back to the training. To help participants reconnect, share a personal story, tell a joke or lead an energizer. You can also ask participants to come up with an energizer or share a story if they feel comfortable.
- 1.2. As participants settle in - hand out the Module 4 Knowledge Check Quiz for participants to complete. The quiz should take no more than 5-10 minutes. Once all participants have completed, ask them to switch their quiz with a partner or someone sitting next to them.
- 1.3. Review the answers together as a large group and have participants mark each other's responses. Have participants return the quizzes back to their owners. Facilitator's can collect the quizzes after participant's have reviewed their answers.
- 1.4. Use a pop quiz to conduct the knowledge review: Read the following statements out loud and ask participants whether the statement is true or false. Based on their response, participants should run as fast as they can to the appropriate corner of the room. Ask participants why they chose that side of the room before giving them the correct answer.

Considerations and Tips

- The purpose of this module is to promote respectful behaviors between coworkers, which (if practiced consistently) will create a work environment in which toxic behaviors like SH & SEA are less likely to occur.
- That said, it is important that participants do not conflate more minor expressions of toxic behavior like gossiping with more serious manifestations like SH & SEA. It is equally important that participants understand that power imbalances are at the root of SH & SEA as opposed to a simple lack of respect among coworkers.
- If participants appear to misunderstand this concept or become confused, return to earlier discussions on power from Modules 3 and 4.



Knowledge Review: Pop Quiz

1. A human right is something for people who have higher economic status. True or false?
Answer: False. Human rights belong to all people. They are inalienable, nontransferable and cannot be taken away from us.
2. When we use “power over” other people, we deny them their human rights. True or false?
Answer: True. When people abuse their power, it results in human rights violations.
3. Social norms exist primarily at the community level. True or false?
Answer: False. Social norms exist in the family, workplace, community, and local and national institutions. Social norms that normalize and condone violence against women can make it difficult to enforce SH & SEA policies.
4. The primary impact of SH & SEA is the damage it does to the organization’s reputation and ability to access funding. True or false?
Answer: False. This is one impact, but not the only one or the most important. If we take a survivor-centered approach, then the impacts to the individual are our number one concern.

1.5. After the knowledge review, make time to discuss the last Staff Briefing.

- a. *Explain:* Last session, I tasked X volunteers to lead Staff Briefing #4: Finding Ways to Address Social Norms. I’d like to hear how it went.
- b. *Ask:* Can the volunteers share their experience with us? How did the briefing go? Were staff receptive to the ideas, and did they share anything of note? Give volunteers a chance to report back, and then ask participants for their thoughts.

1.6. Remind participants that there was no Senior Leader/Manager Briefing because the senior leaders/managers were present for Module 4.

1.7. *Explain:* Before we move on to today’s session, I would like us to review the qualities of a safer space. Point to the flipchart from Module 1 with the qualities of a safer space written on it and read them out loud.

1.8. Remind participants that during the first session the men also committed to practicing certain behaviors that women identified as important to fostering an atmosphere of true respect and trust:

- a. *Ask:* How has this been going? Have men been mindful of women’s needs? What do women think of men’s efforts? Are there things they would like men to do differently?
- b. Say that men also expressed a desire to learn more about [X, Y and Z concepts]. *Ask:* Has the training met your expectations so far? If not, what can the facilitators do to address these gaps?

Part 2 – The Importance of Respect (20 minutes)

PREPARATIONS

- Write the definitions of toxic workplace culture, microaggression and respect on flipchart papers
- Print out or prepare a flipchart paper with a large version of Session Material 5A (“Toxic Workplace Behavior Spectrum”) and bring sticky notes

STEPS

2.1. *Explain:*

- a. *We have spoken a lot about SH & SEA – why it happens, the forms it takes and the impact it has. Today, we will take a step back and look at the workplace as a whole. We will also look at how individuals interact in the workplace and how the lack of respect between colleagues can exacerbate SH & SEA.*
- b. *The office should in theory be a place where all employees feel safe, respected and supported. Unfortunately, this is not always the case. Many workplaces are characterized by toxic behaviors. Does anyone know what I mean by “toxic behaviors”? Listen to participant responses.*
- c. *“Toxic” means poisonous or contaminated. If a substance is toxic, we will get sick when we are around it. Toxic behaviors are behaviors that are negative or unprofessional and that are upsetting to the people who are exposed to them.*

A **TOXIC WORKPLACE CULTURE** is any employment situation in which the work, the atmosphere, the people or any combination of these impact employees negatively. All jobs have a degree of stress, but when the stress unreasonably interferes with the organization’s productivity and the personal lives of staff, it becomes toxic. Some examples of toxic workplace behaviors include skipping work, taking office supplies, gossiping or sabotaging colleagues.

2.2. Display the following definition and ask a volunteer to read it out loud. 🗨️ 🗨️



- 2.3. Ask participants to turn to the person next to them and identify three or four toxic workplace behaviors and write them on sticky notes. When they are finished, ask participants to come to the front of the room and place their example on a bidirectional arrow you have posted at the front of the room (Session Material 5A, “Toxic Workplace Behavior Spectrum”).

Session Material 5A – Toxic Workplace Behavior Spectrum



Note: If participants’ examples do not reflect a range of toxic behaviors, offer examples: On the “somewhat toxic” end should be behaviors like talking over a coworker, not greeting others, sending passive-aggressive e-mails and taking credit for someone else’s work. On the “extremely toxic or openly hostile” end should be behaviors like bullying or intimidation, sexual harassment and sexual assault.

- 2.4. Summarize teams’ examples, noting trends and things that stood out. When behaviors are misplaced on the spectrum, rearrange them with agreement from the participants.
- 2.5. Explain: *The behaviors that you posted on this arrow all demonstrate a lack of professionalism and respect between coworkers. Unfortunately, these kinds of toxic workplace behaviors are more common than we would like to admit. Interestingly, some of the behaviors on the “somewhat toxic” end of the spectrum may seem harmless, but they can add up and are commonly referred to as microaggressions.*

A **MICROAGGRESSION** is a comment or action that subtly, indirectly or unintentionally communicates a discriminatory attitude toward a person or people from marginalized or less powerful groups. For example, an expatriate staff member might say in a meeting, “We need to hire an expatriate staff member to manage the corruption problem here.” This comment communicates a discriminatory and insulting belief that all national staff are corrupt and that foreigners aren’t. Another example could be a national staff member who tells a refugee staff member, “You have strong capacity for a refugee.” This comment suggests that all refugees are uneducated or lack professional skills and experience. A gender-specific example could be a male manager who looks bored and cuts his female subordinates off when they speak or who makes insulting remarks about female staff “being less committed than men” and points to “frequent maternity leave and personal time to care for children or dependents” as evidence of this.

- 2.6. Display the flipchart paper with the following definition and read it out loud.  

2.7. Explain:

- This last comment illustrates how microaggressions occur along identity lines. The manager only makes these comments about the women on his team and draws unfair conclusions about their professionalism based on social roles and expectations that are outside of their control.*
- A helpful way to think of microaggressions is as mosquito bites. If you only get bitten once or twice, it is not so bad. But some groups get bitten more than others. When the individual or group finally responds, their reaction can appear out of proportion when it is in fact a response to the totality of the bites!*
- Microaggressions can be difficult to address because the speaker may be unaware of their biases and see themselves as generally good people, or they may be oblivious to the impact of their words or actions.*

2.8. Explain:

- Although much of the current research on toxic workplace culture is from the North American context, the data indicates that the cost for individuals and organizations is significant.*



Micro Aggressions



- b. A 2019 study conducted by the Society of Human Resource Management estimates that toxic workplace culture cost the US economy \$223 billion over the previous five years. The same study showed that nearly a quarter of employees dread going to work, feel unsafe voicing their concerns on work issues and feel disrespected and/or undervalued at work.⁴
- c. A 2015 Harvard Business School paper found that employees who work in toxic workplaces experience a significant decline in productivity – 66% said their performance declined, 63% that they lost time avoiding toxic employees and 78% that their commitment to the organization decreased.⁵
- d. Although large-scale comparable data does not exist outside of the United States or for the humanitarian sector, the statistics suggest that toxic workplaces are not merely unpleasant; they are less stable and productive.

Toxic workplace culture cost the US economy
\$223b
 over the past 5 years.



Nearly a quarter of employees dread going to work, feel unsafe voicing their concerns on work issues and feel disrespected and/or undervalued at work.

DUE TO TOXIC EMPLOYEES,



67%

said their performance declined.



63%

said they lost time avoiding the perpetrator.



78%

said their commitment to the organization decreased.

- 2.9. Ask: Addressing toxic workplace culture requires us to apply the principle of respect. What is your understanding of respect? Give participants a chance to respond before posting the following definition and reading it out loud. 🗣️ 👤

RESPECT is a way of thinking about and treating others. To respect someone means that you treat them in a way that considers their feelings, wishes and rights. You do not have to like someone to treat them with respect. When you show consideration for others, you demonstrate your professionalism and desire to be a team player. Respect in the workplace helps to create a positive work environment.

- 2.10. Explain:

- a. Toxic workplace behaviors affect us all. Finding ways to more respectfully interact with our colleagues helps us to tackle SH & SEA because it encourages standards of behavior that apply to everyone. We are expected to treat others with respect, and they are expected to return the favor. It is a two-way street that leads to happier, more productive teams and more successful organizations.
- b. It is good practice to reflect on and assess our behavior in the workplace, particularly when we have concerns that our interaction with a colleague was less respectful than it could have been.
- c. In such instances, it can be helpful to ask ourselves the questions below:

Respectful Behaviors in the Workplace

- “Was it kind?”
- “Was it necessary?”
- “What was my intention?”
- “How would I feel if a colleague acted in that way or said those things to me?”
- “By acting in this way, did I deny someone their human rights, such as their right to safety, to health, to employment or to make decisions about their sexuality?”

- d. We all stand to benefit from individual and collective efforts to build a more respectful workplace. In the sessions that follow, we will discuss how this can be done.

⁴ Mirza, B. (2019). Toxic workplace cultures hurt workers and company profits. <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/toxic-workplace-culture-report.aspx>

⁵ Houseman, D., & Minor, D. (2015). Toxic workers (Working Paper 16-057).



Part 3 – Agreeing to Respectful Behaviors in the Workplace (45 minutes)

PREPARATIONS

- Print copies of Session Material 5B (“Respectful Workplace”) for each participant

Note: If the Internet connection is unreliable, prepare a written summary of the video to print or read out loud.

STEPS

3.1 Explain:

- The humanitarian principles offer a useful framework for thinking about and applying the principle of respect within the workplace. In previous sessions, we discussed ways that we could align our private and professional identities and more fully embrace the humanitarian principles.*
- When we engage in toxic workplace behaviors, it detracts from our ability to uphold the humanitarian principles. For example, when we are respectful to managers but rude to support staff like guards and cleaners or when we favor certain community members for projects because they belong to the same gender, race, ethnicity (and so on), we violate the principle of impartiality, which requires us to treat all people with consideration regardless of their status.*
- When we ask female employees to do the cooking and cleaning after a staff party because they are women, we violate the principle of “do no harm” that requires us to avoid contributing to harmful inequalities and stereotypes.*

3.2. Distribute Session Material 5B (“Respectful Workplace”) and explain:

- For this exercise, I’d like you to get into groups of four or five people and fill out the first three columns on this handout.*
- In the first column, you will identify two or three toxic behaviors in the workplace that you consider disruptive; at least one should illustrate an inappropriate use of men’s “power over” women. In the second column, you will explain which humanitarian principle (or principles) the toxic behavior violates. In the third column, you will identify the impacts of this behavior on the workplace – for example, employees feel disempowered, disrespected, demoralized or scared to come to work.*
- Please stop after you have completed the first three columns.*

Session Material 5B – Respectful Workplace

Toxic Workplace Behaviors	How This Behavior Violates the Humanitarian Principles (Humanity, Neutrality, Impartiality, Independence and Do No Harm)	Impacts	Behaviors That Create a Respectful Workplace

3.3. Give participants time to fill in the table up to the third column. Then, explain:

- Now I’d like us to fill in the final column with suggestions for respectful behaviors that can help cancel out the toxic behaviors that you identified.*
- For example, if the toxic workplace behavior is that team members are perceived to be cold or unfriendly, you could suggest that employees greet each other in the morning when they arrive at work and say goodbye in the evening before they leave.*

3.4. After groups have had a chance to discuss the behaviors that they feel will help to build a more respectful workplace, ask for a few examples in plenary. Explain:



- a. It is clear from that examples that you gave that there *are a number of ways in which our workplace behavior could be compromising our humanitarian mission and values. However, it is also clear, that there are many things that we can do, to actively create a more respectful, impactful workplace now!*

AWARENESS – Leading With Values (25 minutes)


Objective: To show the potential of values-driven leadership

Part 1 – Values-Driven Leadership (25 minutes)

PREPARATIONS

- Print copies of Session Material 5C (“What Is Values-Driven Leadership?”) for each participant

STEPS

- 1.1. Explain: *Creating a positive, respectful work culture is a collective responsibility. No matter what our position is within the organization – whether we are the director or the assistant – we have power and we are all leaders in our own small way.*
- 1.2. Ask: *What is your reaction when I say that each and every one of you is a leader?*
- 1.3. Explain: *Today we are going to explore the concept of leadership. To do this, we will read a reflection on values-driven leadership.* Pass out Session Material 5C (“What Is Values-Driven Leadership?”)  Have participants get into groups of four to five and take turns reading the paragraphs out loud in their groups.
- 1.4. Ask participants to summarize the concept of values-driven leadership. (Possible answers: putting our principles first; considering the well-being of the group; doing and saying what is right; having a leadership style using honest communication and courage)
- 1.5. Address any concerns that participants have. Then, ask:
 - a. *After hearing what values-driven leadership is, what do you think the benefits of this kind of leadership style are?*
 - b. *How does it differ from other leadership styles that you have seen?*

Session Material 5C – What Is Values-Driven Leadership?

Everyone Is a Leader: Values-driven leadership is everyone’s responsibility. If we rely entirely on directors and supervisors to uphold the humanitarian principles and to hold us accountable, we will never meet our full potential or have the positive impact that is a part of our mission.

What Is Leadership? Leadership means to propose and take actions that enable us to achieve our mission. To lead means that we may sometimes have to go against harmful social norms and suggest alternatives that are better for everyone. To lead means to believe in our ability to use our power positively and to ensure that our desire for the team’s success is stronger than our self-interest.

In What Way Are We All Leaders? Leaders are not just the bosses or the formal supervisors. They are the individuals who want to impact others positively. In life and work, we can inspire others toward particular goals and actions – whether directly or indirectly. Leadership is not dependent on a title or having formal authority but on the way we choose to live our lives. When people see that we are consistent in our words and deeds, they will trust us and feel moved to follow us. Whether in the office, at home or in the communities where we work, we lead above all by example.

Why Lead With Values? When we lead with our values, we inspire others to take values-driven actions as well. This brings strength and positivity to our workplace and communities. Through our own values-driven leadership, we can draw out the best in our colleagues, community leaders, government officials, community members, beneficiaries, etc. As representatives of our organization, people look to us to understand what it means to live the humanitarian values of humanity, neutrality, independence, impartiality and do no harm. Our ability to live our values consistently influences people’s faith and trust in the ideas we represent. By leading with the humanitarian principles, we can ensure that our influence is positive.

The Challenges of Values-Driven Leadership: Like most things that are worthwhile, values-driven leadership is not always easy! In fact, as values-driven leaders, we can be certain that challenges will arise that make it difficult for us to stay true to our values. Living our values takes courage. For example, we may come across colleagues whose values are incompatible with ours or have friends who pressure us to make decisions that are inconsistent with our beliefs. The best way to overcome these obstacles is through open communication. Friends and colleagues may not always agree with us, but if we are consistent in our words and actions, they will trust that we have good intentions. From there, we can find a way forward together.



- 1.6. **Explain:** *I'd like you to rate the degree to which you view yourself as a **values-driven leader who models respectful behavior** on a scale of 1 to 5, where 1 represents "not at all" and 5 represents "a lot." There is no wrong or right answer; I would merely like to take a baseline reading.*
- 1.7. Write the numbers 1 to 5 on a flipchart paper and ask participants to come to the front of the room and put a checkmark next to the appropriate number. Note where most people fall in their self-evaluation and where there might be room for improvement. Keep the flipchart paper to come back to later.

REFLECTION – Visualizing a Respectful Workplace (25 minutes)

Objective: To motivate people to be leaders of respectful behavior

Part 1 – Imagining Myself as a Leader of Respectful Behavior (25 minutes)

STEPS

- 1.1. **Explain:**
 - a. *We have talked about respect in the workplace and how it can help lay the foundations for an SH & SEA-free workplace. If everyone in the organization treated each other with the respect they deserve as human beings – regardless of their gender, age, race, ethnicity, tribe, religion and so on – SH & SEA would be less likely to occur.*
 - b. *Through the group work, we identified respectful behaviors that staff can adopt to create a workplace that reflects the humanitarian principles and that feels safe and positive for everyone. We have also talked about how it is not just our supervisors and managers who are leaders; we are also leaders and can choose to lead by example by following our values.*
 - c. *What this means within the context of our work is that we can strive to hold ourselves and others accountable for upholding the humanitarian principles. Unfortunately, this may mean that we occasionally experience pushback or resistance.*
- 1.2. *It is often said that star athletes and people who are at the top of their game professionally visualize their success before it happens. I would like us to take a few moments to visualize ourselves as leaders of respectful workplace behavior.*
- 1.3. Ask participants to close their eyes or, if it is more comfortable, to lower their gaze. Read the following box out loud. Sentences should be read slowly, with pauses in between. 🗣️

Imagining Myself as a Leader of Respectful Behavior

Imagine that you are in a workplace that is safe and free from violence and discrimination. Imagine yourself walking into an office where you feel totally comfortable. There are no factions or cliques. No one with a political agenda – only staff committed to the organization's mission. You feel honored and respected for who you are.

People greet you politely in the morning. You never feel criticized or put down. There is always someone there to help answer your questions or to help you when your workload is too much. People genuinely enjoy each other's company and respect the diverse perspectives and experiences of others. (Pause and give participants time to imagine and feel what this respectful workplace feels like.)

Now that you know what it feels like to be in this blissful environment, imagine yourself walking into your current workplace tomorrow morning. See yourself walking through the door and looking for your desk. See yourself being a values-driven leader and modeling new, more respectful behaviors to others.

How will you interact with your colleagues? What will you do that's different? How do people respond to you? How does your new behavior shift the tone and atmosphere at the office?

When you are ready, slowly open your eyes and come back to the training. Then, stand up and shake your body out.

- 1.4. **Ask:**
 - a. *How do you feel after completing this visualization exercise?*
 - b. *When we took the baseline reading, most of us rated our performance as leaders of respectful behavior here. Point to the number – 1 to 5 – where most people rated themselves. Has this rating changed for any of you?*
 - c. *If so, did your rating go up or down? Why do you think that is?*
- 1.5. **Explain:**



- a. *Visualization is a powerful tool for moving us in the direction of where we want to be. You are all leaders in your own way and have the “power within” and “power to” as individuals, as well as a collective “power with,” to create a more respectful work environment in which SH & SEA is less likely to occur.*
- b. *That said, it is important to recognize that while we have power as individuals to model positive behaviors, senior leaders have an added responsibility. As decision-makers, they are expected to set and enforce standards on SH & SEA and to pursue justice on behalf of victims.*

PRACTICE – Creating a Respectful Workplace (45 minutes)

Objective: To promote respectful behaviors and a workplace where SH & SEA is unacceptable

Part 1 – Staff Briefing #5: Pre-Discussion (20 minutes)

STEPS

1.1. Explain:

- a. *In this module, we learned about toxic workplaces. At some point, we have all experienced toxic workplace culture. Toxic workplace behaviors can range in intensity from somewhat toxic to extremely toxic and even openly hostile.*
 - b. *Examples of somewhat toxic behaviors include workplace gossip or coworkers who prefer to work in siloes as opposed to teams. Examples of extremely toxic behaviors include supervisors who bully or intimidate their staff or staff who – in violation of the organizational code of conduct – enter into prohibited relationships with female staff or clients.*
 - c. *When we engage in toxic behaviors, we create a negative work environment in which staff feel fearful, depressed, unsafe and angry. This kind of environment holds us back from achieving our humanitarian mission.*
 - d. *Fortunately, we can take action and do not have to wait for our leaders. We can all be leaders of respectful behavior and model the values that are expected within the workplace. By promoting respect, we pave the way for an SH & SEA-free workplace in which staff see and treat each other as fully human and deserving of their rights.*
- 1.2. Instruct participants to pull out Session Material 5B (“Respectful Workplace”) and explain: *To prepare for this week’s Staff Briefing, I would like you to get into groups of four to five. Discuss the things that you saw yourself doing differently during the visualization exercise to model respectful behavior in the workplace. Once you have shared your examples, decide together which one or two behaviors would make the most difference if everyone adopted them.*
- 1.3. Give groups a chance to discuss their responses and then share their ideas in plenary. Help participants to prioritize one or two behaviors and the support they would like from senior leaders/managers to practice these more consistently.
- 1.4. Note down suggested behaviors for fostering respect in the template provided on p.109 Session Material 8B -Recommendations for Change: Modules 1-7.

Part 2 – Staff Briefing #5: Creating a Respectful Workplace (15 minutes)

PREPARATIONS

- Print copies of Session Material 5D (“Staff Briefing #5: Creating a Respectful Workplace”) for volunteers

STEPS

2.1. Explain:

- a. *Unfortunately, not everyone can attend this particular Get Moving! to Prevent SH & SEA training. The Staff Briefing allows us to bring our learning and journey of discovery to others. The Staff Briefing should be no longer than 20 minutes and focus on the main topics covered in Module 5. Everyone will have a chance to lead at least one briefing.*
 - a. *For this Staff Briefing, I will need another two to three volunteers who can help take the concepts from Module 5 to the wider team.*
- 2.2. Ask participants when the most convenient opportunity is to lead a Staff Briefing and ask for two to three volunteers who can lead the fifth Staff Briefing. Take note of who the volunteers are and outline the concepts that you expect them to discuss. To make it easier for volunteers, share Session Material 5D (“Staff Briefing #5:



Creating a Respectful Workplace”). ☒ Remind volunteers that they will be expected to give a report out at the start of Module 6.

Session Material 5D – Staff Briefing #5: Creating a Respectful Workplace

1. **Toxic Workplace Culture:** A toxic workplace is one in which the work, the people or the atmosphere – or a combination of the three – have a negative impact on the employees. Toxic workplace behaviors range from less serious behaviors (like gossiping) to more serious ones (like accepting kickbacks in exchange for a contract). SH & SEA thrives in toxic workplaces and is an example of toxic workplace behavior, although not the cause.
2. **Consequences of Toxic Workplace Culture:** Toxic workplaces have a negative effect on the people who work in them. Staff in these environments are often less productive because they feel sad, depressed, fearful and isolated. The impact of toxic workplaces is enormous. One study estimated that the costs of sexual harassment, which is an example of toxic workplace behavior, are as much as \$7 million a year.
3. **Respect in the Workplace:** To combat toxicity in the workplace, we need to cultivate respect. Respect is a way of thinking about and treating others. To respect someone means that you treat them in a way that considers their feelings, wishes and rights. Having respect for our colleagues is foundational to the work we do as humanitarians. Without respect for one another and a sincere commitment to teamwork, we can only get so far in our efforts to deliver life-saving assistance to refugees and displaced populations.
4. **Values-Driven Leadership:** Toxic workplace behaviors reflect values that are at odds with the humanitarian principles. Fortunately, we can take action and do not have to wait for our leaders. We can all be leaders of respectful behavior and model the values and behaviors we wish to see.
5. **We Need to Walk Before We Can Run:** To be truly effective in our efforts to prevent SH & SEA, we need to get the basics right. Once we understand the importance of respect in our interactions with staff and stakeholders, and we begin to model respect for each other consistently in the workplace, SH & SEA becomes easier to address.
6. **Questions for the Wider Team:** *What do you think of the concepts in this module? Is toxic workplace culture common in the humanitarian sector? In our group discussion, we identified _____ as a toxic workplace behavior that is out of alignment with our humanitarian principles. We also agreed that we would like to foster _____ to promote greater respect in the workplace. Do you agree with these, or are there others that you would prioritize?*

2.3. Remind participants that:

- a. In addition to the Staff Briefing, you will be leading your own briefing with senior leaders/managers, so they can be brought up to speed on the modules that they miss (they are required to attend Modules 4, 6 and 8). As part of the Module 5 briefing, you will share the group’s thoughts from the pre-discussion on the respectful behaviors that would have the most impact if practiced consistently by team members.
 - b. You will share general information only, and discussions about individual staff members or sensitive issues will be off-limits. For this briefing, you would like it if one of the volunteers from the Staff Briefing can join you.
- 2.4. Agree on the volunteer who will join you. Finally, ask participants if there are any topics that they would rather not be raised in the Senior Leader/Manager Briefing. Give participants the option of raising their concerns with you in private after the session or anonymously through the Comments Box.

Part 3 – Wrap-Up (10 minutes)

PREPARATIONS

- Bring sticky notes for all participants and the Comments Box

STEPS

- 3.1. Thank the participants for coming to the session and for being present. Recognize that Module 5 can be difficult because it forces us to look at our behavior at its most basic level.
- 3.2. **Explain:** *If we can’t get the basics right – if we can’t even treat our fellow colleagues with common decency and respect – then we will continue to struggle with the larger issue of SH & SEA. By promoting respectful behavior in the workplace, we strengthen our ability to address SH & SEA as teams learn to view and treat staff and stakeholders as more fully human and deserving of equal and dignified treatment.*
- 3.3. Confirm that the date, time and venue of the next session work for everyone. Ask participants if they experienced any challenges attending this training. If so, ask them what the challenges were and if you can help to address them by speaking to senior leaders, managers or supervisors.
- 3.4. Draw a happy face in the upper-left corner and a sad face in the upper-right corner of a flipchart paper. Ask participants to help with a quick “temperature check” before they leave:





- a. Stress that you are committed to ensuring that the training meets participants' needs. To do this, you need their feedback to understand what worked and what didn't.
- b. Ask participants to write their feedback on different aspects of the training (e.g., the content, facilitation, mix of activities, training hall or food) on sticky notes. Sticky notes with positive feedback should be placed below the happy face and negative feedback below the sad face.
- c. Go over the feedback quickly and explain your plans to address it.

Part 4 – Senior Leader/Manager Briefing #5

STEPS

- 4.1. To prepare for the Senior Leader/Manager Briefing, facilitators should double-check that the agreed-upon meeting time works for both the senior leaders/managers and the staff volunteer. To ensure that the debrief is productive, facilitators should review Session Material 5D ("Staff Briefing #5: Creating a Respectful Workplace") and their own notes, captured in the Action Tracker in the appendix to this manual.
- 4.2. During the briefing, facilitators should:
 - a. Give senior leaders/managers an overview of Module 5, and ask the staff volunteer to share their perspectives and any insights they gained from the session.
 - b. Share the respectful behaviors that participants felt would make the most difference if staff were to practice them consistently and the support that would be useful from senior leaders/managers to practice these behaviors more consistently.
 - c. Be careful not to share the names of individual staff members or information that would enable senior leaders/managers to connect an insight or experience to an individual staff member.
- 4.3. Ask senior leaders/managers for their feedback: if they have reflections, if issues have come up between sessions, past steps they have taken to help teams practice respect in the workplace, their thoughts on participants' suggestions and their ideas of one or two steps they can take to foster greater respect in the workplace. Take note of the senior leaders'/managers' commitments and significant discussion points, and ask senior leaders/managers to share these with participants at the start of Module 6. Ask senior leaders/managers to communicate their commitment to helping foster a more respectful workplace in meetings and e-mails to staff.
- 4.4. **Remind senior leaders/managers of the date and time of the next module, which is mandatory for them to attend.**



MODULE 6:

Taking Action (3 hours)

This module inspires participants to be values-driven leaders who take action to prevent SH & SEA. It encourages staff to be empowered bystanders by offering strategies for safely intervening. The module emphasizes the need to have regular conversations about power to break the silence that surrounds abuse.

Note: This is a mandatory session for senior leaders/managers.

At a Glance

AWARENESS 30 minutes	Taking Action <u>Objective:</u> To identify the motivators for values-driven action
REFLECTION 25 minutes	Talking About Power <u>Objective:</u> To encourage open discussions about the abuse of power and its effects
AWARENESS 1 hour, 20 minutes	Empowering the Bystander Approach <u>Objective:</u> To highlight the different ways that staff can safely intervene to prevent SH & SEA
PRACTICE 45 minutes	Commitment to Empowering Staff to Take Action Against SH & SEA <u>Objective:</u> To promote actions that encourage staff at all levels to take a stand on SH & SEA

AWARENESS – Taking Action (30 minutes)

Objective: To identify the motivators for values-driven action

Part 1 – Welcome Back and Recap (20 minutes)

PREPARATIONS

- Tape the “Safer Spaces” flipchart paper to the wall prior to the session
- Copies of the Module 5 Knowledge Check Quiz

STEPS

- 1.1. Welcome participants back to the training. To help participants reconnect, share a personal story, tell a joke or lead an energizer. You can also ask participants to come up with an energizer or share a story if they feel comfortable.
- 1.2. As participants settle in - hand out the Module 5 Knowledge Check Quiz for participants to complete. The quiz should take no more than 5-10 minutes. Once all participants have completed, ask them to switch their quiz with a partner or someone sitting next to them.
- 1.3. Review the answers together as a large group and have participants mark each other’s responses. Have participants return the quizzes back to their owners. Facilitator’s can collect the quizzes after participant’s have reviewed their answers.
- 1.4. Conduct a knowledge review of Module 5 content:
 - a. Divide the participants into two groups. Group 1 will have a few minutes to rehearse a skit they will perform for Group 2.
 - b. Explain that the skit must exemplify as many concepts as possible from the previous session, like toxic workplace behaviors, respect in the workplace, values-driven leadership or being a leader of respectful behaviors. Group 2 will watch the play, identify key concepts and explain how they connect to SH & SEA.
- 1.5. After the knowledge review, make time to discuss the last Staff Briefing.
 - a. Explain: Last session, I tasked X volunteers with leading Staff Briefing #5: Creating a Respectful Workplace. I’d like to hear how it went.

Considerations and Tips

- The role-plays in the “Empowering the Bystander Approach” session might not be appropriate for all work settings. Facilitators should check with female staff first to ensure that the role-plays are appropriate and safe for their context.
- If facilitators decide not to use the role-plays, they should be given to the group as scenarios to discuss. Facilitators can also opt to use scenarios proposed by female staff to ensure relevance, but only if female staff feel safe.




- b. Ask: *Can the volunteers share their experience with us? How did the briefing go? Were staff receptive to the ideas, and did they share anything of note?* Give volunteers a chance to report back, and then ask participants for their thoughts.
- 1.6. Explain: *Before we move on to today's session, I would like us to review the qualities of a safer space.* Point to the flipchart paper from Module 1 with the qualities of a safer space written on it and read them out loud.
- 1.7. Tell participants that senior leaders/managers were briefed on Module 5 content and [X, Y and Z respectful behaviors] that participants would like staff to practice more consistently and the support required to make this happen.
- 1.8. **Welcome the senior leaders/managers to Module 6 and ask them to speak about the steps they would like to take to encourage more respectful interactions within the workplace.**

Part 2 – Taking Action (10 minutes)

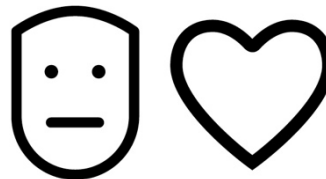
STEPS

2.1. Explain:

- a. *In our last session, we discussed the importance of creating a respectful work environment. We saw that everyone has a role to play in shaping the organizational culture. By being values-driven leaders who model respectful behaviors, we can create a positive workplace where it is easier for us to fulfill our mission as humanitarians.*
 - b. *One way of knowing if the employees of an organization truly embrace respect is to look at how the most junior staff are treated. If they are treated with the same consideration as more senior staff, it is a fairly good indication that power has been balanced in the organization and that staff embody the value of respect!*
 - c. *Today we will discuss strategies for taking action on SH & SEA and for more fully embracing the humanitarian principles! However, it is important to remember that when we take action on SH & SEA, we are guided by both our head and our heart.*
- 2.2. Put a flipchart paper up. On the left side, draw a head; on the right side, draw a heart. 

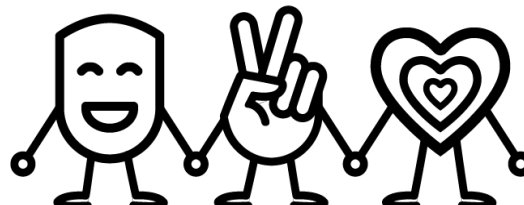
2.3. Ask:

- a. *Why do you think our actions to prevent SH & SEA should be guided by our **head**?* Note participants' contributions under the image of the head. (Possible answers: Action needs to be thoughtful; grounded in knowledge; based on facts; informed by logic; and clear, direct and strategic.)
- b. *Why do you think that our actions to prevent SH & SEA should be guided by our **heart**?* Note participants' contributions under the image of the heart. (Possible answers: Actions should come from a deep conviction that change is required; from emotions like sadness, anger and outrage; and from a desire for a better world.)
- c. *What would happen if we allowed ourselves to be entirely guided by our head and ignored our heart?* (Possible answers: We wouldn't have the energy or passion needed to be effective agents for change; social change is hard and requires commitment that comes from personal experience or an ability to empathize with others.)
- d. *What would happen if we allowed ourselves to be entirely guided by our heart and ignored our head?* (Possible answers: We would not be as strategic as we could be; we might lose credibility if we are viewed as overly emotional – e.g., quick to take offense, defensive or easily hurt.)



2.4. Explain:

- a. *When we take action to prevent SH & SEA, we should feel certain of what we are doing in our head and our heart. Ideally, our actions should be informed by both logic – “makes sense” – and emotion – “feels right.”*
- b. *This kind of action is transformational because it is inspired. If we are going to be successful in preventing SH & SEA, we NEED to act. We need to break the silence around SH & SEA and build a work environment that is safe and respectful for everyone.*
- c. *Values-driven leadership and action can help us get there. Now I'd like us to take our **hands** and get to work!* Add a set of hands next to the heart and the hands, similar to the following image.





REFLECTION – Talking About Power (25 minutes)

Objective: To encourage open discussions about the abuse of power and its effects

Part 1 – Why We Need to Talk About Power (25 minutes)

PREPARATIONS

- Print copies of Session Material 6A (“Reading: Women Talking About Power”) for each participant

Note: Examples are from East Africa and should be adjusted to increase contextual relevance.

STEPS

1.1. Explain:

- In Modules 4 and 5, we talked about power and about how the imbalance of power between men and women – if left unaddressed – can lead to abuses of power like SH & SEA. An important step to addressing SH & SEA is to raise our voices on this important topic.*
 - Throughout this module, we would like to encourage you to talk about power. This means that we try to speak honestly about the imbalances of power and the abuse of power that we see around us.*
 - The reason we would like you to adopt this practice is because when injustice against a group of people is widespread, as with SH & SEA, it is sustained by a collective silence. The more far-reaching the injustice, the stronger the silence and the more challenging it is to break. Breaking the silence is the first step toward change. By talking about power, we break the silence.*
- 1.2. **Explain:** I’m going to distribute a short reading on women talking about power. You’ll have 10 minutes to read it silently. Then, you’ll discuss the questions at the end with your neighbor.
- 1.3. Distribute Session Material 6A (“Reading: Women Talking About Power”), and give participants a chance to read. After 10 minutes, instruct them to discuss the questions with their neighbor before inviting contributions in plenary. 📄

AWARENESS – Empowering the Bystander Approach (1 hour, 20 minutes)

Objective: To highlight the different ways that staff can safely intervene to prevent SH & SEA

Part 1 – Empowering the Bystander (50 minutes)

PREPARATIONS

- Write the bystander definitions on a flipchart paper and the definition of moral courage on a flipchart paper
- Prepare a flipchart paper with the information from Session Material 6B (“5 Ds of Intervening”) or print copies for all participants
- Print and cut out slips of paper with Session Material 6C (“Empowering the Bystander Scenarios”) and write the two “Empowering the Bystander Scenarios” questions in Step 1.8 on a flipchart paper
- Print copies of Session Material 6D (“Safe Framework”) for each participant
- Cue up the American Sociological Association video “Bystander Intervention for Sexual Harassment” (<https://www.youtube.com/watch?v=DzOWaKs-xS4>) to 3:10 minutes in

Note: If the Internet connection is unreliable, prepare a written summary of the video to print or read aloud.

STEPS

1.1. Explain:

- Individual staff often underestimate their power to shape workplace culture. This is because they think of power narrowly as the influence that people in positions of authority hold.*
- However, everyone has power they can cultivate regardless of their position within an organization, including their “power within,” “power to” and “power with.” This kind of power can be subtle and less visible, but equally potent if we use it to direct our lives and experience.*



- c. *We can all be values-driven leaders who model respectful workplace behaviors. All we need is an understanding of who we are as individuals and as humanitarians and the knowledge that some of our values and actions may be contradicting rather than reinforcing the humanitarian principles. From there, we can take steps to change and thus challenge the root causes of SH & SEA.*

Session Material 6A – Reading: Women Talking About Power

In 2006, Tarana Burke started the Me Too campaign in the United States after hearing reports of sexual violence in a nonprofit that she cofounded to empower girls (Just Be Inc.). The goal of the campaign was to raise awareness about the pervasiveness of sexual abuse and assault.

The Me Too campaign came into prominence again in October 2017 after more than a dozen women came forward with allegations of sexual assault by Hollywood producer Harvey Weinstein. The movement gained momentum as more and more American women shared their stories of being harassed or assaulted in the workplace by powerful men in the media. Within 10 days, 1.7 million posts containing the hashtag #MeToo were posted in 85 countries around the world. As a result, countless women began to talk publicly about experiences they had never spoken about before.

#MeToo eventually spread beyond the media to other industries, including the humanitarian sector. In 2017, the #AidToo campaign exposed a number of high-profile SH & SEA cases at Oxfam. This had a number of consequences. Women within the humanitarian sector began to speak more openly about their experiences, and private donors began to withdraw their support from Oxfam. Public donors like USAID and DFID began to call for stronger measures to address SH & SEA. INGOs took stronger action against SH & SEA, with 120 staff from leading international INGOs fired for sexual misconduct in 2017.

In Africa, #MeToo swept across the continent, sparking change in several countries. On March 2017, women in Uganda demanded the resignation of the politician Onesimus Twinamasiko for publicly encouraging men to “discipline” their wives by beating them. Twinamasiko did not resign but was forced to apologize. Earlier in 2017, protestors in Kenya called for a criminal investigation into alleged abuse at Kenyatta National Hospital. In November 2017, nine middle-school girls came forward in Ethiopia to report abuse by a teacher at their school. The girls said that they were inspired to speak out by the #MeToo movement. The teacher was eventually fired and the case turned over to the police.

Discussion Questions


1. What are the #MeToo and #AidToo movements, and how did they start?
2. How are these movements an example of women talking about power?
3. What impact have they had?
4. How can the principle of talking about power be applied to taking action on SH & SEA in the workplace?

- 1.2. **Explain:** *When we talk about SH & SEA, our discussion tends to center on the perpetrator and the victim. When we do this, we ignore the fact that most of us are, in fact, bystanders.* Post the bystander definitions in the following

A **BYSTANDER** is anyone who witnesses SH or SEA and is in a position to know what is happening and to take action. There are two kinds of bystanders:

- An **ACTIVE BYSTANDER** is anyone who, when they witness SH & SEA, reacts in a way that signals that this kind of behavior is unacceptable. Over time, such actions help to reshape the organizational culture so that it is less tolerant of SH & SEA. Active bystanders also demonstrate solidarity with the victim, who may feel more inclined to report as a result.
- By contrast, a **PASSIVE BYSTANDER** is anyone who, through their reaction or lack of reaction, reinforces the idea that SH & SEA is acceptable. For example, this could be by ignoring or laughing at what is happening or walking away. Even if they do not actively promote behavior that is abusive, passive bystanders are complicit, and through their inaction, share a degree of responsibility.

box and read them out loud. 

- 1.3. Distribute Session Material 6B (“5 Ds of Intervening”)⁶ and **explain:** 

- a. *In general, we want to be active bystanders. There are five strategies available to us: direct intervention, distract, delegate, delay and document.*
- b. *Since every situation is different, we need to decide which strategy (or combination of strategies) is the most appropriate for the situation. However, our first and most important responsibility is to keep ourselves and others safe. For example, if a perpetrator has become physically violent, it would be best not to put yourself in*

⁶ This content has been adapted from Collective Action for Safer Spaces’ “Ways to Stop Harassment in the Workplace – Bystander Intervention.”



the middle but instead call for help. Depending on how much power you have within the organization, you may or may not be able to take direct action due to the risks of retaliation against you or the victims.

- c. Fortunately, the 5 Ds give us options for standing up to SH & SEA. The first two Ds are more direct ways of addressing SH & SEA, and the final three are less direct. Go through the 5 Ds in the following box and provide examples of each.

Session Material 6B – 5 Ds of Intervening

DIRECT: You directly intervene with the people involved in the situation by stating your concerns or blocking the interaction.

To perpetrator: “You know, you really shouldn’t say that.” “Do you realize the effect that your words/behavior have?”

To victim: “Are you OK?” “Do you need assistance?” Insert yourself physically between the perpetrator and victim.

DISTRACT: You can diffuse tension or put an end to the problematic situation by distracting the people involved.

To perpetrator: Ask them to tell you about a project; make loud or distracting noises; ask to join the conversation.

To victim: “Can you help me with the printer?” “Do you want to go for lunch?” “We have a meeting now.”

DELEGATE: If it is unsafe for you to get involved or you think that there is someone better suited to manage the situation, you can enlist help. For example, you can get the help of a manager or report the situation without mentioning the names of victims (“I saw something that I thought was inappropriate/made me uncomfortable”). You can also direct the victim to the available services, like a free hotline; the gender equality, GBV, or protection focal points; or free counseling services.

DELAY: You can delay taking action if it isn’t safe to do so in the moment.

To perpetrator: “Your behavior yesterday was not in line with our agreements about respectful workplace behaviors.”

To victim: “I saw/heard what [name] said to you earlier. Are you OK?” “Is there anything I can do to help?”

DOCUMENT: You can help report and document the incident using the organization’s established policy and protocol for reporting SH & SEA cases. If the victim is reluctant to report and you feel that it is important to alert the organization to a problem, you can make the report in a way that protects the identity of the victim but indicates that a violation of the organization’s code of conduct has occurred.

- 1.4. To illustrate the 5 Ds, show participants the American Sociological Association video “Bystander Intervention for Sexual Harassment” (<https://www.youtube.com/watch?v=DzOWaKs-xS4>) beginning at approximately 3:10 so that participants can see examples of bystander interventions and the concluding thoughts. ▶

- 1.5. To debrief after the video, ask:

- a. **Which of the 5 Ds were employed in this video?** (Answer: direct, distract and delay)
- b. **The video talked about the possible consequences of intervening with more senior or popular staff members. What solutions did the video offer for managing these risks?** (Answer: The choice to intervene is personal; in some cases, it might not be safe for a staff member to intervene; senior staff members hold the most responsibility to visibly intervene and set the tone.)

- 1.6. Explain: As the video states, one of the keys to being an active bystander is practice. It is important to rehearse what you would do or say so you are prepared.

- 1.7. Divide participants into four groups and distribute slips of paper from Session Material 6C (“Empowering the Bystander Scenarios”) for participants to either act out or discuss. Explain that the roles of male and female characters should be assigned to the opposite sex. At least two participants should take the role of bystanders.



Note: If you think that role-playing will be uncomfortable or offensive, suggest that participants discuss the scenarios instead.

- 1.8. Post the flipchart paper with the following questions and explain that groups should decide:

1) Which of the 5Ds would you use to intervene in this situation and why?

2) What are the safety and other risks you would need to consider?



Session Material 6C – Empowering the Bystander Scenarios

Scenario 1: Male colleagues in the office are looking at graphic content on their phones/laptops in front of female staff, who are visibly upset and offended.

✂.....

Scenario 2: You overhear a male supervisor asking his female report to dinner in exchange for an exposure trip to Tajikistan to learn from a sister project.

✂.....

Scenario 3: Over lunch, a man tells a male colleague that he has started a relationship with a young female beneficiary.

✂.....



Scenario 4: Two male staff members promise female community members help with the refugee registration process (necessary to obtain food and other services) in exchange for “one-on-one time” with them.

To support the discussion on safety, print out and distribute Session Material 6D (“Safe Framework”) and explain:
When deciding whether to intervene and how, we need to think about “SAFE”:

- Safety:** Will I be safe if I step in? To what degree? What are the risks?
- Allies:** Are there others present who can assist or provide back-up if needed?
- Friendly approach:** What is the best way to make my position known? Can I do this in a nonthreatening way?
- Enlist help:** What services and support exist? Has this been shared with victims?

Session Material 6D – Safe Framework



- 1.9. Give groups time to discuss the questions and to plan and rehearse their skit. Then, have them act out their scenarios one by one. After each role-play, ask participants which Ds were used and why they chose these. (For groups that discuss the questions instead of acting out the role-plays, ask them to explain which Ds they chose and why.)
- 1.10. Ask:
 - How did it feel intervening?
 - Could you intervene in the future if the situation called for it?
 - What else did you learn from this exercise?
- 1.11. Post the flipchart paper with the definition of moral courage and read it out loud.  

MORAL COURAGE is the willingness to be a values-driven leader and do the right thing as opposed to what is popular or merely convenient.

- 1.12. Explain:
 - The decision to be an active bystander is not without risk, and as such, requires moral courage. Being a values-driven leader can have consequences, which must be weighed against the risks. When the risk is significant, we should opt for delaying tactics rather than direct confrontation.



- b. *Men and more senior team members who have social and institutional power may be in a better position to speak out than women and more junior staff. When staff intervene, they should try to do so in ways that are responsive to women's preferences and needs.*
- c. *This session has two major goals: The first is to show you that we have options for taking action on SH & SEA that go beyond reporting. The second is to give you an opportunity to reflect on what it means to be an active bystander and to think about what you would say and do in light of the safety considerations.*

1.13. Explain:

- a. *A final question that people have in relation to the bystander approach is: **If the 5 Ds are so effective, why don't more people use them?***
- b. *Research has shown that individuals are less likely to come to the aid of a victim when other people are present. This is known as the diffusion effect. The more bystanders there are, the less clear it is whose responsibility it is to respond.*
- c. *With this in mind, I encourage you to consider taking the first step, if it is safe. If you take the first step, others are more likely to follow.*

Part 2 – What Do Women Want? (30 minutes)

STEPS

2.1. Explain:

- a. *We don't have to wait for SH & SEA to occur before we act. We can prepare by thinking about our response ahead of time. We've talked about risks we need to consider as bystanders, but I'd now like us to consider the risks from a gender perspective. Although we have a responsibility to act, we must do so in a way that reflects the needs, preferences and constraints of women, who are the ones most affected by SH & SEA.*
- b. *For this exercise, you will work in male-only and female-only groups. I'd like you to think about the common manifestations of SH & SEA that we discussed in Module 1. Solicit examples for participants to work with in their group discussions.*
- c. *The **women-only group** should discuss how women would like active bystanders to intervene in these scenarios. Based on your safety and other concerns, generate a list of preferences and/or recommendations for active bystandership in the office. To the extent possible, the recommendations should consider the perspectives and challenges of women from other identity groups – for example, based on their nationality, race, ethnicity, religion, caste, age, ability and health status, as well as for individuals based on their sexual orientation and gender identity,*
- d. *At least one recommendation should involve "social signaling." **Social signaling refers to verbal or nonverbal cues that send information about the appropriateness of an attitude, behavior or interaction to members of our social group.** For example, in the IRC Pakistan, female staff requested that tea be used as a metaphor to signal that a comment or behavior was inappropriate. If a man made an inappropriate comment about the way a woman was dressed, she might say to him, "The tea is too hot." This social cue allowed teams to call out inappropriate behaviors in a way that was friendly yet clear.*
- e. *The **men-only group** should reflect on the scenarios and their own history as bystanders. In the past, have they been active bystanders? Why or why not? If they have been, which Ds have they tended to use and why? What steps did they take, if any, to ensure that their actions aligned with women's wishes in terms of their response? How did this differ for women from different groups (i.e., based on their nationality, race, ethnicity, sexual orientation, gender identity, age, ability and health status),*

Note: If the female-only group struggles to come up with recommendations, share potential concerns that women might have that could inform their guidance. For example, women might fear that men begin to speak for them, begin to view themselves as women's "protectors" or take action in a way that undermines their preferences and autonomy. Women might also fear that by directly confronting men, there could be increased tension in the workplace or reprisals.

- 2.2. *After the groups discuss, return to plenary and compare women's recommendations with men's past efforts and point out any differences.*
- 2.3. Ask women: *Of the recommendations that you made, which two strategies for active bystandership would you prioritize? How would you ensure that these strategies work for different groups of women (women of different nationalities, races, ethnicities, ages, abilities, sexual orientations, and gender identities)?*
- 2.4. Ask men: *What do you think about women's concerns and their prioritized strategies? Can you commit to trying to adopt these strategies if the situation requires it?*



2.5. Explain: *In this exercise, we learned that to be active bystanders, we must consider women's needs and concerns. Sometimes, women's concerns and their recommendations might be different from what we imagined, but we now have a clearer idea (and more confidence) about what to do. It's also important to keep in mind that men and women's responsibilities in terms of SH & SEA prevention differ because their relationship to the victim and their power within the organization are different.*

2.6. Read the following box out loud. 🗣️

Men's and Women's Responsibilities

Men's responsibilities are to:

- Be aware of the daily harassment and violence that their female colleagues experience. If they were previously unaware, it is OK. However, their newfound awareness comes with the responsibility to act.
- Use their "power to" to prevent SH & SEA, first by abstaining from acts of SH & SEA and second by helping to balance power and transform social norms that encourage men's "power over" women.
- Seek at all times to put women's voices at the center of their efforts to prevent SH & SEA.

Women's responsibilities are to:

- Be there for female survivors by offering a listening ear and helping link them to services.
- Use their individual "power to" to demand an end to SH & SEA or, if they feel safer, use their "power with" other women, adding their voices to collective calls for change.
- Understand that while their views on SH & SEA are valuable and needed, it is not their responsibility alone to educate men.

2.7. Note down women's suggestions for support they need from active bystanders in the template provided on p.109 Session Material 8B - Recommendations for Change: Modules 1-7.

PRACTICE – Commitment to Empowering Staff to Take Action Against SH & SEA (45 minutes)

Objective: *To promote actions that encourage staff at all levels to take a stand on SH & SEA*

Part 1 – Staff Briefing #6: Pre-Reflection (20 minutes)

STEPS

1.1. Explain:

- The focus of this module was on taking action against SH & SEA. We learned that we must be guided by both our head – logic – and our heart – passion. An important strategy for addressing SH & SEA is talking about power.*
- By talking about power, we break the silence around SH & SEA that allows it to continue unpunished. Another way to take action on SH & SEA is to be an active bystander. Most of us have been or will be witnesses to SH & SEA at one time or another, but may not have realized that there are ways we can take a stand outside of reporting.*
- The bystander approach recommends five strategies for responding to SH & SEA, the five Ds: direct, distract, delay, delegate and document.*
- Senior and male staff are often in a position to use more direct strategies: direct and distract. More junior and female employees may have to use less direct strategies: delay, delegate and document. Each individual needs to assess for themselves the risk they are prepared to take. However, what is clear is that when we respond – whether directly or indirectly – we help to reshape the organizational culture so it is less tolerant of SH & SEA.*
- Being an active bystander requires us to take the first step and to model values-driven leadership. If we do so, others will follow.*



1.2. Explain:

- To prepare for this week's Staff Briefing, I would like you to take out your journals and do a silent reflection: Have you ever seen anyone successfully stand up to SH or SEA – at work, at home, in the community or elsewhere? Please write about the experience. How did it feel to witness this example of moral courage? Pause while participants write their examples. ✍️*
- Turn to the person next to you and share your examples. Pause while participants share, and then invite contributions in plenary.*
- I want you close your eyes or cast your gaze downward and breathe deeply. Feel the emotions that these personal stories bring up for you, such as excitement, awe or inspiration. These are the “heart” feelings that I would like you to stay connected to in the weeks to come as you practice being active bystanders and adopting the strategies suggested by women.*

Part 2 – Staff Briefing #6: Empowering Staff to Take Action Against SH & SEA (15 minutes)

PREPARATIONS

- Print copies of Session Material 6E (“Staff Briefing #6: Empowering Staff to Take Action Against SH & SEA”) for volunteers

Session Material 6E – Staff Briefing #6: Empowering Staff to Take Action Against SH & SEA

- The Motivation to Act:** Now that we understand SH & SEA, including why it happens and how it impacts us, we are ready to take action. To do this, we need to be clear on who we are as individuals and humanitarians and commit to narrowing the gap between our identity, values and actions. We do this by trying to be values-driven leaders who model respectful workplace behaviors that reflect the humanitarian principles. We also need to reach deep inside ourselves to find the motivation to act. Our heads will give us the reasons, but our hearts will give us the inspiration.
- Talking About Power:** An important step in taking action is to expose the abuse of power that allows acts of SH & SEA to go unpunished. We must speak about power imbalances that lead to SH & SEA and break the secrecy around sexual abuse generally. #MeToo and #AidToo were popular movements started by women, first in the media and then in the humanitarian sector. In both cases, women spoke publicly about the abuse they experienced at the hands of powerful men. Both movements led to action against the perpetrators and increased attention to women's safety in the workplace.
- Bystander:** A bystander is a witness to SH & SEA who is in a position to speak up or take action against it. There are two types of bystanders: active and passive. An *active bystander* is a witness to SH & SEA who takes action and helps to reshape the organizational culture so it is less tolerant of SH & SEA. A *passive bystander* is a witness to sexual misconduct who, through their response or lack of response (laughing, ignoring the situation, etc.), sends the message that SH & SEA is acceptable.
- 5 Ds:** Active bystanders can employ a variety of strategies in response to SH & SEA. We call these the 5 Ds: directly confront SH & SEA, distract the perpetrator, delegate the issues to someone who is in a position to respond like an HR representative or manager, delay our response by talking to the victim or perpetrator after the incident is over and document by reporting the incident. The strategy that the bystander uses depends on the social or institutional power that they hold, the perceived or actual risk, and the victim's wishes.
- Questions for the Wider Team:** *In our group discussion, participants shared inspiring stories of instances when they or someone they knew stood up to SH & SEA in the workplace. The most inspiring of these stories was _____ because it reminded us that passion for SH & SEA prevention can lead to great results. What do you think about the concept of active bystanders? Are there staff who already qualify as active bystanders? Some of the gender-specific concerns that women wanted us to take into consideration as we move in this direction were _____.*

STEPS

2.1. Explain:

- Unfortunately, not everyone can attend this particular Get Moving! to Prevent SH & SEA training. The Staff Briefing allows us to bring our learning and journey of discovery to others. The Staff Briefing should be no longer than 20 minutes and focus on the main topics covered in Module 6. Everyone will have a chance to lead at least one briefing.*
 - For this Staff Briefing, I will need another two to three volunteers who can help take the concepts from Module 6 to the wider team.*
- 2.2. Ask participants when the most convenient opportunity is to lead a Staff Briefing and ask for two to three volunteers who can lead the sixth Staff Briefing. Take note of who the volunteers are and outline the concepts that you expect them to discuss. To make it easier for volunteers, share Session Material 6E (“Staff Briefing #6: Empowering Staff to Take Action Against SH & SEA”). 📄 Remind volunteers that they will be expected to give a report out at the start of Module 7.



- 2.3. Remind participants that there won't be a Senior Leader/Manager Briefing because the senior leaders/managers are present.

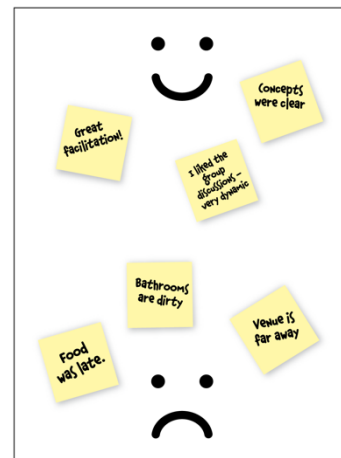
Part 3 – Wrap-Up (10 minutes)

PREPARATIONS

- Bring sticky notes for all participants and the Comments Box

STEPS

- 3.1. Thank the participants for coming to the session and for being present. Explain: *Module 6 is exciting because we turn our attention from concepts to taking action. However, it requires a whole new level of commitment from us. In the next module, we will discuss ways to strengthen our engagement and advocacy by applying principles of allyship.*
- 3.2. Confirm that the date, time and venue of the next session work for everyone. Ask participants if they experienced any challenges attending this training. If so, ask them what the challenges were and if you can help to address them.
- 3.3. Before closing, turn to the senior leaders/managers and thank them for attending the training. Ask them if they have anything that they would like to communicate to the participants – for example, how they think the training went, the concepts that were discussed, the points that were raised and their role in helping to move the process forward. Ask them in particular if they have any thoughts from the pre-reflection exercise and what they learned about reaching deep within ourselves for the inspiration to take action. Express your enthusiasm for having them join the group again in Module 8.
- 3.4. Draw a happy face in the upper-left corner and a sad face in the upper-right corner of a flipchart paper. Ask participants to help with a quick “temperature check” before they leave:
 - a. Stress that you are committed to ensuring that the training meets participants’ needs. To do this, you need their feedback to understand what worked and what didn’t.
 - b. Ask participants to write their feedback on different aspects of the training (e.g., the content, facilitation, mix of activities, training hall or food) on sticky notes. Sticky notes with positive feedback should be placed below the happy face and negative feedback below the sad face.
 - c. Go over the feedback quickly and explain your plans to address it.



Part 4 – Senior Leader/Manager Briefing

No briefing is required, as senior leaders/managers are expected to be present for Module 6. Facilitators should note down any agreements in the Action Tracker in the appendix to this manual.



MODULE 7:

Being Effective Allies (3 hours)

This module explores the concept of feminism (what it is and what it isn't) and how it informs our actions to prevent SH & SEA. Participants explore principles of effective male allyship and the concept of accountability as a key practice of solidarity.

At a Glance

AWARENESS 40 mins	Introducing Feminism <u>Objective:</u> To introduce the concept of feminism and clarify misconceptions
REFLECTION 30 minutes	The Importance of Solidarity <u>Objective:</u> To explain the importance of solidarity to our efforts to prevent and end SH & SEA
AWARENESS 35 minutes	What Does It Mean to Be a Male Ally? <u>Objective:</u> To identify the characteristics associated with being a male ally
AWARENESS 20 minutes	Cultivating Solidarity by Practicing Accountability <u>Objective:</u> To agree to accountability practices that build solidarity with women
REFLECTION 20 minutes	Cultivating a Growth Mindset <u>Objective:</u> To identify the fears that hold us back as allies
PRACTICE 35 minutes	Commitment to Solidarity <u>Objective:</u> To promote actions that encourage solidarity with women

AWARENESS – Introducing Feminism (40 mins)

Objective: To introduce the concept of feminism and clarify misconceptions

Part 1 – Welcome Back and Recap (15 minutes)

PREPARATIONS

- Tape the “Safer Spaces” flipchart paper to the wall prior to the session
- Write the concepts for knowledge review (direct, distract, delay, delegate, document, talking about power, active bystander and values-driven action) on slips of paper
- Copies of the Module 6 Knowledge Check Quiz

STEPS

- 1.1. Welcome participants back to the training. To help participants reconnect, share a personal story, tell a joke or lead an energizer. You can also ask participants to come up with an energizer or share a story if they feel comfortable.
- 1.2. As participants settle in - hand out the Module 6 Knowledge Check Quiz for participants to complete. The quiz should take no more than 5-10 minutes. Once all participants have completed, ask them to switch their quiz with a partner or someone sitting next to them.
- 1.3. Review the answers together as a large group and have participants mark each other's responses. Have participants return the quizzes back to their owners. Facilitator's can collect the quizzes after participant's have reviewed their answers.
- 1.4. Conduct a knowledge review of Module 6 content:
 - a. Tell participants that they will play an adapted version of charades. Form two groups and tell them that one person in the group will be given a slip of paper with a concept from the previous module. They will need to act out the concept without speaking or writing things down.
 - b. Each group will be given 20 seconds to guess what the concept is. If they guess correctly, they will be given a point. The group with the most points wins!

Considerations and Tips

- This session introduces the concept of feminism. Although feminism is perceived as a Western idea, the struggle for equal rights for women is global.
- If possible, try to find specific links or quotes about feminism in the location where you are training. This will help to show the relevance of feminism to the local context.



- c. Distribute the slips of paper evenly to the two groups and conduct the review. Once it is over, ask the group if they have questions.
- 1.5. After the knowledge review, make time to discuss the last Staff Briefing.
 - a. **Explain:** *Last session, I tasked X volunteers with leading Staff Briefing #6: Empowering Staff to Take Action Against SH & SEA. I'd like to hear how it went.*
 - b. **Ask:** *Can the volunteers share their experience with us? How did the briefing go? Were staff receptive to the ideas, and did they share anything of note?* Give volunteers a chance to report back, and then ask participants for their thoughts.
 - 1.6. Remind participants that the senior leaders/managers were not briefed on Module 6 since they were present for the module. Mention that you were encouraged by their enthusiasm for the active bystander approach and their commitment to taking the women's recommendations forward.
 - 1.7. **Ask:** *Did anyone have a chance to practice being an active bystander since the module? Or to put women's suggestions on active bystandership into practice? If so, what was the experience like? If not, what were the barriers? I'd like you to take a few moments to think about this silently to yourself.*
 - 1.8. Pause and give participants an opportunity to reflect. Welcome participants to share their thoughts if they feel comfortable, but do not press for responses.
 - 1.9. **Explain:** *Before we move on to today's session, I would like us to review the qualities of a safer space.* Point to the flipchart paper from Module 1 with the qualities of a safer space written on it and read them out loud.

Part 2 – Introducing Feminism (25 minutes)

PREPARATIONS

- Write the definition of feminism on a flipchart paper
- Prepare four flipchart papers, each with two columns (one labeled “Fact” at the top and the other “Stereotype”), posting them in the four corners of the room
- Print out and cut strips of paper with the statements from Session Material 7A (“Feminism Stereotypes and Facts”) and print Session Material 7B (“Facilitator’s Guide: Feminist Fact or Stereotype?”) as needed
- Bring several rolls of tape

Note: This session may need to be adapted to take into account regional and cultural interpretations of feminism.

STEPS

- 2.1. **Explain:** *In our last session, we talked about strategies for taking action on SH & SEA, like holding regular conversations about power and being an active bystander. When we take action on SH & SEA, we show our solidarity with victims. In this session, we will explore the concept of solidarity in more depth.*
- 2.2. **Ask:** *Central to the idea of acting in solidarity with women is the concept of feminism. Can anyone tell me what feminism is?* Pause for contributions before posting the following definition and reading it out loud. 🗨️ 👤

FEMINISM is the belief that women should have the same rights and opportunities as men and that we have a responsibility to advocate for women's concerns on the grounds of equality.

- 2.3. **Ask:** *Unfortunately, there are many negative stereotypes about what it means to be a feminist that lead people to want to disassociate themselves from the term. Can anyone tell me what a stereotype is?* (Answer: “Stereotype” refers to the negative assumptions that we make about a group by generalizing the behaviors of a few to the whole.)
- 2.4. **Explain:**
 - a. *I'd like us to examine the negative stereotypes associated with feminism through an exercise called “Feminism Stereotypes and Facts.” For this exercise, you will get into four groups. Each group will stand next to a flipchart paper in one of the four corners of this room.*
 - b. *I will distribute slips of paper with statements about feminism written on them. You will need to decide whether the statement is a fact or stereotype and put the statement under the correct column on your flipchart paper. Be prepared to explain your choice to the wider group.*



- 2.5. Distribute the slips of paper from Session Material 7A (“Feminism Stereotypes and Facts”) and tape. Give the participants time to discuss the feminist stereotypes and facts. Afterward, have one group go through their answers and explain their choices. Refer to Session Material 7B (“Facilitator’s Guide: Feminist Fact or Stereotype?”) – printing as needed – to emphasize points and clarify misunderstandings. 🤖

Session Material 7A – Feminism Stereotypes and Facts

- Feminism promotes divorce, which is why feminists are usually not married themselves.
✂️
- Feminism is for elite and educated women.
✂️
- Feminism is a movement of Western ideas that does not take other cultures into consideration,
✂️
- Feminism promotes women’s superiority over men.
✂️
- Feminism believes that violence is a choice – that one person cannot provoke another to use violence.
✂️
- Feminism is another word for the “promotion of women’s rights.”
✂️
- Feminism is not just for women; men can be feminists as well.
✂️
- Feminism believes that the idea that men are superior to women is socially created and can therefore be changed.

2.6. Explain:

- a. *One final clarification that I would like to make about feminism is that while the word “feminism” is relatively new and was popularized in the West, the spirit of equality has been present in most (if not all) cultures for millennia.*
- b. *In Africa, for example, there is a long history and tradition of feminism. Examples of pioneering feminist activists from our times include Stella Nyanzi, Amina Mama, Hope Chigudu and Jessica Horn, among others. The Charter of Feminist Principles for African Feminists, which was adopted in 2006 by a network of over 100 feminist activists from the continent and the diaspora, helps to define and affirm their collective commitment to advancing gender equality.*

Note: If possible, facilitators should familiarize themselves with the feminist traditions from their region/country so they can situate the discussion within their cultural context.

- 2.7. Ask: *Now that we’ve had a chance to clarify any misconceptions you have about feminism, by a show of hands, how many of you consider yourself to be feminists?*



Session Material 7B – Facilitator’s Guide: Feminist Fact or Stereotype?

Stereotype: Feminism promotes divorce, which is why feminists are usually not married themselves.

Challenging the Stereotype: Feminists do not promote divorce or discourage marriage. Many feminists are happily married! Feminists believe that in a marriage, both parties have a right to be safe, respected, loved and happy. If a relationship does not meet these criteria, feminists believe that either party has the right to leave the relationship, which in some cases could lead to divorce.

✂.....

Stereotype: Feminism is for elite and educated women.

Challenging the Stereotype: Feminism is for everyone regardless of their sex, age, economic status, level of education, religion, etc. Feminism upholds and promotes women’s basic human rights. In many places, educated women were the first to use the term “feminism.” However, women from all walks of life have been fighting for their rights since the beginning of time. The concept of feminism applies to both men and women, and everyone stands to benefit from the protection of human rights.

✂.....

Stereotype: Feminism is a movement of Western ideas that does not take other cultures into consideration.

Challenging the Stereotype: Feminism is not against any culture. It promotes human rights principles that are universal, meaning they apply to everyone no matter who they are or where they are from. While feminist writing began in the West, women from other cultures have been upholding feminist ideals for centuries – ideals such as peace, safety, dignity and the value of women.

✂.....

Stereotype: Feminism promotes women’s superiority over men.

Challenging the Stereotype: Feminism does not promote the idea that women are superior to men. It promotes equality of outcomes for men and women. Feminism believes that women can and should hold power and that this doesn’t require men to lose power. Power is not in limited supply – women and men can share power and use their power positively.

✂.....

Fact: Feminism believes that violence is a choice – that one person cannot provoke another to use violence.

Explaining the Fact: Feminism believes that everyone is responsible for their behavior. If a man uses violence against a woman, it is his responsibility and choice – not the woman’s fault. A woman’s behavior (whether she wears a miniskirt, burns the food or comes home late) is never an excuse for violence. Men have many options other than using violence.

✂.....

Fact: Feminism is another word for “the promotion of women’s rights.”

Explaining the Fact: The beliefs and aims of human rights activists are the same as feminist beliefs and aims. Feminism is interested in ensuring that women enjoy their basic human rights. Human rights for women are the same as human rights for men.

✂.....

Fact: Feminism is not just for women; men can be feminists as well.

Explaining the Fact: Feminism is for everybody! Anyone who believes and acts in a way that reflects the belief that women and men are equal in value and worth is a feminist.

✂.....

Fact: Feminism believes that the idea that men are superior to women is socially created and can therefore be changed.

Explaining the Fact: Feminism believes that women and men are born equal in worth, value and capacity. In many countries around the world, men and women may play different roles (e.g., women look after children and other dependents, and men take the lead in community affairs). These are socially determined differences as opposed to biological facts. In reality, there are only a handful of biological roles that only women can do that men cannot and vice versa. The fact that our ideas about men and women are socially determined means they can be unlearned and relearned.



REFLECTION – The Importance of Solidarity (30 minutes)

Objective: To explain the importance of solidarity to our efforts to prevent and end SH & SEA

Part 1 – The Importance of Solidarity (30 minutes)

PREPARATIONS

- Write the definition of solidarity on a flipchart paper
- Print copies of Session Material 7C (“Excerpts from ‘You Need to Hear Us’: Over 1,000 Female Aid Workers Urge Reform in Open Letter”) for each participant

STEPS

- 1.1. **Explain:** Action to prevent SH & SEA involves solidarity. Can anyone explain what solidarity is? Take two to three contributions from participants, noting ideas on a flipchart paper. Then, post the following definition and read it out loud. 🗨️ 👤

SOLIDARITY is the unity, or the agreement of feeling or action, between individuals who share common interests or goals. It is the “power with” that we experience when we stand with others against injustice or abuse. Although we often think of solidarity as something we feel with people close to us, we can feel and be in solidarity with strangers and people outside of our immediate community who share similar values and feelings about right and wrong, justice and human rights.

- 1.2. Ask participants to think about a time someone showed solidarity with them. For example, it could be a time when a classmate defended them against a school bully or a time when a colleague approached them to express concern after witnessing a male colleague harassing them.
- 1.3. **Explain:** I’d like you to take out your journals and write about this experience. What happened? How did it make you feel? Give participants a chance to journal, and then ask them to turn to their neighbor and share their thoughts. Tell participants that they do not have to talk about the details of the incident, but should share how the act of solidarity made them feel.
- 1.4. **Explain:**
 - a. Solidarity is the feeling that we get when we stand with others on an issue. Solidarity unites us and strengthens our collective efforts for change. When we act in solidarity, we exercise our “power with” and are able to accomplish more than we could as individuals.
 - b. Solidarity is particularly important for women who have learned to silence their concerns about SH & SEA. In the past, when women spoke up, it was often unsafe or at great personal cost. Solidarity means that women do not have to take these risks alone and that there is safety and power in numbers.
 - c. Whether we realize it or not, by participating in this training, engaging in difficult conversations, listening to women’s concerns and adopting their recommendations, we have been acting in feminist solidarity with female staff and clients to prevent SH & SEA. While our focus may be on effecting change within our organization [and/or office], solidarity helps connect us to a growing number of humanitarians working to prevent SH & SEA. Our efforts are part of a broader movement for change within this sector that is gaining momentum.
- 1.5. **Explain:**
 - a. Being in solidarity with others does not mean that we agree on every detail. It means that we agree on the fundamentals and that we have a shared understanding of how to work together.
 - b. **Men acting in solidarity with women** must be willing to listen to women and modify their actions based on women’s recommendations and feedback since they are the ones who bear the consequences of SH & SEA. Despite men’s best intentions, if they assist in ways that are unhelpful to women, they could make the situation worse.
 - c. As an example, I’d like you to imagine that female staff are being harassed by male staff in field offices (i.e., by staff in offices outside the main country office) where there is less oversight. In response, the male manager responsible for the team’s security may decide to institute a policy that restricts women from traveling to and working at field sites. He may think that this is the best way to keep women safe, when in fact it is disempowering because it sends the message that women are weak and in need of men’s protection.
 - d. If the male manager had put women’s voices at the center of this situation, he would have first consulted with female staff and perhaps understood that what women actually needed to feel empowered and safe was refresher trainings on sexual harassment for the entire team and to have access to security-enhancing devices like personal alarms, flashlights and locks on bathrooms and bedroom doors.



1.6. Explain:

- a. ***Women acting in solidarity with other women** need to be aware of the similarities and differences between diverse groups of women. Even with the best intentions, women who help other women in ways that fail to take their lived reality into account could make the situation worse. For example, a female expatriate staff member pushing a female national staff member to disclose an experience of sexual harassment so action can be taken could put the victim at increased risk.*
- b. *Women who hold power relative to other women in the organization should never assume that their experiences of SH & SEA are universal. Instead, they should seek out and try to understand the perspectives of women within the organization who hold less social and institutional power. Often what women need from other women is a listening ear, support and encouragement, and information so they can connect to services for victims.*

1.7. Explain:

- a. *In 2018, as #AidToo was gaining momentum, there was an extraordinary show of solidarity by over 1,000 female humanitarian workers from 81 countries, who used their “power with” to sign and publish an open letter in the Guardian calling for urgent reforms to end SH & SEA within the humanitarian sector.*
 - b. *In the letter, female humanitarian workers asked for “deeds not words” and made it clear that “it is the behavior of these men, not our own complaint of their behavior, which damages the sector’s reputation and public trust.”*
 - c. *In groups of four to five, I’d like you to read through the handout with highlights from the letter and discuss the questions at the end of the handout.*
- 1.8. Give participants copies of Session Material 7C (“Excerpts from “You Need to Hear Us”: Over 1,000 Female Aid Workers Urge Reform in Open Letter”) and time to read. 📄
- 1.9. Provide an opportunity for them to share their reflections in plenary. Then, explain:
- a. *This letter is a powerful example of solidarity amongst women in the humanitarian sector. By publishing this letter, these women put the concept of power into practice.*
 - b. *From our discussion, it is clear that the reforms outlined in this letter – to trust women, to listen to their disclosures, to take action on SH & SEA – resonated with the female staff in this training. It is also clear that if met, these demands would lead to significant positive change within our organization and the sector as a whole.*
 - c. *When we take action on SH & SEA, it can be helpful to remember that we are not acting alone but in solidarity with a growing movement for change within the humanitarian sector.*



Session Material 7C – Excerpts from “‘You Need to Hear Us’: Over 1,000 Female Aid Workers Urge Reform in Open Letter”

We stand together to speak out about the violence and abuse perpetrated against women and girls by men who work within charities. We stand together because our voices are stronger in unison and have often not been heard when we have stood alone. We acknowledge that not all women have the same amount of power – race, class, sexual orientation, economic realities and other forms of discrimination and oppression all play a part in women’s ability to be heard. Patriarchy impacts women and girls from the global south and women of color hardest. We acknowledge that these women are most affected and vulnerable to exploitation and abuse by aid workers, yet are also the least likely to be heard and the least likely to be able to sign on to and support this letter.

It is the behavior of these men, not our own complaint of their behavior, which damages the sector’s reputation and public trust. The women who are speaking out now hope to make international aid a better place for the women who work within it and for those whose rights we campaign and advocate for. We speak out now in the hopes that in the future, the blame for the abuse of ‘not doing enough’ to stop the abuse will no longer fall on women. The twisted logic of blaming women and girls for the violence and abuse they experience has to end and it is everyone’s responsibility to end it – within the aid sector and beyond.

We ask for three fundamental reforms to shift the patriarchal bias in aid:

1. **Trust women:** organizations need to take action as soon as women report sexual harassment, exploitation and abuse; allegations must be treated with priority and urgency in their investigation; the subject of a complaint of this nature must be immediately suspended or removed from their position of power and reach of vulnerable women and girls.
2. **Listen:** foster a culture where whistleblowing is welcome and safe – the way to win back the trust of donors, the public and communities we work with is to be honest about abuses of power and learn from disclosures. Sexual harassment, exploitation and abuse should no longer have to be discussed in hushed tones in offices.
3. **Deeds not words:** we need effective leadership, commitment to action and access to resources. It is not enough to develop new policies which are never implemented or funded – with the right tools we can end impunity at all levels within the sector.

#ReformAid #AidToo

Source: <https://www.theguardian.com/global-development/2018/mar/08/1000-women-aid-workers-urge-reform-in-open-letter>

Discussion Questions

1. Why do you think female humanitarian workers felt the need to write this letter?
2. In what way does this letter demonstrate the principle of solidarity among women?
3. What do you think about the female humanitarian workers’ calls for reform? Which reforms will be the easiest and hardest to implement? Why?
4. How can male humanitarian workers show solidarity with women and ensure that women’s calls for reform move forward?

AWARENESS – What Does It Mean to Be a Male Ally? (35 minutes)

Objective: To identify the characteristics associated with being a male ally

Part 1 – Male Allies (25 minutes)

PREPARATIONS

- Write the definition of male ally on a flipchart paper
- Print copies of Session Material 7D (“Male Ally Checklist”) for each participant
- Cue up the NBC News video “Gynecologist Dr. Denis Mukwege One of 2018 Nobel Peace Prize Recipients” (<https://www.youtube.com/watch?v=Mfy3QD1aKBA>)

Note: If the Internet connection is unreliable, prepare a written summary of the video to print or read aloud. Facilitators may also want to choose examples and videos that are more appropriate to their specific context.



STEPS

1.1. Explain:

- I would like us to continue our exploration of solidarity, and in particular, how men can be effective advocates for women. First, I'd like us to consider what an ally is. **An ally is a member of a powerful group that supports efforts to eliminate the systemic oppression of less powerful groups.***
- I would now like us to consider what this term means when applied to men who are feminists. Has anyone heard the expression "male ally"?*

1.2. Display the following definition and ask a volunteer to read it out loud. 🗨️ 🗨️

A **MALE ALLY** recognizes his power and uses it to address power imbalances in his relationships at home, at work and in the community. A male ally listens to women, seeks guidance from women, changes his behavior based on women's feedback and creates space for women to speak and act. He does not seek credit for himself but takes actions to prevent SH & SEA based on his belief that all human beings are equal and deserving of the same rights and opportunities.

- 1.3. Explain:** *I'm going to distribute a checklist of characteristics that men should aspire to in order to be considered male allies in the prevention of SH & SEA. I'd like you to go through the checklist in mixed gender groups of four or five and discuss the criteria that are the easiest and the most difficult for men to meet. The women in the group should indicate the characteristics they feel are the most important in a male ally and explain why.*
- 1.4.** Provide each participant with a copy of Session Material 7D ("Male Ally Checklist") and give them time to discuss the checklist in groups. 📄

Session Material 7D – Male Ally Checklist

- A male ally champions the feminist cause and actively works to promote gender equality and the empowerment of women and girls.
- A male ally is aware of his power and uses it to balance imbalances of power within his relationships at home, at work and in the community.
- A male ally consults with women and seeks their feedback before and after taking action on SH & SEA.
- A male ally does not seek the spotlight and advocates for women's rights when there are no women in the room.
- A male ally is courageous and takes action to prevent SH & SEA because it is his obligation as a humanitarian worker to protect the rights of all human beings.
- A male ally has a growth mindset and is committed to continual self-reflection and improvement.

- 1.5.** Ask for participants' contributions in plenary. If participants raise concerns about why men need to be allies to women and not women to men, **explain:** *The people with the most social and institutional power are the ones responsible for acting as allies to the ones with the least. The imbalance of power between men and women, and the social norms that condone the use of violence against women, create a situation in which men are most often the perpetrators of SH & SEA and well placed to advocate for its prevention.*

- 1.6. Explain:** *For some, the concept of a male ally can feel theoretical. Who are these men? I'd like to suggest that they are very much in our midst. There are men in this office who are allies and many more men who are in the process of becoming allies. I'd like us to watch a video of an inspiring male ally. View the NBC News video "Gynecologist Dr. Denis Mukwege One of 2018 Nobel Peace Prize Recipients" (<https://www.youtube.com/watch?v=MfY3QD1aKBA>).⁷ 📺*

Note: The video is optional, but watching the stories of real-life male allies can be inspiring and help to bring the concept alive for participants. For other regions, facilitators may want to search for and play a video that showcases the life and achievements of a male ally from their context.

1.7. After the video, ask:

- How does Dr. Mukwege demonstrate what it means to be an ally?*
- Men, what did you learn about your own opportunities to be a male ally to prevent SH & SEA?*
- What examples of male allies can you share from your own experience, personal or professional?*

⁷ Dr. Mukwege has treated nearly 40,000 female rape survivors in the Democratic Republic of the Congo conflict at Panzi Hospital, which he helped found. After an assassination attempt, Dr. Mukwege went into exile abroad but came back a year later with a plane ticket bought by women from his hometown, Bukavu.



Part 2 – Why Is Consultation With Women Important? (10 minutes)

PREPARATIONS

- Bring two batons or markers for the “In Your Shoes” activity

STEPS

- 2.1. Explain: *Why is it so important for male allies to consult with women? I'd like us to get on our feet to explore this question.*
- 2.2. Direct the participants outside or clear the room so there is space to run. Divide the participants into two groups and line them up vertically. Try to ensure that the groups are gender-balanced.
- 2.3. Next, instruct the participants to take off their shoes and exchange them with the person next to them. Participants may complain that the shoes do not fit (are too big, too small, not their style, etc.), but remind them that the point of the exercise is for people to feel uncomfortable.
- 2.4. Give the people standing at the front of the lines a baton or marker. Tell the participants that there will be a relay. The person at the front of the line will run to the back of the line and to the front again, passing the baton to the next person in line.

Note: If there are participants with limited mobility who cannot participate in the relay itself, they can serve as monitor, observing the participants to ensure that they don't break the rules and signaling to the facilitators if they do. Also, participants who receive shoes that are “too small” should be advised to move in a way that doesn't damage the shoes without actually taking them off.

- 2.5. Once the race is over and the winning team is announced, gather the participants in a circle and ask: *What was it like to run in someone else's shoes?* (Possible answers: It was uncomfortable; it slowed me down; I felt frustrated.)
- 2.6. Explain:
 - The way you felt running in your colleague's shoes is how women feel every day in the workplace with policies designed by men. The policies may be well-intentioned, but if women are not consulted in their design and implementation, the policies could fail to meet their needs.*
 - The same is true of our efforts to prevent SH & SEA. A man can be a feminist and view himself as a male ally, but good intentions and knowledge of the issues can never replace direct experience. The only way to get it right is to put ourselves in women's shoes and listen to what they have to say.*

AWARENESS – Cultivating Solidarity by Practicing Accountability (20 minutes)

Objective: To agree to accountability practices that build solidarity with women

Part 1 – Practicing Accountability (20 minutes)

PREPARATIONS

- Write the definition of accountability on a flipchart paper
- Write the criteria provided in Step 1.3 on a flipchart paper

STEPS

- 1.1. Explain: *The concept of accountability is critical to the notion of male allyship.* Post the following definition and read it out loud. 🗨️ 🗨️

ACCOUNTABILITY means that men are honest with themselves and others about their power and the way they either use or fail to use it to prevent and end SH & SEA. The practice of accountability requires men to engage in regular self-reflection and to be open to feedback from women so they can make improvements.

- 1.2. Ask participants if they have any questions, and then explain: *I'd like us to practice being accountable to women in this next exercise.*
- 1.3. Divide participants into several men-only and women-only groups. Then, explain the exercise:
 - The groups' task will be to rate men's efforts to create a work environment that is safe and respectful for women and that seeks to address SH & SEA, with 1 being “not at all” and 5 being “a lot.”
 - Groups should rate men as a whole as opposed to just the men in the training. The criteria for their assessment should include (post the flipchart paper with the following):



- (1) The specific steps men have taken or failed to take
 - (2) How responsive these steps have been to the concerns of women
- 1.4. Conduct the exercise, and then ask participants to share their ratings. Ask men to present first and women second. Point out the differences between men's self-rating and women's evaluation of men. Acknowledge men's attempts to act in solidarity with women on SH & SEA, particularly since the training started, but emphasize that there could be areas for improvement and blind spots that men hold that require work.
 - 1.5. Ask men:
 - a. *Were you surprised by the women's feedback?*
 - b. *What does this tell you about men's efforts to prevent SH & SEA?*
 - c. *What have you learned by listening to this feedback? (If appropriate, encourage deeper reflection by asking further directing questions such as: "What does it sound like you need to do more of?", "What does it sound like you need to do less of?", "Where do you hear the women want you to focus your efforts as an ally?", "How will you check if what you think you've heard is what they mean or want?"*
 - 1.6. Explain: *Being an effective ally does not require us to be perfect, but it does call on us to do our best and to be as open to feedback as possible. Sometimes the feedback can be difficult to hear, but if we can tolerate the discomfort and try to grow from the experience, it will make us more effective allies.*

Reflection – Cultivating a Growth Mindset (20 minutes)

Objective: To identify the fears that hold us back as allies

Part 1 – Cultivating a Growth Mindset (20 minutes)

PREPARATIONS

- Write the definition of growth mindset on a flipchart paper
- Prepare a flipchart paper titled "Cultivating a Growth Mindset" and two columns: "Fears" and "Benefits"

STEPS

- 1.1. Explain: *A characteristic that is critical to being an effective male ally (or an ally of any gender) is having a growth mindset. Post the following definition and read it out loud.* 🗨️ 🗨️

A **GROWTH MINDSET** means that doing the right thing and a commitment to personal growth are more important than our personal comfort.

- 1.2. Explain:
 - a. *Being an activist does not mean that we do the thing that is most comfortable to us. It means that we look deep inside ourselves and try to be honest about what we have done well and what we could do better. When we (or the people around us) identify areas for improvement, it does not mean that we are bad people. It means that there are experiences and perspectives that we may not have considered, as well as opportunities for personal growth.*
 - b. *For this next exercise, I'd like us to do a private reflection. Please take out your journals and turn to a blank page. I'd like you to think about a few questions: How effective of an ally have you been to women to prevent SH & SEA? What have you done well? What do you need to improve? Please be as honest as possible.* ✍️
- 1.3. Give participants 5 minutes to write down their thoughts. Then, explain:
 - a. *None of us is perfect. The journey to becoming an effective ally requires constant reflection and self-improvement. Everyone in this room should have been able to identify at least a few areas for improvement. If you weren't able to, then you are likely not being critical enough.*
 - b. *I'd now like you to take a few moments to think about your fears and the things that might be holding you back from being a better ally by finishing this sentence: "If I act in solidarity with women (and LGBTQI+ individuals) to prevent SH & SEA, the worst thing that could happen is..." Write down everything that comes to mind.*
- 1.4. After participants have had a chance to think about their fears and write them down:



- a. Put participants into several men-only and women-only groups. Ask the groups to identify two to three fears together and to come up with some benefits for adopting a growth mindset by pushing past their fears. Post the flipchart paper titled “Cultivating a Growth Mindset” as an example for participants to follow.
 - b. Explain that for each fear or perceived downside to being an ally, there is also a benefit. For example, a men’s group may identify “the fear of being made fun of” or “being seen as weak or indecisive.” The flipside is that it gives us a chance to practice moral courage and to be more resilient to criticism.
- 1.5. Give participants 10 minutes to discuss before sharing their examples in plenary. Acknowledge the courage that it took to have this conversation.
 - 1.6. Explain: *This exercise has shown us that being an ally is hard work, but if we can face our fears, there are rich rewards. It can be tempting to take criticism personally, but if we remind ourselves of who we are as humanitarians and individuals, we can overcome momentary feelings of discomfort in the interest of personal growth and the good of the organization.*

PRACTICE – Commitment to Solidarity (35 minutes)

Objective: To promote actions that encourage solidarity with women

Part 1 – Staff Briefing #7: Pre-Discussion (15 minutes)

STEPS

1.1. Explain:

- a. *In this module, we have covered a number of really important topics. We continued the conversation about how to take action on SH & SEA. We learned about the concept of solidarity, which joins us to others in support of a cause. Solidarity amplifies individual voices and efforts to end SH & SEA by joining us with those who share our beliefs.*
 - b. *When we act in solidarity with women to prevent SH & SEA, we espouse feminist principles. Many people misunderstand feminism, falsely believing that it is a Western concept that propagates the hatred of men. On the contrary, feminism anchors us in the belief that women have the same value and worth as men and that we have a responsibility to advocate for their rights on the basis of this equality.*
 - c. *When men act in feminist solidarity to prevent SH & SEA, they become male allies. A male ally takes responsibility for his power by advocating for gender equality and women’s empowerment. The ability to listen to women and take their needs into consideration is an accountability practice that is critical to solidarity and effective male allyship.*
 - d. *Acting as an ally requires us to challenge the status quo, and this can trigger primal fears – the fear of being rejected, excluded, losing one’s employment or losing status within the community. However, if we can maintain a growth mindset and remind ourselves of what we have to gain, there is much that we can achieve.*
- 1.2. Explain: *To prepare for this Staff Briefing, I would like you to get into groups of four to five and think about the fears raised in the last exercise. Do you have ideas for actions that staff and/or the organization can take to address these fears? For example, in response to men’s fear of being made fun of, male participants may decide that when another man speaks up against SH & SEA, they will raise their voices in support so that he is not alone.*
 - 1.3. Give participants time to discuss the question in groups, and then ask for contributions in plenary. Tell the participants that you would like them to agree on one or two actions that will address the fears that hold us back and create an enabling environment for taking action to prevent SH & SEA. Note down the prioritized actions on a flipchart.

Part 2 – Staff Briefing #7: Cultivating Solidarity (5 minutes)

PREPARATIONS

- Print out Session Material 7E (“Staff Briefing #7: Cultivating Solidarity”) for volunteers

STEPS

2.1. Explain:

- a. *Unfortunately, not everyone can attend this particular Get Moving! to Prevent SH & SEA training. The Staff Briefing allows us to bring our learning and journey of discovery to others. The Staff Briefing should be no longer than 20 minutes and focus on the main topics covered in Module 7. Everyone will have a chance to lead at least one briefing.*
- b. *For this Staff Briefing, I will need another two to three volunteers who can help take the concepts from Module 7 to the wider team.*



- 2.2. Ask participants when the most convenient opportunity is to lead a Staff Briefing and ask for two to three volunteers who can lead the seventh Staff Briefing. Take note of who the volunteers are and outline the concepts that you expect them to discuss. To make it easier for volunteers, share Session Material 7E (“Staff Briefing #7: Cultivating Solidarity”). 📄 Remind volunteers that they will be expected to give a report out at the start of Module 8.

Session Material 7E – Staff Briefing #7: Cultivating Solidarity

1. **Solidarity:** Solidarity is an important concept in taking action to prevent SH & SEA. Solidarity refers to mutual support among individuals who share a common interest or cause. Solidarity amplifies individual voices and efforts to prevent SH & SEA by joining us to others who share our belief in the equality of the sexes and women’s right to live a life free of violence.
2. **Feminism:** Feminism refers to the belief that women have the same value and worth as men and that this knowledge requires us to take action. Over the years, many misconceptions about feminism have arisen. Some people believe that feminism is a Western idea or that feminists are angry man-haters. In fact, the opposite is true. Feminists can be men or women – the common denominator is believing in the equality of human beings no matter who they are or where they come from. Feminists raise awareness about – and take action on – balancing power so that abuses like SH & SEA are less likely to occur.
3. **Male Ally:** A male ally is someone who is aware of his power and uses it to advocate for gender equality and women’s empowerment. A male ally listens to and responds to the needs of women when taking action to prevent SH & SEA. A male ally is not interested in taking the spotlight or receiving accolades. He speaks out on SH & SEA whether women are in the room or not.
4. **Accountability:** To be accountable means acknowledging our power and taking responsibility for it. An accountability practice that is key to effective male allyship is listening to women and allowing their perspectives and experiences to shape our efforts to prevent SH & SEA.
5. **Growth Mindset:** Taking action on SH & SEA can be challenging. This is because it challenges the status quo and can feel threatening to those who hold power. Many who would be allies feel daunted by the prospect of being criticized, rejected or excluded, and they give up before they have tried. However, it is important to maintain a growth mindset and hold on to the belief that by taking action we challenge ourselves to grow.
6. **Questions for the Wider Team:** *In our group discussion, participants shared their fears about acting as allies to prevent SH & SEA. Our biggest fears were _____. However, we also identified advantages and ways that we could grow individually and as an organization by addressing these fears: _____. We also felt that there were things that we could do to address these fears and create a more supportive atmosphere for allies, including _____. What do you think about this idea that taking action to prevent SH & SEA can help us to grow? Do you agree? Why or why not?*

- 2.3. Remind participants that:

- a. In addition to the Staff Briefing, you will be leading your own briefing with senior leaders/managers so they can be brought up to speed on the modules that they miss (they are required to attend Modules 4, 6 and 8). As part of the Module 7 briefing, you will share the group’s thoughts from the pre-discussion on their fears and hopes on taking action to prevent SH & SEA, as well as their recommendations for creating an enabling environment for increased engagement on SH & SEA.
 - b. You will share general information only, and discussions about individual staff members or sensitive issues will be off-limits. For this briefing, you would like it if one of the volunteers from the Staff Briefing can join you.
- 2.4. Agree on the volunteer who will join you. Finally, ask participants if there are any topics that they would rather not be raised in the Senior Leader/Manager Briefing. Give participants the option of raising their concerns with you in private after the session or anonymously through the Comments Box.



Part 3 – Group Project (5 minutes)

Group Assignment

Outline: Proposal to Establish/Strengthen Feedback Mechanism for Female Staff

<p>Step 1. Meet as a group to discuss the need for a consultation mechanism for women:</p> <ol style="list-style-type: none"> 1. Does a mechanism exist? 2. Does it work? 3. Do women receive feedback? 	<p>Step 2. Develop a proposal for creating or strengthening a consultation mechanism:</p> <ol style="list-style-type: none"> 1. Description of mechanism 2. Person responsible 3. Engagement with management 	<p>Step 3. Meeting with HR staff and managers to pitch consultation mechanism:</p> <ol style="list-style-type: none"> 1. Explain importance of mechanism 2. Describe mechanism 3. Ask for support
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3.1. Explain:

- We are close to the end of our time together, and it is time for us to take concrete steps as a group to prevent SH & SEA. I'm going to task you with a group project that you will work on between this module and the next.*
- We've spoken about the importance of accountability to women, but how will this work in practice? Are there mechanisms for women to channel their concerns – not just about SH & SEA but also about workplace safety and respect? Do they work? Are women's concerns addressed? Do women receive feedback about the concerns they raised?*
- For the group project, I'd like you to meet outside the training to discuss these questions. Based on your assessment, I'd like you to come up with a **proposal for establishing or strengthening an existing or new feedback mechanism for female staff**. The proposal should include a description of the mechanism for consulting women, including the staff member responsible for overseeing it, how often women's concerns will be raised with management and management's role in taking action on the issues that are raised.*
- Once you have developed your proposal, I'd like you to organize a meeting with senior leaders/managers and HR representatives to present your idea. In your presentation, you should explain:*
 - Why consulting with women is important to our efforts to address gender inequality and SH & SEA prevention*
 - What the new or strengthened feedback mechanisms will look like*
 - The support you would need from HR/managers to ensure its success*

- Give participants time to discuss when they want to meet to discuss the proposal, who they would like to be the overall leader of the assignment and other details. Give them printouts of Session Material 7F – Proposal for Feedback Mechanism

Session Material 7F – Proposal for Feedback Mechanism for Female Staff

Outline: Project Description

1. Description of proposed mechanism/or activities needed to strengthen existing mechanism: _____
2. Staff responsible for oversight: _____
3. Means and frequency of raising concerns with senior leaders/managers: _____
4. Senior leaders/managers' role in addressing concerns and providing feedback: _____

Outline: Pitch to Senior Leaders/Managers

1. Why is it important to consult with women in our efforts to address gender inequality and prevent SH & SEA? _____
2. What is the organizational gap? (e.g. do we have an established process for consulting women? If we do, is it working?) _____
3. What would a new or strengthened consultation mechanism look like? _____
4. How would it enhance current SH & SEA prevention efforts? _____
5. What support is required from managers? _____

for Female Staff for participants to use as a guide. Answer any questions that come up.



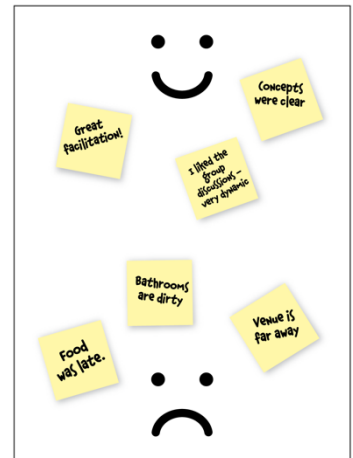
Part 4 – Wrap-Up (10 minutes)

PREPARATIONS

- Bring sticky notes for all participants and the Comments Box

STEPS

- 4.1. Thank the participants for coming to the session and for being present. Explain: *Module 7 can be challenging because it forces us to face our fears about taking action – our fear of failure, our fear of loss and our fear of rejection. However, if we can overcome these fears and maintain a growth mindset, there's much that we can achieve as an organization. In Module 8 – the final module – we will discuss ways to take this work beyond our organization.*
- 4.2. Confirm that the date, time and venue of the next session work for everyone. Ask participants if they experienced any challenges attending this training. If so, ask them what the challenges were and if you can help to address them by speaking to senior leaders, managers or supervisors.
- 4.3. Draw a happy face in the upper-left corner and a sad face in the upper-right corner of a flipchart paper. Ask participants to help with a quick “temperature check” before they leave:
 - a. Stress that you are committed to ensuring that the training meets participants’ needs. To do this, you need their feedback to understand what worked and what didn’t.
 - b. Ask participants to write their feedback on different aspects of the training (e.g., the content, facilitation, mix of activities, training hall or food) on sticky notes. Sticky notes with positive feedback should be placed below the happy face and negative feedback below the sad face.
 - c. Go over the feedback quickly and explain your plans to address it.



Part 5 – Senior Leader/Manager Briefing #7

STEPS

- 5.1. To prepare for the Senior Leader/Manager Briefing, facilitators should double-check that the agreed-upon meeting time works for both the senior leaders/managers and the staff volunteer. To ensure that the debrief is productive, facilitators should review Session Material 7E (“Staff Briefing #7: Cultivating Solidarity”) and their own notes, captured in the Action Tracker in the appendix to this manual.
- 5.2. During the briefing, facilitators should:
 - a. Give senior leaders/managers an overview of Module 7, and ask the staff volunteer to share their perspectives and any insights they gained from the session.
 - b. Share participants’ thoughts from the pre-discussion about their fears around taking action to prevent SH & SEA and about their hopes and opportunities for personal growth. Raise their recommendations for creating an enabling environment for increased engagement on SH & SEA and for managing the risk of backlash.
 - c. Be careful not to share the names of individual staff members or information that would enable senior leaders/managers to connect an insight or experience to an individual staff member.
- 5.3. Ask the senior leaders/managers for their feedback on the process so far: if they have reflections, if issues have come up between sessions and the ways that they could help create an enabling environment for taking action to prevent SH & SEA.
- 5.4. Remind senior leaders/managers that since the group is nearing the end of their time together, you’ve given them a group assignment. The assignment is to establish or strengthen an existing consultation mechanism for women to share their feedback on creating a safe, respectful workplace and preventing SH & SEA. Ask the senior leaders/managers to help set up a meeting for participants, senior leaders/managers and staff to discuss this, as well as to communicate their support for action on SH & SEA and for creating an enabling environment in meetings and e-mails to staff.
- 5.5. **Remind senior leaders/managers of the date and time of the next session, which is mandatory for them to attend.**



MODULE 8:

Moving Beyond *Get Moving!* (4 hours)

This module acknowledges and reflects on the *Get Moving!* to Prevent SH & SEA journey and the transformation process that has unfolded at the individual and organizational levels.

Moving! to Prevent SH & SEA journey and

Participants are asked to recommit to SH & SEA prevention efforts and to consider ways to build a stronger movement for change across the humanitarian sector.

At a Glance

AWARENESS 30 minutes	Assessing Change <u>Objective:</u> To reflect on personal growth through the training process
REFLECTION 1 hour	Recommitting to Actions to Prevent SH & SEA <u>Objective:</u> To identify actions to prevent SH & SEA that will be pursued individually and collectively
PRACTICE 1 hour, 45 minutes	Moving Beyond <i>Get Moving!</i> to Prevent SH & SEA <u>Objective:</u> To encourage solidarity and movement-building at the interagency and sector levels
AWARENESS 45 minutes	Celebrating! <u>Objective:</u> To reflect on <i>Get Moving!</i> to Prevent SH & SEA and celebrate the transformation process

AWARENESS – Assessing Change (30 minutes)

Objective: To reflect on personal growth through the training process

Part 1 – Welcome Back and Recap (10 minutes)

PREPARATIONS

- Tape the “Safer Spaces” flipchart paper to the wall prior to the session
- Write the terms for review (feminism, solidarity, accountability, male ally and stereotype) on a flipchart paper
- Copies of the Module 7 Knowledge Check Quiz

STEPS

- 1.1. Welcome participants back to the training and remind them that this is their last module in the *Get Moving!* to Prevent SH & SEA process. To help participants reconnect, share a personal story, tell a joke or lead an energizer. You can also ask participants to come up with an energizer or share a story if they feel comfortable.
- 1.2. As participants settle in - hand out the Module 7 Knowledge Check Quiz for participants to complete. The quiz should take no more than 5-10 minutes. Once all participants have completed, ask them to switch their quiz with a partner or someone sitting next to them.
- 1.3. Review the answers together as a large group and have participants mark each other's responses. Have participants return the quizzes back to their owners. Facilitator's can collect the quizzes after participant's have reviewed their answers.
- 1.4. Conduct a knowledge review of Module 7 content:
 - a. Tell the participants that for the knowledge review, they will rely on their partner's knowledge and memory.
 - b. Post the flipchart paper with the main concepts from Module 7. Instruct participants to take turns defining and clarifying concepts.

Considerations and Tips

- This is a time to bring emotional closure to the *Get Moving!* to Prevent SH & SEA process. For this reason, it is important to create a space for personal reflection and sharing in addition to planning.
- Ultimately, the success of *Get Moving!* to Prevent SH & SEA will depend on how the individuals and group put their ideas into action. During the concluding activity, help participants determine specific actions they can take to honor their learning through the process. Take note of the final group projects for accountability purposes and for follow-up by senior leaders/managers.
- Remember to foster a spirit of celebration. You have made it through an intensive process of discovery together! This is a great achievement, so take time to enjoy the moment.
- It is very important to celebrate what has worked instead of focusing on what did not. Explore the opportunities for learning and growth that this experience offered. Encourage participants to make commitments from a place of celebration instead of lack and judgment.



- c. Give participants several minutes for this exercise. Discuss any outstanding questions in plenary.
- 1.5. After the knowledge review, make time to discuss the last Staff Briefing.
 - a. **Explain:** *Last session, I tasked X volunteers with leading Staff Briefing #7: Cultivating Solidarity. I'd like to hear how it went.*
 - b. **Ask:** *Can the volunteers share their experience with us? How did the briefing go? Were staff receptive to the ideas, and did they share anything of note?* Give volunteers a chance to report back, and then ask participants for their thoughts.
 - c. **Explain:** *Last session, I also gave you your first group project. The project was to develop a proposal for establishing a consultation mechanism for female staff (or strengthening an existing one). You were to meet as a group to discuss the details of the proposal then organize a meeting to share your idea with senior leaders/managers. I'd like to know from you how this went?* Allow participants to share a quick summary of this activity.
 - 1.6. Explain that the senior leaders/managers were briefed on Module 7 content and participants' fears about taking action to prevent SH & SEA, their recommendations for creating an enabling environment for the same and were expected to engage with participants on the group project.
 - 1.7. **Welcome the senior leaders/managers to the eighth and final module. Ask the senior leaders/managers to give opening remarks, to discuss their thoughts on how to help create an enabling environment for staff to take action on SH & SEA, and on the group project of establishing/strengthening a consultation mechanism for female staff.**
 - 1.8. **Explain:** *Before we move on to today's session, I would like us to review the qualities of a safer space. Point to the flipchart paper from Module 1 with the qualities of a safer space written on it and read them out loud.*

Part 2 – To What Extent Have We Grown? (20 minutes)

PREPARATIONS

- Write "Objectives for the Day" on a flipchart paper along with the three objectives in Step 2.1
- Write the definition of transformation on a flipchart paper
- Cue up The Dodo video "How a Caterpillar Becomes a Butterfly" at <https://www.youtube.com/watch?v=G3VMI-EY2DM>
- Tape A4 signs with "1," "2," "3" and "4" in each corner of the room

Note: If the Internet connection is unreliable, prepare a written summary of the video to print or read aloud.

STEPS

- 2.1. Post the "Objectives of the Day" flipchart paper and **explain:** *This is the last module in the training process. Get Moving! to Prevent SH & SEA is about reflection, transformation and action. Our **Objectives for the Day** are to:*
 1. *Reflect on our learning and personal growth*
 2. *Renew our commitments to taking action to prevent SH & SEA*
 3. *Rejoice in our individual and collective achievements*
- 2.2. **Explain:** *In the first module, we talked about how Get Moving! to Prevent SH & SEA is more than a training; it is a process. By participating in this process, our expectation is that we are not merely changed but **transformed**.*
- 2.3. **Ask:** *What do we mean by "transformation"?* Give participants an opportunity to share their thoughts before posting the following definition and reading it out loud. 🗨️ 👤

TRANSFORMATION is a profound process of change that gives us a new direction or orientation. Unlike change (which implies incremental progress), transformation implies a basic change in form or substance, with the final form being very different from the original.

- 2.4. Play The Dodo video "How a Caterpillar Becomes a Butterfly" at <https://www.youtube.com/watch?v=G3VMI-EY2DM>. 🎥
- 2.5. After the video, **ask:** *In what way was this butterfly's transformation similar to what we experienced in Get Moving! to Prevent SH & SEA?* (Possible responses: The caterpillar first nourished itself on food; we took in a lot of concepts at the start of this training. The caterpillar then began to shed its skin; we let go of ideas that no longer served us. The caterpillar's form began to change; our personal and professional identity began to become clearer



and take on a new shape. The caterpillar began to grow wings; we have also gained “wings” to fly by reflecting on who we are, our responsibility to prevent SH & SEA and our power to do this individually and collectively.)

- 2.6. **Explain:** *I’d like you to think about the extent to which you have been transformed by this process on a scale of 1 to 4, where 1 is “not changed at all,” 2 is “changed a little,” 3 is “changed a lot” and 4 is “transformed.” To do this, you will move around the room and stand next to A4 paper with the numbers 1, 2, 3 and 4 written on them depending on how you view your growth.*
- 2.7. Give participants a chance to move around the room and stand next to the number they feel best represents their transformation.
- 2.8. Ask participants to explain their choices. If there are participants who don’t feel transformed, let them know that this is perfectly OK and **explain:** *We’ve gone on an important journey together, but the journey is only just beginning. There is still considerable road to be traveled and actions to prevent SH & SEA that we need to take together.*

REFLECTION – Recommitting to Actions to Prevent SH & SEA (1 hour)

Objective: *To identify actions to prevent SH & SEA that will be pursued individually and collectively*

Part 1 – Recommitting to Actions to Prevent SH & SEA (1 hour)

PREPARATIONS

- Print out Session Material 8A (“Key Concepts from *Get Moving! to Prevent SH & SEA*”) and cut into slips of paper; post the slips around the room
- Fill in Session Material 8B (“Recommendations for Change from Modules 1 to 7”) and print copies for all participants
- Bring flipchart paper and marker pens for participants to draw insights
- Print out Session Material 8C (“Staff Briefing #8: Moving Beyond *Get Moving!*,” p.133), with prompts for noting details about final projects

STEPS

- 1.1. **Explain:**
 - a. *Revisiting knowledge that we have already acquired, can be as valuable an experience as learning something new. Revisiting ideas for a second, third and fourth time leads to new insights and understanding.*
 - b. *I’ve posted a few of the key concepts from the training around the room. I’d like you to walk around the room, look at the concepts and reflect on their meaning. When you are finished, please sit down and await further instructions.*
- 1.2. Have participants walk around the room and look at the concepts from Session Material 8A (“Key Concepts from *Get Moving! to Prevent SH & SEA*”) before sitting down. 🗺️

Session Material 8A – Key Concepts from *Get Moving! to Prevent SH & SEA*

Solidarity	Feminism	Accountability	Balancing Power	Power Over
Power To	Power With	Power Within	Sexual Harassment	Sexual Exploitation
Sexual Abuse	Survivor-Centered	Human Rights	Passive Bystander	Active Bystander
Stereotype	5 Ds of Intervening	Safer Space	Values-Driven Leadership	Social Norms
Respect in the Workplace		Talking About Power		Growth Mindset



1.3. Explain:

- a. *We are now going to play the “Hot Seat” game to review these concepts. I will ask a participant to come to the front of the room and sit in a chair facing the rest of the group. I will then write down a Get Moving! to Prevent SH & SEA concept on a flipchart paper behind them.*
- b. *The person in the hot seat can call on up to three people to help them guess the concept by explaining it without saying the name. If the person hasn’t guessed the concept after calling on three people, I will reveal it and we will put another person in the hot seat.*

1.4. Complete the exercise, clarifying any misunderstandings or inaccuracies in the definitions provided by the participants by referring to the definition in the glossary or elsewhere in this manual.

1.5. Explain: *Now that we have reviewed the concepts and are clear about their meanings, I’d like you to reflect on the ideas that most excited or inspired you – or that led to the biggest insights or “aha!” moments. Sometimes, an experience is different in the moment compared to our understanding of it looking back. Look through your journal and think about our discussions, the issues that were identified, the solutions that were presented and the actions that we committed to both individually and as a group.*

1.6. Give participants time to silently reflect on their learning and the insights that were the most illuminating or transformative for them. Then, divide participants into groups of four to five and pass out flipchart paper and marker pens. Instruct the groups to share their biggest insights and draw pictures summarizing their learning.

1.7. When groups have completed their drawings, ask them to share in plenary.

1.8. Explain: *Since an important part of this process is how we put our insights into practice, I’d like you to get back into your groups and discuss to what extent we have shifted our behaviors on SH & SEA as an organization. To do this, we will refer to the recommendations for change from our pre-discussions and assess the degree to which these have been taken up.*

1.9. Distribute Session Material 8B (“Recommendations for Change from Modules 1 to 7”) for participants to work from. Remember that recommendations for change from each module will need to be inserted by facilitators prior to the session. 📄

1.10. Explain:

- a. *In groups of four to five, go through the recommendations for each module and evaluate if there have been shifts in staff behavior. Use a star system: five stars is “excellent,” four is “very good,” 3 is “good,” 2 is “bad” and 1 is “very bad.”*
- b. *Then, go through the recommendations again and identify the module with the lowest ratings. Discuss the reasons for this and what needs to happen to foster change.*

1.11. Give participants time to review and rate staff uptake of recommendations for Modules 1 to 7. Then, explain:

- a. *The next step is for us to agree on a **final internally facing project** that will allow us to keep the momentum on our SH & SEA prevention work. So, let’s imagine that we have had the most difficulty implementing the Module 4 recommendation to address the social norm of hiring majority-male teams through a conscious effort to hire women.*
 - b. *We may decide that our final internally facing project will focus on **female-staff recruitment and retention** and involve conducting a gender analysis of our staff composition and an internal audit of recruitment practices to identify gaps. The next steps will be to present the findings to HR representatives and senior leaders/managers, set targets for female staff recruitment and adjust our recruitment practices so they are more gender-sensitive.*
 - c. *When you discuss the final internally facing project, please agree on the goal, activities, timeline, and responsible people and departments.*
- 1.12. Give participants time to discuss their ideas, and then have groups present their ideas. Then, explain: *We are going to have to make tough decisions about where to focus our attention. All of these projects are important, but we will now vote for the project that we feel will have the most impact.*



Session Material 8B – Recommendations for Change from Modules 1 to 7

Module 1. What Is *Get Moving!* to Prevent SH & SEA?

Women's suggestions for actions men can take to create a safe, supportive workplace

1. _____
2. _____

Module 2. Knowing Ourselves and Our Role as Humanitarians

Suggestions for addressing barriers to the full adoption of the code of conduct

1. _____
2. _____

Module 3. The Relationship Between SH & SEA and Power

Actions to correct power imbalances in the workplace

1. *(Gender-related)* _____
2. *(General)* _____

Module 4. Acknowledging the Systemic Nature of Power

Actions to address social norms that encourage men's "power over" women in the workplace

1. _____
2. _____

Module 5. Respect in the Workplace

Suggested behaviors for fostering respect in the workplace

1. _____
2. _____

Module 6. Taking Action

Women's suggestions for support they need from men as bystanders or social signals/cues for indicating that behavior is inappropriate

1. _____
2. _____

Module 7. Being Effective Allies

Suggestions for creating an environment that addresses fear and is conducive to action on SH & SEA

1. _____
2. _____

- 1.13. Ask participants to vote for their favorite project through a show of hands. Then, explain: *We will focus on this final internally facing project for the next X weeks/months until we have achieved the desired change. This project is an important collective commitment to change. For the final Staff Briefing, I would like you to present this project to the entire team to get their input and support.*
- 1.14. **Remind the senior leaders/managers that they will be responsible for convening meetings with participants to review milestones and progress on the internally facing project. Ask the senior leaders/managers and participants to agree to an approximate completion date.**
- 1.15. Explain:
 - a. *You now have in your hands the knowledge and tools that you need to prevent SH & SEA. By committing to this work and by making different choices about the way you think, behave and act toward one other, the organizational culture will eventually change to one in which SH & SEA is less likely to occur.*
 - b. *We've seen incredible progress in the short time that we have been together. If we stick to it, the DNA of the organization will gradually be transformed to the point where SH & SEA no longer occurs.*



PRACTICE – Moving Beyond *Get Moving!* (1 hour, 45 minutes)

Objective: To encourage solidarity and movement-building at the interagency and sector levels

Part 1 – Moving Beyond Your Organization (45 minutes)

PREPARATIONS

- Coordinate guest speakers (staff working on SH & SEA prevention from other organizations) OR prepare a flipchart with mapping questions
- Print out Session Material 8C (“Staff Briefing #8: Moving Beyond *Get Moving!*”) with prompts for noting details about final projects

STEPS

1.1. Explain:

- Over the course of this training, we have focused on change at the individual and organizational levels. However, to make progress on SH & SEA prevention, we need to work in solidarity with other actors within our sector. This is because as an organization, we are only one actor within the wider humanitarian sector, where SH & SEA is widespread.*
- You are now familiar with a powerful approach to SH & SEA prevention. How can we build on our newfound knowledge and tools? How can we reach other organizations and influence them positively? How can we work in solidarity with other humanitarian actors to truly live our values? How can we have a ripple effect beyond our organization at the interagency and sector levels?*

NOTE: There are two options for running the first session – one that involves guest speakers and another that involves an actor-mapping exercise. Facilitators can choose which option would work best in their context.

- OPTION 1.** Invite guest speakers to discuss their work and experience in SH & SEA prevention. Do not invite more than three speakers and limit their presentations to 10 minutes each, plus a 5-minute question-and-answer period. There are numerous options for guest speakers, including safeguarding focal points from peer INGOs, representatives of PSEA task forces or working groups, representatives of the Ministry of Women’s Affairs, HR staff specializing in investigations, staff involved in setting up and managing community complaint mechanisms, or a social worker, paralegal or police officer involved in GBV response.

- Explain: *The goal of this session is to generate excitement about SH & SEA prevention efforts beyond our organization and to situate the training within a broader movement for change. The talk will be followed by a discussion of how our organization can contribute to guest speakers’ ongoing SH & SEA prevention efforts. There will be a short Q&A focused around the gaps and possible areas for collaboration. By the end of the talk, there should be loose agreements that the senior leaders/managers and team can follow up on post-training.*
- Have guest speakers present. Then, explain: *I would now like you to get in groups of four to five to design a **second, externally facing project** to take some of the ideas for collaboration forward. You will take a similar approach to the design of the internally facing project, discussing and agreeing on the following: the title of the project, objective, proposed activities, timeline, and people and/or departments responsible.*

OPTION 2. If it isn’t possible to secure guest speakers, an alternative could be to ask participants to get into groups of four to five and map external actors working on SH & SEA prevention.

- Instruct participants to first map:
 - Humanitarian agencies in a similar area of operation for whom SH & SEA is a risk
 - Actors involved in formal SH & SEA prevention (e.g., local government, police, health clinics; PSEA task force; women’s groups)
 - Ways these actors currently work together or do not work together but should
- Explain: *It is clear from this mapping exercise that we are one of a number of actors working on SH & SEA prevention. How can we work in solidarity with these other actors to catalyze positive change across the humanitarian sector? This will be the theme of our **externally facing project**. I’d like you to develop a project using the same approach as for the internally facing project. To do this, you will need to get into groups of four to five each and agree on the following: the title of the project, objective, proposed activities, timeline, and people and/or departments responsible.*
- Give examples of actions that participants can consider to get the ball rolling:
 - Organize a learning event to introduce other organizations to the *Get Moving! to Prevent SH & SEA* approach and process
 - Lead a *Get Moving! to Prevent SH & SEA* session on bystandership and respectful workplaces with a peer organization, local PSEA task force or female staff committee to introduce them to new approaches to preventing SH & SEA
 - Share up-to-date GBV referral information with agencies that lack this information
 - Join or participate more actively in PSEA coordination groups or task forces
 - Collaborate with peer organizations in a way that is in line with local employment law to prevent perpetrators from being rehired
 - Start a female staff committee so that female humanitarian workers can meet, discuss and advocate for their concerns



- 1.3. After participants plan in their small groups, invite the groups to share their externally facing project ideas and then vote for the project they would most like to work on as a group. For Option 1, invite guest speakers to provide feedback and thoughts about what would be helpful and possible from their perspective. Reassure participants whose projects were not selected that although the focus will be on this project for the next X weeks/months, they can turn their attention to the other projects once it is complete.
- 1.4. **Remind the senior leaders/managers that they will be responsible for convening a meeting with participants to review milestones and progress on the externally facing project. Ask the senior leaders/managers and participants to agree to an approximate completion date.**
- 1.5. **Explain:** *The externally facing project will allow us to take our work beyond our organization to the wider humanitarian sector and to quicken the pace of change. By drawing on our knowledge and experience from the Get Moving! to Prevent SH & SEA process and addressing critical sector-wide gaps in areas such as communication, coordination and collaboration identified during the group work and discussions, we can help to build a movement for change that will allow us to attain gender equality and zero tolerance on SH & SEA much faster than we would otherwise.*

Part 2 – Staff Briefing #8: Moving Beyond Get Moving! (15 minutes)

- 2.1. **Explain:**
 - a. *Unfortunately, not everyone can attend this particular Get Moving! to Prevent SH & SEA training. The Staff Briefing allows us to bring our learning and journey of discovery to others. The Staff Briefing should be no longer than 20 minutes and focus on the main topics covered in Module 8.*
 - b. *For this final Staff Briefing, I will need another two to three volunteers to take the project ideas from Module 8 to the wider team. The final Staff Briefing will be a presentation of the internally and externally facing projects. The volunteers will give a very general overview of what the projects are, their purpose, why they are important and who is responsible.*
 - c. *The senior leaders/managers will be present at the final Staffing Briefing and will publicly express their support and outline their expectations for these final, mandatory projects.*
- 2.2. Ask participants when the most convenient opportunity is to lead a Staff Briefing and ask for two to three volunteers who can lead the final Staff Briefing. Take note of who the volunteers are and outline the concepts that you expect them to discuss. To make it easier for volunteers, share Session Material 8C (“Staff Briefing #8: Moving Beyond Get Moving!”). 📄

Session Material 8C – Staff Briefing #8: Moving Beyond Get Moving!

Internally Facing Final Project: This project was developed after a thorough review of the seven previous modules. We considered the key learning from each module and the reflections and recommendations of staff. We then rated how we felt we had done in terms of adopting the recommendations. Based on this assessment, we decided that we were struggling to consistently practice _____. Through consistent attention to and practice of these behaviors, we feel that we can make quicker progress on SH & SEA.

- a. The title of the final project is: _____
- b. The objective is: _____
- c. The proposed activities are: _____
- d. The timeline is: _____
- e. The people and departments responsible are: _____

Externally Facing Final Project: This project was developed after a guest speaker session (Option 1) or a mapping exercise (Option 2) in which we learned about and reflected on the work of external actors involved in SH & SEA prevention, as well as how we can contribute to their efforts and work together to build a more sustainable movement for change.

- a. The title of the final project is: _____
- b. The objective is: _____
- c. The proposed activities are: _____
- d. The timeline is: _____
- e. The people and departments responsible are: _____

Note: After the two projects have been explained, invite the senior leaders/managers to say a few words. Ask for staff reactions to the projects and any ideas for what can be improved, how they can support, etc.




Part 3 – Monitoring and Evaluation (45 minutes)

PREPARATIONS

- Print out the endline survey located in [Appendix p.151](#) or upload the [Kobo XLS Template](#) onto [kobotoolbox.org](#) and prepare a Kobo Survey link.
- Have laptops or tablets prepped for online completion of the endline survey (if needed)
- Print outs may be necessary or participants with low literacy. Plan to administer the endline orally in a comfortable environment
- Decide whether there will be time for a focus group discussion with participants after the endline. If yes, bring focus group discussion guide and tape recorder or notebook.

STEPS

- 3.1. Tell participants that you are almost finished and that there is one more step. Remind the participants that *Get Moving! to Prevent SH & SEA* is about shifting staff attitudes and behaviors and about transforming organizational culture. Tell them that you would like them complete an endline survey to assess if and to what extent there have been changes. Assure participants that the endline survey is completely anonymous.
- 3.2. Distribute the endline survey to participants. Keep a list of participants and track who has returned a completed form so you can follow up on forms that may be missing. If the endline surveys are completed online, double-check that everyone has submitted their forms before moving on.
- 3.3. If there is time, lead the focus group discussions with a men's group and a women's group, using the interview guide provided in the appendix. However, if it appears that the process is going to be rushed, please schedule a follow up time to hold the focus groups discussions outside of the session.
- 3.4. Draw a happy face in the upper-left corner and a sad face in the upper-right corner of a flipchart paper. Ask participants to help with a quick "temperature check" before they leave: 
 - a. Stress that you are committed to ensuring that the training meets participants' needs. To do this, you need their feedback to understand what worked and what didn't.
 - b. Ask participants to write their feedback on different aspects of the training (e.g., the content, facilitation, mix of activities, training hall or food) on sticky notes. Sticky notes with positive feedback should be placed below the happy face and negative feedback below the sad face.
 - c. Summarize feedback, express thanks for feedback throughout all modules and say that you will keep it in mind for future *Get Moving! To Prevent SH & SEA* trainings.

AWARENESS – Celebrating! (45 minutes)

Objective: To reflect on *Get Moving! to Prevent SH & SEA* and celebrate the transformation process

Part 1 – Closing (45 minutes)

PREPARATIONS

- Bring food, snacks, cake and music
- Prepare and print certificates for participants

STEPS

- 1.1. Explain:
 - a. *Get Moving! to Prevent SH & SEA* has taken us on an important journey – one that has been challenging both personally and professionally, but also rewarding. It is now time for us to celebrate this journey and our successes!
 - b. *Celebrating is not just about having fun. It is about taking the time to feel pride in our achievements and to summon the courage to look to the future and say, "I did this, and it has opened up new possibilities for me!"*
- 1.2. Ask participants to move their chairs into a closed circle. Explain: We will now go around in a circle and share our reflections on the process. I'd like you to share two reflections.





- a. *For the first reflection, I'd like you to share something about the person to the right of you that makes them an effective ally to prevent SH & SEA.*
 - b. *For the second reflection, I'd like you to share one thing about the Get Moving! to Prevent SH & SEA process that you are thankful for.*
- 1.3. Go around the circle until all participants have shared their reflections.
- 1.4. Explain:
- a. *It has been an incredible journey, and much of the work is yet to come! The full meaning of this process will reveal itself in the way we live our lives and conduct our work from this day forward. We have an individual and collective responsibility to remind each other of the things we discussed and agreed to during this training. We also have two final projects that we have committed to and which we will come back together to discuss on X and X date. The senior leaders/managers will be responsible for convening this meeting.*
 - b. *This is only the beginning of the journey! Through continued reflection, commitment to taking action, and ongoing support and solidarity, we can fulfill our **vision of a world where women and girls affected by crisis and women at work in emergencies can pursue their potential free from violence and inequality!***
- 1.5. Say: *I would now like to personally thank you for bringing your best selves to this process. You did a fantastic job creating and maintaining a safer space for deeply personal and difficult conversations. You also brought a tremendous amount of enthusiasm, energy and insight to this process! It has been a pleasure facilitating this process, and we thank you for putting your trust in us. Congratulations to you all! It is now time to celebrate!*
- 1.6. Distribute certificates and invite participants to relax and socialize while they have tea, lunch, snacks or cake and listen to music.

Part 2 – Senior Leader/Manager Briefing #8

PREPARATIONS

- Bring Session Material 8C (“Staff Briefing #8: Moving Beyond *Get Moving!*”) notes with project descriptions, as well as key informant interview questions for senior leaders/managers and a notebook for documenting responses

STEPS

- 2.1. After the final module, facilitators should meet with senior leaders/managers. This Senior Leader/Manager Briefing is crucial because what the organization chooses to do after the *Get Moving! to Prevent SH & SEA* training will determine whether the change initiated by the process will be sustainable. Emphasize the need for continued leadership on SH & SEA and for follow-through on the final projects. Remind senior leaders/managers that it is their responsibility to convene meetings to discuss project milestones and progress.
- 2.2. Facilitators can offer to return after the final projects to hear how they went, to look over the data from the M&E activities and to help analyze *Get Moving! to Prevent SH & SEA*'s impact on the organizational culture.
- 2.3. Conduct the key informant interviews with senior leaders/managers, using the interview guide in the appendix.
- 2.4. Thank the senior leaders/managers for their time and support of the process. Stress that the process was and will only be a success with their continued leadership on SH & SEA prevention.



Appendix



MODULE 1

- **SEXUAL HARASSMENT** is a form of harassment that includes (but is not limited to) unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical behavior of a sexual nature. Sexual harassment is NOT consensual sexual behavior between two people in the workplace who are attracted to each other. It is an abuse of power in which the perpetrator uses their power (arising from social, political, educational, economic or institutional differences) to pressure someone into submitting to their sexual advances. Frequently, but not always, sexual harassment is “quid pro quo,” meaning that submission to the unwanted advances is either directly or indirectly made a condition for employment or employment-related decisions like promotions or merit increases.
- **SEXUAL EXPLOITATION** is any actual or attempted abuse of a position that uses vulnerability, a power differential or trust for sexual purposes. This includes profiting monetarily, socially or politically from the sexual exploitation of any person who is targeted for assistance by, directly benefits from or comes into contact with humanitarian programs.
- **SEXUAL ABUSE** is any actual or threatened physical intrusion of a sexual nature (whether by force or under unequal or coercive conditions) of any person who is targeted for assistance by, directly benefits from or comes into contact with humanitarian programs.
- **COERCION** is the act of persuading someone to do something by using force or by using direct or implied threats.

MODULE 2

- **IDENTITY** refers to the things that make us uniquely who we are and that connect us to a social group. They may be related to biological or sociocultural characteristics such as our gender, age, nationality and sexual orientation. Or they may be related to our role in society or who we are in relation to others (wife, husband, mother, father, son or daughter) and to our community (such as teacher, lawyer or doctor).
- A **VALUE SYSTEM** refers to the beliefs, expectations and norms that the people within a social group aspire to.

MODULE 3

POWER is the ability to influence our own and other people’s experiences. Power by itself is neutral. Everyone has power and it can be used either positively or negatively. It is a choice.

- **POWER WITHIN** is the positive feeling we experience when we love and accept ourselves and when we believe we are valuable and deserving of our human rights. “Power within” is the foundation for all other positive forms of power.
- **POWER TO** is when we take action as individuals to positively influence our own and others’ lives.
- **POWER WITH** is when we join with others to improve our own and others’ lives.
- **POWER OVER** is when our words or actions make it difficult, frightening or even dangerous for others to use their own power. The resulting imbalance of power can lead to violence in its many forms – physical, sexual, emotional or economic.

MODULE 4

- **SOCIAL NORMS** are unwritten rules about how society expects people to behave. For example, students arrive to class on time, the eldest in the family gets married first, and women stay at home and care for children while men go out and work. The failure to live up to these norms can result in sanctions (such as criticism, judgment or exclusion). Social norms exist in all areas of our lives – in our families, in our communities and in our laws and institutions.
- **HUMAN RIGHTS** are the entitlements that all people have by virtue of being human. All humans have the right to own property; to get an education; to live a life of dignity; to meet their basic needs, including food, water and shelter; to have meaningful employment; and to be free from violence.

MODULE 5

- A **TOXIC WORKPLACE CULTURE** is any employment situation in which the work, the atmosphere, the people or any combination of these impact employees negatively. All jobs have a degree of stress, but when the stress unreasonably interferes with the organization’s productivity and the personal lives of staff, it becomes toxic. Some examples of toxic workplace behaviors include skipping work, taking office supplies, gossiping or sabotaging colleagues.
- A **MICROAGGRESSION** is a comment or action that subtly, indirectly or unintentionally communicates a discriminatory attitude toward a person or people from marginalized or less powerful groups. For example, an expatriate staff member might say in a meeting, “We need to hire an expatriate staff member to manage the corruption problem here.” This comment communicates a discriminatory and insulting belief that all national staff are corrupt and that foreigners aren’t. Another example could be a national staff member who tells a refugee



staff member, “You have strong capacity for a refugee.” This comment suggests that all refugees are uneducated or lack professional skills and experience. A gender-specific example could be a male manager who looks bored and cuts his female subordinates off when they speak or who makes insulting remarks about female staff “being less committed than men” and points to “frequent maternity leave and personal time to care for children or dependents” as evidence of this.

- **RESPECT** is a way of thinking about and treating others. To respect someone means that you treat them in a way that considers their feelings, wishes and rights. You do not have to like someone to treat them with respect. When you show consideration for others, you demonstrate your professionalism and desire to be a team player. Respect in the workplace helps to create a positive work environment.

MODULE 6

- A **BYSTANDER** is anyone who witnesses SH or SEA and is in a position to know what is happening and to take action. There are two kinds of bystanders:
 - An **ACTIVE BYSTANDER** is anyone who, when they witness SH & SEA, reacts in a way that signals that this kind of behavior is unacceptable. Over time, such actions help to reshape the organizational culture so that it is less tolerant of SH & SEA. Active bystanders also demonstrate solidarity with the victim, who may feel more inclined to report as a result.
 - By contrast, a **PASSIVE BYSTANDER** is anyone who, through their reaction or lack of reaction, reinforces the idea that SH & SEA is acceptable. For example, this could be by ignoring or laughing at what is happening or walking away. Even if they do not actively promote behavior that is abusive, passive bystanders are complicit, and through their inaction, share a degree of responsibility.
- **MORAL COURAGE** is the willingness to be a values-driven leader and do the right thing as opposed to what is popular or merely convenient.

MODULE 7

- **FEMINISM** is the belief that women should have the same rights and opportunities as men and that we have a responsibility to advocate for women’s concerns on the grounds of equality.
- **SOLIDARITY** is the unity, or the agreement of feeling or action, between individuals who share common interests or goals. It is the “power with” that we experience when we stand with others against injustice or abuse. Although we often think of solidarity as something we feel with people close to us, we can feel and be in solidarity with strangers and people outside of our immediate community who share similar values and feelings about right and wrong, justice and human rights.
- A **MALE ALLY** recognizes his power and uses it to address power imbalances in his relationships at home, at work and in the community. A male ally listens to women, seeks guidance from women, changes his behavior based on women’s feedback and creates space for women to speak and act. He does not seek credit for himself but takes actions to prevent SH & SEA based on his belief that all human beings are equal and deserving of the same rights and opportunities.
- **ACCOUNTABILITY** means that men are honest with themselves and others about their power and the way they either use or fail to use it to prevent and end SH & SEA. The practice of accountability requires men to engage in regular self-reflection and to be open to feedback from women so they can make improvements.
- A **GROWTH MINDSET** means that doing the right thing and a commitment to personal growth are more important than our personal comfort.

MODULE 8

- **TRANSFORMATION** is a profound process of change that gives us a new direction or orientation. Unlike change (which implies incremental progress), transformation implies a basic change in form or substance, with the final form being very different from the original.



Get Moving! to Prevent SH & SEA Action Tracker: Recommendations for Change from Modules 1 to 7

Session Material 8B – Recommendations for Change from Modules 1 to 7

Module 1. What Is *Get Moving!* to Prevent SH & SEA?

Women's suggestions for actions men can take to create a safe, supportive workplace

1. _____
2. _____

Module 2. Knowing Ourselves and Our Role as Humanitarians

Suggestions for addressing barriers to the full adoption of the code of conduct

1. _____
2. _____

Module 3. The Relationship Between SH, SEA and Power

Actions to correct power imbalances in the workplace

1. (*Gender-related*) _____
2. (*General*) _____

Module 4. Acknowledging the Systemic Nature of Power

Actions to address social norms that encourage men's "power over" women in the workplace

1. _____
2. _____

Module 5. Respect in the Workplace

Suggested behaviors for fostering respect in the workplace

1. _____
2. _____

Module 6. Taking Action

Women's suggestions for support they require from men as bystanders or preferred social signals/cues for indicating when behavior is inappropriate

1. _____
2. _____

Module 7. Being Effective Allies

Suggestions for creating an environment that is conducive to action on SH & SEA by addressing the fears that hold us back

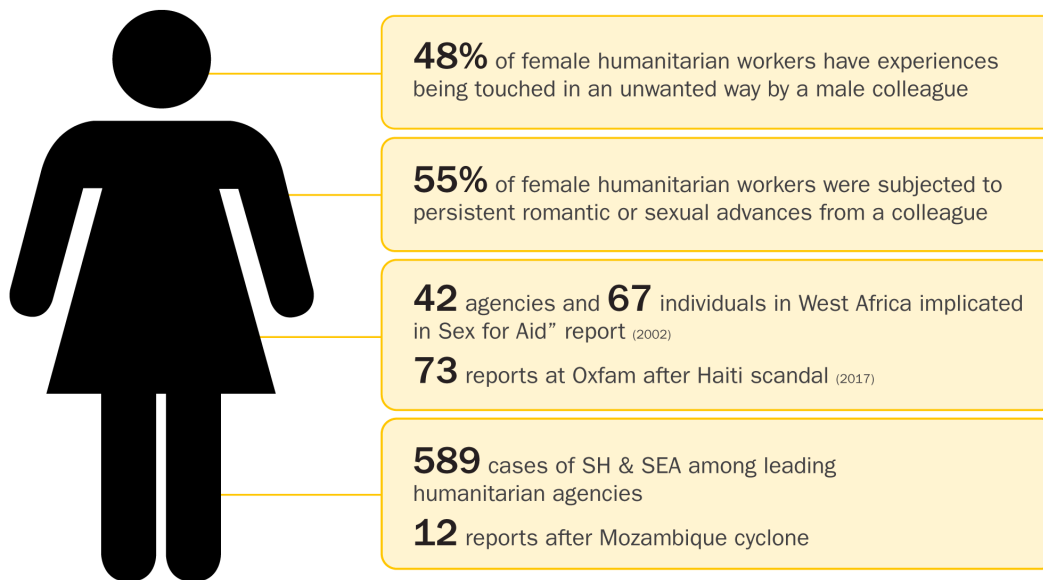
1. _____
2. _____



MODULE 1

Session Material 1A – How Big of a Problem Is SH & SEA?

How Big of a Problem is SH & SEA?

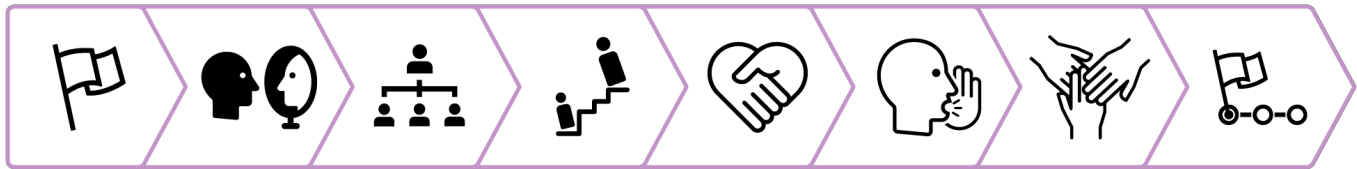


Session Material 1B – Vision for Change: Zero Tolerance on SH & SEA in the Humanitarian Sector





Session Material 1C – Get Moving! to Prevent SH & SEA journey to transformation



Session Material 1D – Core Approach

AWARENESS=CONCEPTS	Explores the topic broadly. Concepts are presented through lectures, discussions and group activities.
REFLECTION=INTERNALIZATION	Applies the topic to the self. Quiet time allows participants to internalize and integrate concepts through reading, visualization and journaling.
PRACTICE=ACTION	Applies the topic to the organization and to prevention practices. Staff Briefings and group projects aim to transform the organizational culture and processes and the way staff relate to one another.

Session Material 1E – Five Qualities of a Safer Space

Confidentiality: Confidentiality means keeping information private. People may share personal experiences or stories to help illustrate an idea, create a personal connection or ask for help. In a safer space, there is a shared understanding that the private aspects of our discussions (people's names, revealing or sensitive information) will not be repeated outside of the discussion. Key themes and ideas can be referred to openly, but no one should fear that their private experiences will become common knowledge.

Nonjudgmental Behavior: In a nonjudgmental learning space, people are supported as they work through moments of personal growth. For example, although we will see in a subsequent module that humanitarian principles include neutrality and nondiscrimination, we have prejudices as human beings. As we engage in group discussions, we will learn more about ourselves and others, and some of it will surprise us. The belief that some groups are better than others is so entrenched that it can influence how we think. Part of becoming self-aware involves discovering the biases within us. In a safer space, we can identify these biases, take responsibility for them and change them – and at the same time, try to hold compassion for our colleagues who are on their own journeys of self-discovery.

Direct Communication: Part of creating a safer space is speaking up when we feel hurt. In this way, no one is ever left wondering if others are holding negative feelings because of something they said or did. One way to do this is by using "I" statements: "When you said _____, I felt _____ because..." Using "I" statements helps us to separate intent from impact. It allows the speaker to express how a situation made them feel without directly accusing the listener, and it gives the listener an opportunity to explain their side. Using and listening to "I" statements may be challenging at first. It requires humility and an openness to give and receive feedback. Direct communication gives us an opportunity to create the safer space we desire and to grow individually and as a group.

Time for Self-Care: A safer space encourages people to take care of themselves. Sharing personal stories can be emotionally difficult. Creating a safer space means that we make time for our own and others' emotional needs. We can excuse ourselves for a moment of reflection, ask for support from colleagues or seek professional support when needed – and we can encourage others to do the same. This is healthy. Self-care allows us to create a safe and respectful workplace.

Commitment: Creating safer spaces requires a long-term commitment to practicing confidentiality, nonjudgmental behavior, direct communication and time for self-care. Over time, these behaviors coalesce into a culture that people come to rely on and expect. Our commitment to these qualities means that creating safer spaces is a priority so that people feel comfortable sharing their most honest emotions and thoughts. It is only with such honesty and openness that we can break down our old ways of thinking and support each other to embrace our code of conduct as humanitarians. It's our responsibility – no matter what our role within the organization – to contribute to creating safer spaces for our colleagues and clients.

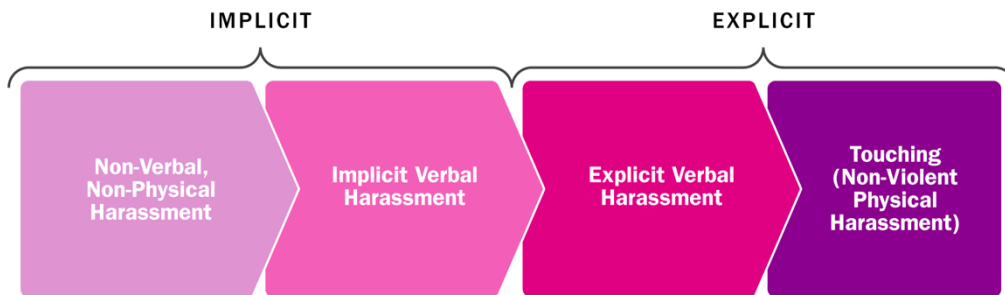
Follow-Up Questions

1. Why are these five qualities important to the *Get Moving! to Prevent SH & SEA* process?
2. Which qualities will be the easiest to adopt?
3. Which will be the hardest? Why?



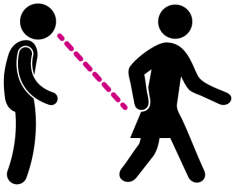

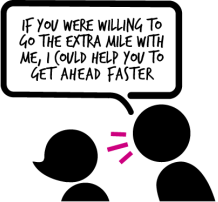


Session Material 1F – Sexual Harassment Continuum

Sexual Harassment Continuum



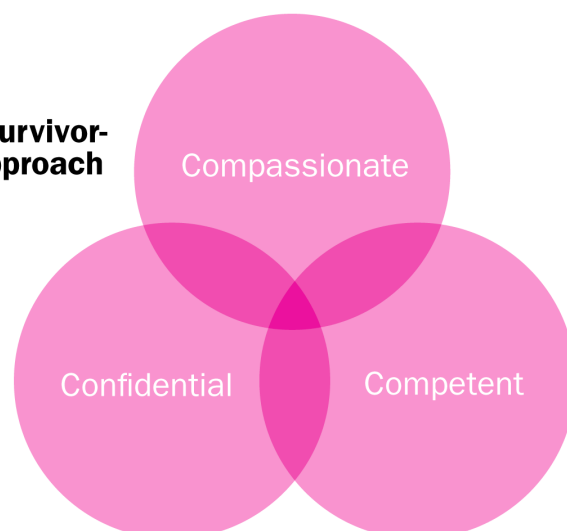
Session Material 1G – Visuals of Sexual Harassment Scenarios

Visuals of Sexual Harassment Scenarios

 <p>Nonverbal, nonphysical harassment: Inappropriate and unwelcome staring at specific body parts or sexually charged facial gestures</p>	 <p>Implicit verbal harassment: Sexual innuendoes and sexually motivated communication that is indirect and subtle</p>	 <p>Explicit verbal harassment: Unwelcome words and comments that are sexually explicit in nature</p>
 <p>Touching: Unwelcome or inappropriate touching or invasion of personal space</p>	 <p>Assault: Sexual assault is not on the sexual harassment continuum because it is beyond sexual harassment. It is any forceful sexual contact, including but not limited to sexual abuse and rape.</p>	

Session Material 1H – Principles of a Survivor-Centered Approach

We take a survivor-centered approach





Session Material 1I – Discussion Questions

Questions for Women's Groups

1. If this training could change one thing in the workplace with respect to SH & SEA, what should it be?
2. What do women need from men to create a supportive atmosphere for discussion and learning? How might their needs differ based on their race, ethnicity or nationality? Religious beliefs? Ability or health status? Sexual orientation and gender identity (relevant not just for women, but also for men and nonbinary individuals)?
3. *Is there anything that facilitators need to know about the office/workplace culture so they can lead productive conversations on these topics?*

Questions for Men's Groups

1. What is the one thing that you are the most interested in learning?
2. What can men do for female colleagues to create a supportive atmosphere for discussion and learning? How might their efforts differ depending on the women's race, ethnicity or nationality? Religious beliefs? Ability or health status? Sexual orientation and gender identity (relevant not just for women, but also men and nonbinary individuals)?
3. *Is there anything that facilitators should know about the office/workplace culture so they can lead productive conversations on these topics?*

Session Material 1J – Staff Briefing #1: Creating Safer Spaces for SH & SEA-Related Discussions

1. **Rationale and Objectives for *Get Moving! to Prevent SH & SEA*:** Over the next ____ weeks/months, our team will be involved in a very important training called *Get Moving! to Prevent Sexual Harassment and Sexual Exploitation and Abuse in the Humanitarian Sector*. SH & SEA is unfortunately all too common in the humanitarian sector. This training is critical because as humanitarians, we have a responsibility to work in a way that keeps female staff and clients safe.
2. **Definitions:** Sexual harassment, or SH, is sexual misconduct that targets female humanitarian workers. Sexual exploitation and abuse, or SEA, is sexual misconduct that targets female clients.
3. **Relevant Policies:** Our organization has strict policies on SH & SEA. We have ____ policies [specify the number and names] that outline the expectations for staff behavior and for reporting when an incident arises.
4. **Survivor-Centered Approach:** When responding to SH & SEA, we put the survivor's needs first. This means that a survivor should be given the freedom to decide if she wants to report the incident and to what degree. We do this to avoid retraumatizing the survivor and doing further harm.
5. **Creating a "Safer Space" for Discussions on SH & SEA:** In the first module, we learned that creating an atmosphere in which staff can freely and safely discuss SH & SEA is key. We have all committed to upholding qualities like being nonjudgmental, direct but tactful, and discreet with personal information that is shared. We also learned that women's main expectations for this training was that _____ happens and that men wanted to learn more about _____. Women also signaled that for the training and this process to be truly safe, they need me to _____. We also heard that there could be special concerns that we need to take into consideration for diverse groups of staff, including _____.
6. **Question for the Wider Team:** *Any questions or reactions to this briefing? Do you think this training is important? Relevant? Any suggestions for issues that we could explore?*

MODULE 2

Session Material 2A – Humanitarian Principles

Humanity: Human suffering must be addressed wherever it is found. The purpose of humanitarian action is to protect life and health and ensure respect for human beings.

Neutrality: Humanitarian actors must not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.

Impartiality: Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions based on nationality, race, sex, gender, sexual orientation, religious belief, class or political opinions. Put simply, this means no discrimination in the provision of aid.

Independence: Humanitarian action must be autonomous or independent from the political, economic, military or other objectives that any actor may hold about areas where humanitarian action is being implemented.

Do No Harm: Humanitarian actors are committed to not exposing beneficiaries to further harm as a result of their actions.=



Session Material 2B – Questions for Reflection: Are Your Personal and Professional Identities Aligned?

1. Which of the five humanitarian principles align most closely with your personal values?
2. Which of the five humanitarian principles feel the most distant to you and why?
3. Are there principles that you feel you need to make more prominent in your personal and professional life?
4. How would your work change if you were to embrace these principles more fully?
5. What inspires you about the humanitarian principles?

***Humanitarian principles: humanity, neutrality, impartiality, independence and do no harm*

Session Material 2C – Staff Briefing #2: Living Our Values as Humanitarians

1. **Our Professional Identity:** The staff in this office are diverse, with men and women of different ages, backgrounds and cultures. Despite our differences, we are connected by our work and our common identity as humanitarians.
2. **Humanitarian Principles:** As humanitarian workers, there are five principles that we are expected to live by: humanity, neutrality, independence, impartiality and do no harm. These principles are reflected in our organization's code of conduct.
3. **Identity, Values and Actions:** As people, we have multiple, overlapping identities. For example, I am not just a man or a woman. My identity is also defined by my age, sexual orientation, race, nationality, tribe, ethnic group, and marital, parental and health status. *Who you are* influences your value system, which in turn shapes your actions and the consequences, which can either be positive or negative.
4. **Aligning Our Personal and Professional Identities:** As humanitarian workers, we are expected to live by professional principles that are sometimes at odds with our personal values. For example, there may be a strong expectation for us to put the needs of our tribe or ethnic group over the needs of others. However, the principle of independence requires us to work to alleviate the suffering of *all* people, not just the people close to us. Our goal is to address these internal conflicts and bring our identities into alignment with our highest values. "Our highest values" refer to the ideas and behaviors that have positive consequences for our friends, families and clients.
5. **Living Our Values:** As mentioned, our organization's code of conduct is built on the humanitarian principles. In our group discussion, we felt that there were a number of areas in which staff could do more to uphold the code of conduct. We felt that _____ in particular needs work, but we also identified _____ as barriers that need to be addressed for this to happen.
6. **Question for the Wider Team.** *Do you agree that _____ is an area of the code of conduct that needs work? Do you agree that _____ are barriers to the uptake of these behaviors? What would be the effect of collectively working to improve the adoption of the code of conduct?*

MODULE 3

Session Material 3A – Knowledge Review Questions

1. *What is our professional identity?*

✂️.....

2. *What are the humanitarian principles?*

✂️.....

3. *What is personal identity?*

✂️.....

4. *What does it mean to live our values?*

✂️.....

Answers

1. Our first, most important identity is as humanitarians. (Other possible answers include manager, assistant, caretaker, administrative assistant and so on.)
2. The principles are humanity, neutrality, impartiality, independence and do no harm.
3. Our identity is complex and multifaceted, and it includes vertical (demographic) as well as horizontal (social roles) aspects.
4. It is ensuring that our personal and professional identities are aligned and that our identity, values and behaviors (words and actions) are consistent and have a positive impact on others.



Session Material 3B – Pretend Male Identities

- **Male Food Distribution Officer**

My name is Juma, and I am 25 years old. I started working in the humanitarian sector after I graduated from university. I am a food distribution officer and do crowd control when the distributions get out of hand. I am seen as a rising star in the organization, and I expect to be promoted. Community members sometimes bring me gifts as tokens of their appreciation, which I gladly accept. I am on a starting salary, and it's not easy to make ends meet.



- **Male Senior Humanitarian Coordinator**

My name is Bosco, and I am 45 years old. I oversee a staff of 150 that delivers food, medical assistance and health services to refugees and host communities. I am a well-respected member of the team. I have the ear of the director of our organization and considerable influence with the local government. I support women's rights and have fired several male staff members for sexual harassment.



- **Male Driver**

My name is Julius, and I am 32 years old. I have been driving for my agency for the past five years. I am well known and liked by the communities where we operate. In fact, community members often approach me for advice because they value my opinion. I can be shy in meetings because I am less educated than the other staff. I have three wives in different communities, and I struggle to make ends meet.



- **Male Pharmaceutical Seller**

My name is Stephen. I am a 35-year-old manager at a busy pharmaceutical firm. I am well educated and have over 10 years' experience in the health sector. I am a star salesperson, and my boss frequently sends me out to oversee medical shipments. When I am away from the main office, I get approached by refugee women for free medicine and help with their papers. I'm only too happy to oblige in return for some time alone with them. I am a passionate man, and I enjoy spending time with women.



- **Male Local Community Leader**

My name is James, and I am 55 years old. I am an influential and respected leader in the host community. The humanitarian agencies that wish to operate in this area seek my approval and recommendations before they start to implement projects. I also arbitrate cases in which NGO staff have had relationships with refugee girls. I facilitate resolutions and mostly have NGO workers pay a financial settlement to the family or marry the girl. I have a large family and many mouths to feed, so I take a small fee for my services as a mediator. My son was recently in an accident, and I could not afford to pay the medical bills.



- **Male Expatriate Country Director**

My name is Henri. I am 62 years old and from Paris, France. I have been working in the humanitarian sector for the past 15 years. My agency values me because I have excellent social and professional connections and have brought a lot of donor funds to the organization. Last year, we had a case involving a female staff member who was sexually assaulted by a male staff member. The male staff member in question was talented – and I can't afford to lose my top performers – so I disciplined him and kept him on. I have a small family on mission with me, and we have a comfortable life.



- **Male Cleaner**

My name is Samson, and I am 46 years old. I have been the cleaner for a humanitarian organization for the past three years. Because the salary is small, I struggle to make ends meet. Recently my wife got sick, but I was not able to pay for the surgery because I am on a short-term contract so don't have health insurance. I belong to an ethnic minority that is seen as inferior. The staff often tease me and ask me to run personal errands for them. I don't really understand the work the organization does because I am rarely invited to meetings.



Session Material 3C – Pretend Female Identities

1. Female Intern

My name is Amina, and I am 25 years old. I recently started an internship with a humanitarian organization. I enjoy the work, and I am learning a lot! Recently, my boss started to take me out to lunch alone. Over lunch, he asks me lots of personal questions. I feel uncomfortable, but I'm not sure what to do. When the internship ends, I would like to be hired in a full-time role, so I need to show that I am a team player.



2. Female Manager

My name is May, and I am 55 years old. I work for a humanitarian organization as the manager of the base camp. I am the only female manager in this camp, and it took me years to get to this point in my career. I have many family responsibilities, which I struggle with because I am a single mother. Sometimes, I hear complaints of sexual harassment from the younger female employees. I personally think that young women need to get over themselves! We older women put up with much worse when we were starting out.



3. Female Expatriate Consultant

My name is Sarah, and I am 32 years old. I am from the United States and have five years' experience in the humanitarian sector. When I had a baby, I needed more flexibility, so I moved to New York City and began consulting. I have a health background and do health facilities assessments in emergency settings. On my last trip, I had trouble with a male driver who propositioned me. I reported him to the director, who investigated the matter. I later heard that the driver was let go and that several female national staff had complained about him before me, but no action was taken.



4. Female Refugee

My name is Florence, and I am 18 years old. I escaped to this camp with my young children when conflict broke out in my hometown two years ago. The food rations that we get are not enough, so I do what I can to survive. I get extra money from the sale of firewood, which I have to walk long hours in dangerous areas to collect. The food distribution officer in our block has pressured me for sexual favors in exchange for food rations on a number of occasions.



5. Female Host Community Member

My name is Angela, and I am 32 years old. When my husband died recently, I became the sole breadwinner for my family. I work as a primary school teacher at a school supported by an international organization. I love my work, but the head teacher started pursuing me after my husband died. The harassment makes it difficult to go to work, but I have no choice. I also recently joined a vocational training program run by the same INGO. The coordinator asked for a "fee," which I didn't want to pay. In the end, though, I paid because my children's school fees are due soon and I hope I will have more opportunities as a result of the program.



6. Female Community Health Mobilizer

My name is Maria, and I am 27 years old. I work as a health and hygiene promoter for an NGO. I like my work, but I've been in this role for five years. The salary I earn is small, and I work long hours. I would love to move into an officer role like my male colleagues who were recently promoted, but my supervisor told me that I need to speak up more in meetings. My husband is the main breadwinner, and we fight when I fall behind on housework – which is often.



7. Female Police Officer

My name is Mercy, and I am 55 years old. I have worked with the police for the past 10 years. I do case intake in the local police station's domestic violence unit. I see many cases of violence against women and girls. I do not make a lot of money, but I am passionate about my work because I was once in an abusive relationship. There are men in the police who accept bribes to drop cases. (They call rape a "lucrative offense.") I do my best to bring this kind of corruption to light, but I have to be careful. I have received threats in the past, and I need to keep my job.



Session Material 3D – Facilitator Statements

1. If you make the decisions in your home, take one step forward.
2. If you can afford to pay the school fees and medical bills for your family, take one step forward.
3. If you have received education past the primary level, take one step forward.
4. If you feel comfortable speaking in meetings and your colleagues listen to you, take one step forward.
5. If you have been made fun of or disrespected because of your age, race, gender or ethnic identity, take one step backward.
6. If you have been denied a job or a promotion on account of your gender, take one step backward.
7. If you have influence in your community or place of work, take one step forward.
8. If community members have offered you gifts in exchange for your support, take one step forward.
9. If you have difficulty balancing your work and home life responsibilities, take one step backward.
10. If you fear for your safety at work or when you walk home after dark, take one step backward.
11. If you fear reporting harassment or other injustices, take one step backward.
12. If workplace promotions or opportunities come easily to you, take one step forward.

Session Material 3E – Elisabeth’s Story

Elisabeth is 17 years old. Several months ago, she fled her hometown with her 2-year-old son and 4-month-old daughter. Elisabeth did not want to leave but had no choice. The fighting had gotten so bad that she feared for her and her children’s lives.

The journey to the refugee camp was harrowing. Her husband was away fighting, so she had to travel alone. Noticing that she was by herself, several much older men made sexual advances toward her, which she turned down. When Elisabeth shared what had happened with a refugee couple that she met on the journey, they asked what she had done to provoke the men and stopped talking to her.

When she arrived at the border, the immigration officers tried to prevent her from crossing. They wanted to strike a bargain with her: They would let her cross in exchange for sexual favors. Elisabeth tried to complain to the head officer, but he responded by saying that he would also like to “know her.” Since Elisabeth had some savings, she used it to pay off the officials so she could get to the refugee camp.

Life in the camp was hard. Since Elisabeth was married at 13, she was unable to complete her studies; finding work was hard since she could not read or write well. She also did not have anyone who could care for her children during the day.

Over time, Elisabeth became increasingly desperate. The weekly food ration that she and her children received was inadequate, and there were other basic needs that were impossible to meet. To earn money, Elisabeth started to produce and sell charcoal. The work was not only hard but also risky. Refugee women were regularly attacked by host community men on their way to and from the bush.

Recently, the camp manager offered to connect Elisabeth to a women’s economic empowerment program run by an NGO if she would spend the night with him. Because of her dire situation, Elisabeth feared this might be her only option. She knew several other women who slept with the manager to get into the program. According to the women, the NGO had a reputation for not taking reports of abuse seriously.

Rather unexpectedly, Elisabeth was reunited with her brother Geoffrey. Geoffrey was one year older than Elisabeth. Unlike Elisabeth, he was unmarried and was able to find part-time work as an assistant for an NGO. Although Geoffrey’s skills were limited, he could read and write and was a hard worker. Like Elisabeth, Geoffrey was stopped at the border and forced to pay a bribe.

The happy reunion between the brother and sister meant that Elisabeth could stop selling charcoal. She also no longer had to entertain the camp manager’s proposal because her brother could support them on his small income.

Questions for Discussion

1. Elisabeth and Geoffrey came from the same family and were close in age, but Elisabeth faced different challenges. In what ways was Elisabeth more vulnerable to SEA than Geoffrey?
2. At what points was Elisabeth vulnerable to SEA during this story?
3. At what points was Geoffrey exposed?
4. What would have happened if Elisabeth had not been reunited with her brother?



Session Material 3F – Four Steps to Balancing Power

1. **Rethink Workplace Behavior:** Consider whether your behavior makes it difficult for others to use their power positively in the workplace. Do people feel fearful or less confident after they've interacted with you? Sometimes, despite our best intentions, we use our "power over" others. If you find yourself using your "power over" others, consider how you might be able to do things differently.

This might be challenging at first, particularly if you are a supervisor or were unaware that you used your power inappropriately in the past. It can be helpful to talk to peers and ask them for their honest feedback. Remind yourself that showing your power does not require you to use your "power over" others. In fact, the most successful leaders gain the respect of their colleagues and build their influence through active listening, consultation and transparent decision-making.

2. **Observe Yourself in the Community:** Think about your "power over" community members (e.g., as an NGO worker *over* a client, as a formally educated person *over* someone without formal education or as an urban resident *over* a rural resident). Do you always use your power positively? Or are there times when you overstep? Do you regularly seek their feedback? Consider ways to promote your "power with" community members to deliver better services by listening to them and being responsive to their concerns.

3. **Question Your Own Inaction:** Think about the times when you observed others using their power negatively yet chose to remain silent. What were the fears or barriers that prevented you from speaking up or taking action? Think about alternative ways to handle these situations so that you can demonstrate your commitment to balancing power. If you have less power or are more junior in the organization, it may not be safe to engage in direct confrontation, but there could be other steps that you take, like speaking to the victim afterward or lodging an anonymous complaint.

4. **Reflect on Your Personal Discomfort Using Power:** Think about the times you have felt uncomfortable stepping into your own power. What made you feel like you couldn't exercise your power. Was it your gender? Your position within the organization? A lack of "power within"? Ask yourself if you need to build your power, and if so, which kind: your "power within," "power to" or "power with."

Session Material 3G – Staff Briefing #3: Taking Steps to Balance Power

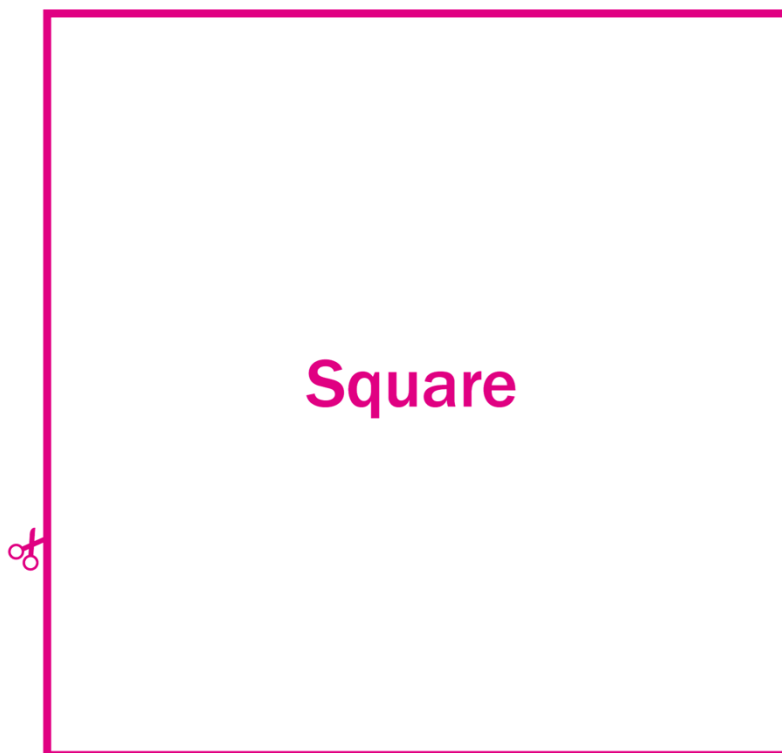
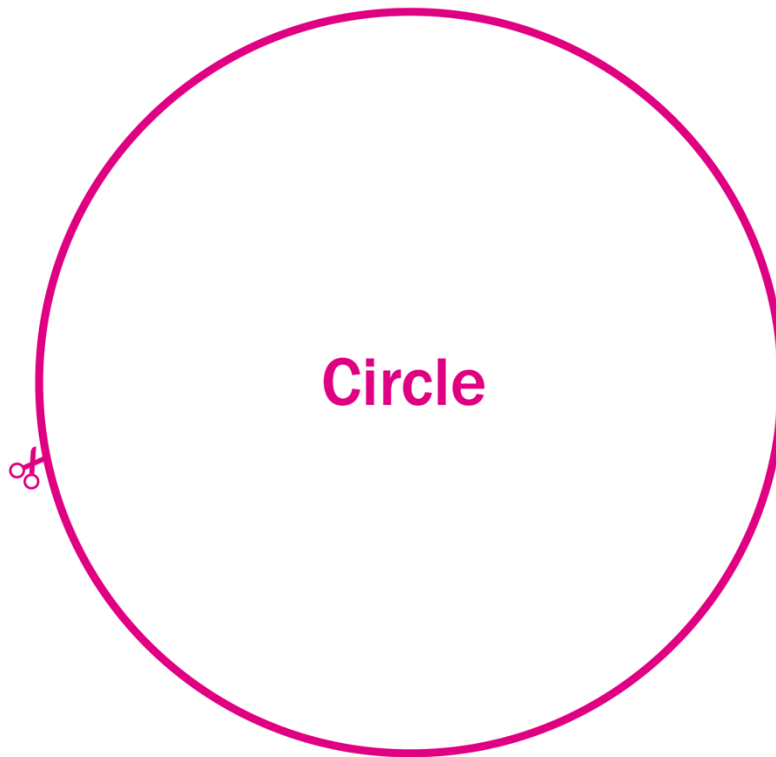
1. **Power:** Power is the ability to influence our and other people's experiences in life. It is a concept that is important to this training because within every act of SH & SEA lies an abuse of power.
2. **Expressions of Power:** Power can be used either positively or negatively by the people who hold it. Not everyone who has power misuses it. Some people choose to use their individual and collective power to uplift themselves and others. Others abuse it. When power is used negatively, we refer to it as using our "power over" others.
3. **Power Imbalances:** The root cause of sexual misconduct in the workplace is the imbalance of power between a male and female team member. Without this imbalance, it would be impossible for the offense to occur. To effectively tackle SH & SEA in the workplace, we must balance power between these groups.
4. **Focus on Women and Girls:** Although violence against men does occur, it is less common for men to be victimized. When men are victimized, there tends to be a co-occurring identity-related risk factor (like age, ability, nationality, ethnicity, sexual orientation or health status) that increases their vulnerability. For this reason, our SH & SEA prevention and response efforts are oriented toward women, although men are by no means excluded.
5. **Taking Steps to Balance Power:** In our discussions, we identified two power imbalances in the workplace that affect our ability to create a safe working environment for female staff. We identified _____ as the most important gender-specific power imbalance contributing to continued SH & SEA within the workplace. We identified _____ as the most important, general power imbalance contributing to staff feeling afraid to come forward. If left unaddressed, these imbalances have the potential to silently fuel SH & SEA within our organization.
6. **Questions for the Wider Team:** *What do think about the power imbalances identified by the training participants? Do they contribute to SH & SEA in the workplace? Why or why not?*



MODULE 4

Session Material 4A –Rights Cards

<p>Physical safety</p>	<p>Respect from others</p>
<p>Opportunity to make your own decisions</p>	<p>Control over your sexuality</p>





Session Material 4C – New Planet Laws

Law 1

Welcome noble citizens of this New Planet! We are a planet of happy, friendly people, always eager to meet someone new and to share something about ourselves. As citizens of this planet, you have the right to four things:

- First, you have the right to **physical safety**, which protects you from being physically harmed. You will each take a “Physical safety” card to represent this right. (Show the “Physical safety” card to the group.)
- Second, you have the right to **respect from others**, which protects you from unkind or discriminatory treatment from others. You will each take a “Respect from others” card to represent this right. (Show the card for “Respect from others” to the group.)
- Third, you will have the **opportunity to make your own decisions**, which protects you from other people making decisions on your behalf about your money, property or possessions and what you do with your time. You will each take an “Opportunity to make your own decisions” card to represent this right. (Show the card for “Opportunity to make your own decisions” to the group.)
- Fourth, you have the right to **control over your sexuality**, which protects you from being forced into marriage, sex, commercial sex work or any type of unwanted sexual activity. You will each take a “Control over your sexuality” card to represent this right. (Show the card for “Control over your sexuality” to the group.)

Please come and collect your cards and continue greeting each other.

Law 2

To all the noble citizens of this New Planet, the population of our planet will be divided into two parts. Half of you will now become “squares,” and the other half will become “circles.” You will each pick a life card to show which group you belong to. You must have a life card to survive on this New Planet. Please collect a card, tape it to your chest and then continue greeting each other.

Law 3

To the noble citizens of this New Planet, times have changed. We now officially declare that circles have more power than squares. If I clap my hands (or blow the whistle or use the clapper) while a circle and square are greeting each other, the circle can take one of the square’s rights. If the square has run out of rights, the circle can take the square’s life card. If a square loses their life card, they must stand frozen in place for the rest of the game. Even though squares know of this risk, they must continue greeting circles. Please continue greeting each other.



Session Material 4D – Discussion Questions: New Planet Exercise

For Everyone

1. How did you feel when you received your four rights?
2. How did you feel when you were divided into circles and squares?

For the Squares

1. How did you feel when the circles were given more power?
2. How did it feel being at risk of having your rights taken away?
3. How did this affect your behavior?
4. What strategies did you adopt to protect yourselves?

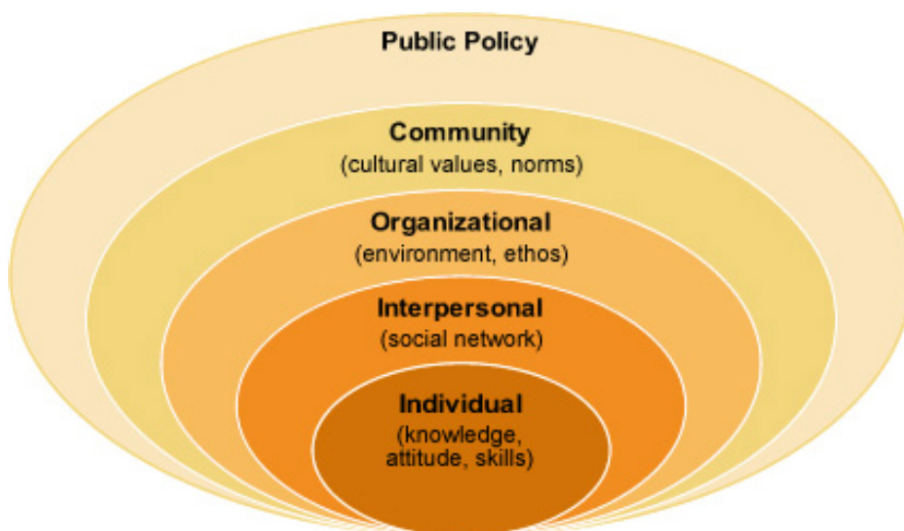
For the Circles

1. What was it like to have the most power?
2. How did it feel taking away the rights of the squares?
3. Did any of the circles question why they were taking the squares' rights away? Did any circles refuse to participate?

For Everyone

1. Circles were in a position to take squares' right to control their sexuality. How does this compare with what happens with female staff or clients?
2. Squares had less power and had to adopt strategies to protect themselves. How does this compare with female staff or clients behavior?
3. In this exercise, people were divided into "squares" and "circles." In real life, how do we divide people into categories? (Possible responses: male/female, rich/poor, people with/without disabilities, having/lacking formal education, older/younger, expatriate/national)
4. Circles were given more power. Why do you think this was? Did they do anything to earn it?
5. Is this true for men in the office? Did they earn their power, or was it granted to them?

Session Material 4E – Socioecological System





Session Material 4F – Amina’s Story

Amina has been working for her NGO for three years. She is a hardworking community mobilizer on the health team. She puts in long hours and consistently outperforms her male colleagues.

Recently, Amina’s boss began to show an interest in her. In her performance review, he told Amina that she had a real talent and that he wanted to groom her for a more senior role. Amina was thrilled at the prospect of being mentored and potentially promoted. However, her boss indicated that the coaching would be after official work hours. While Amina felt uncomfortable, she did not want to upset him and kept quiet.

After the mentorship started, Amina’s boss quickly started to get physical. On several occasions, he brushed up against her in the hallway. One day, he put his hands on her shoulders while he looked at her computer screen. Amina felt so uncomfortable that she decided to talk to her boss. She told him that while she appreciated his mentorship, she was not interested in him romantically.

Amina’s boss became cold and distant. He started to ignore her in the office, stopped inviting her to meetings, started to criticize her in front of her peers and sent a male colleague to a capacity-building opportunity that he had promised to her.

Amina feels awkward and anxious about her future in the organization, as well as about her income. She enjoys her work as a humanitarian and would like to look for another job. However, she is worried that her boss will sabotage her since he is close to the other country directors in the camp. One day, Amina opens up to a female manager about her situation. While sympathetic, the female manager tells her to brush it off because men will be men and she’d better get used to it.

Individual Reflection Questions

1. How does Amina’s boss attempt to use his “power over” Amina?
2. What are the human rights that she is deprived of in the process?
3. Were there opportunities in this story for others to use their power positively to help Amina?

Session Material 4G – Staff Briefing #4: Finding Ways to Address Social Norms

1. **Social Norms:** Social norms are the unwritten rules that the members of a social group are expected to follow. In our group work, we identified _____ as social norms in our sector that encourage men’s “power over” women and thus fuel SH & SEA despite strong organizational commitments and policies to the contrary.
2. **Socioecological Model:** The socioecological model refers to an approach to behavior change that takes into account the spaces where individuals interact with their social system and experience the world (family, community, institutions, etc.). Social norms that encourage men’s “power over” women exist at all these levels and are mutually reinforcing, requiring change at multiple levels simultaneously.
3. **Human Rights and SH & SEA:** Every person is entitled to a set of rights by virtue of the fact that they are human. When SH & SEA occurs, the individual is robbed of the opportunity to live a life of dignity, which includes the right to safety, employment and health.
4. **Manifestations of SH & SEA:** SH & SEA takes multiple forms. In group discussions, we identified _____ as the most common expressions of SH & SEA in the humanitarian sector, although there are others. All of these behaviors are unacceptable and go against our policy. We want them to stop.
5. **Impacts of SH & SEA:** All of these behaviors have consequences for the credibility of the humanitarian mission. The direst consequences, however, are shouldered by the victim, who may struggle with physical, psychological, financial and social consequences that extend far beyond the incident itself.
6. **Questions for the Wider Team:** *What do you think of the topics covered in this module? Have you seen or heard about these SH & SEA scenarios before? Do you agree that _____ social norms are common to our sector? In what ways might they encourage continued SH & SEA?*



MODULE 5

Session Material 5A – Toxic Workplace Behavior Spectrum



Session Material 5B – Respectful Workplace

Toxic Workplace Behaviors	How This Behavior Violates the Humanitarian Principles (Humanity, Neutrality, Impartiality, Independence and Do No Harm)	Impacts	Behaviors That Create a Respectful Workplace

Session Material 5C – What Is Values-Driven Leadership?

Everyone Is a Leader: Values-driven leadership is everyone's responsibility. If we rely entirely on directors and supervisors to uphold the humanitarian principles and to hold us accountable, we will never meet our full potential or have the positive impact that is a part of our mission.

What Is Leadership? Leadership means to propose and take actions that enable us to achieve our mission. To lead means that we may sometimes have to go against harmful social norms and suggest alternatives that are better for everyone. To lead means to believe in our ability to use our power positively and to ensure that our desire for the team's success is stronger than our self-interest.

In What Way Are We All Leaders? Leaders are not just the bosses or the formal supervisors. They are the individuals who want to impact others positively. In life and work, we can inspire others toward particular goals and actions – whether directly or indirectly. Leadership is not dependent on a title or having formal authority but on the way we choose to live our lives. When people see that we are consistent in our words and deeds, they will trust us and feel moved to follow us. Whether in the office, at home or in the communities where we work, we lead above all by example.

Why Lead With Values? When we lead with our values, we inspire others to take values-driven actions as well. This brings strength and positivity to our workplace and communities. Through our own values-driven leadership, we can draw out the best in our colleagues, community leaders, government officials, community members, beneficiaries, etc. As representatives of our organization, people look to us to understand what it means to live the humanitarian values of humanity, neutrality, independence, impartiality and do no harm. Our ability to live our values consistently influences people's faith and trust in the ideas we represent. By leading with the humanitarian principles, we can ensure that our influence is positive.

The Challenges of Values-Driven Leadership: Like most things that are worthwhile, values-driven leadership is not always easy! In fact, as values-driven leaders, we can be certain that challenges will arise that make it difficult for us to stay true to our values. Living our values takes courage. For example, we may come across colleagues whose values are incompatible with ours or have friends who pressure us to make decisions that are inconsistent with our beliefs. The best way to overcome these obstacles is through open communication. Friends and colleagues may not always agree with us, but if we are consistent in our words and actions, they will trust that we have good intentions. From there, we can find a way forward together.



Session Material 5D – Staff Briefing #5: Creating a Respectful Workplace

1. **Toxic Workplace Culture:** A toxic workplace is one in which the work, the people or the atmosphere – or a combination of the three – have a negative impact on the employees. Toxic workplace behaviors range from less serious behaviors (like gossiping) to more serious ones (like accepting kickbacks in exchange for a contract). SH & SEA thrives in toxic workplaces and is an example of toxic workplace behavior, although not the cause.
2. **Consequences of Toxic Workplace Culture:** Toxic workplaces have a negative effect on the people who work in them. Staff in these environments are often less productive because they feel sad, depressed, fearful and isolated. The impact of toxic workplaces is enormous. One study estimated that the costs of sexual harassment, which is an example of toxic workplace behavior, are as much as \$7 million a year.
3. **Respect in the Workplace:** To combat toxicity in the workplace, we need to cultivate respect. Respect is a way of thinking about and treating others. To respect someone means that you treat them in a way that considers their feelings, wishes and rights. Having respect for our colleagues is foundational to the work we do as humanitarians. Without respect for one another and a sincere commitment to teamwork, we can only get so far in our efforts to deliver life-saving assistance to refugees and displaced populations.
4. **Values-Driven Leadership:** Toxic workplace behaviors reflect values that are at odds with the humanitarian principles. Fortunately, we can take action and do not have to wait for our leaders. We can all be leaders of respectful behavior and model the values and behaviors we wish to see.
5. **We Need to Walk Before We Can Run:** To be truly effective in our efforts to prevent SH & SEA, we need to get the basics right. Once we understand the importance of respect in our interactions with staff and stakeholders, and we begin to model respect for each other consistently in the workplace, SH & SEA becomes easier to address.
6. **Questions for the Wider Team:** *What do you think of the concepts in this module? Is toxic workplace culture common in the humanitarian sector? In our group discussion, we identified _____ as a toxic workplace behavior that is out of alignment with our humanitarian principles. We also agreed that we would like to foster _____ to promote greater respect in the workplace. Do you agree with these, or are there others that you would prioritize?*

MODULE 6

Session Material 6A – Reading: Women Talking About Power

In 2006, Tarana Burke started the Me Too campaign in the United States after hearing reports of sexual violence in a nonprofit that she cofounded to empower girls (Just Be Inc.). The goal of the campaign was to raise awareness about the pervasiveness of sexual abuse and assault.

The Me Too campaign came into prominence again in October 2017 after more than a dozen women came forward with allegations of sexual assault by Hollywood producer Harvey Weinstein. The movement gained momentum as more and more American women shared their stories of being harassed or assaulted in the workplace by powerful men in the media. Within 10 days, 1.7 million posts containing the hashtag #MeToo were posted in 85 countries around the world. As a result, countless women began to talk publicly about experiences they had never spoken about before.

#MeToo eventually spread beyond the media to other industries, including the humanitarian sector. In 2017, the #AidToo campaign exposed a number of high-profile SH & SEA cases at Oxfam. This had a number of consequences. Women within the humanitarian sector began to speak more openly about their experiences, and private donors began to withdraw their support from Oxfam. Public donors like USAID and DFID began to call for stronger measures to address SH & SEA. INGOs took stronger action against SH & SEA, with 120 staff from leading international INGOs fired for sexual misconduct in 2017.

In Africa, #MeToo swept across the continent, sparking change in several countries. On March 2017, women in Uganda demanded the resignation of the politician Onesimus Twinamasiko for publicly encouraging men to “discipline” their wives by beating them. Twinamasiko did not resign but was forced to apologize. Earlier in 2017, protestors in Kenya called for a criminal investigation into alleged abuse at Kenyatta National Hospital. In November 2017, nine middle-school girls came forward in Ethiopia to report abuse by a teacher at their school. The girls said that they were inspired to speak out by the #MeToo movement. The teacher was eventually fired and the case turned over to the police.

Discussion Questions

1. What are the #MeToo and #AidToo movements, and how did they start?
2. How are these movements an example of women talking about power?
3. What impact have they had?
4. How can the principle of talking about power be applied to taking action on SH & SEA in the workplace?



Session Material 6B – 5 Ds of Intervening

DIRECT: You directly intervene with the people involved in the situation by stating your concerns or blocking the interaction.

To perpetrator: “You know, you really shouldn’t say that.” “Do you realize the effect that your words/behavior have?”

To victim: “Are you OK?” “Do you need help?” Insert yourself physically between the perpetrator and victim.

DISTRACT: Diffuse tension or put an end to the problematic situation by distracting the people involved.

To perpetrator: Ask them to tell you about a project; make loud or distracting noises; ask to join the conversation.

To victim: “Can you help me with the printer?” “Do you want to go for lunch?” “We have a meeting now.”

DELEGATE: If it is unsafe for you to get involved or you think that there is someone better suited to manage the situation, you can enlist help. For example, you can get the help of a manager or report the situation without mentioning the names of victims (“I saw something that I thought was inappropriate/made me uncomfortable”). You can also direct the victim to the available services, like a free hotline; the gender equality, GBV, protection or safeguarding focal points; or free counseling services.

DELAY: You can delay taking action if it isn’t safe to do so in the moment.

To perpetrator: “Your behavior yesterday was not in line with our agreements about respectful workplace behaviors.”

To victim: “I saw/heard what [name] said to you earlier. Are you OK?” “Is there anything I can do to help?”

DOCUMENT: Help report and document the incident according to the victim’s wishes and using the organization’s established policy and protocol for reporting SH & SEA cases. If the victim is reluctant to report and you feel that it is important to alert the organization to a problem, you can make the report in a way that protects the identity of the victim but indicates that a violation of the organization’s code of conduct has occurred.

Session Material 6C – Empowering the Bystander Scenarios

Scenario 1: Male colleagues in the office are looking at graphic content on their phones/laptops in front of female staff, who are visibly upset and offended.

Scenario 2: You overhear a male supervisor asking his female report to dinner in exchange for an exposure trip to Tajikistan to learn from a sister project.

Scenario 3: Over lunch, a man tells a male colleague that he has started a relationship with a young female beneficiary.

Scenario 4: Two male staff members promise female community members help with the refugee registration process (necessary to obtain food and other services) in exchange for “one-on-one time” with them.

Session Material 6D – Safe Framework





Session Material 6E – Staff Briefing #6: Empowering Staff to Take Action Against SH & SEA

1. **The Motivation to Act:** Now that we understand SH & SEA, including why it happens and how it impacts us, we are ready to take action. To do this, we need to be clear on who we are as individuals and humanitarians and commit to narrowing the gap between our identity, values and actions. We do this by trying to be values-driven leaders who model respectful workplace behaviors that reflect the humanitarian principles. We also need to reach deep inside ourselves to find the motivation to act. Our heads will give us the reasons, but our hearts will give us the inspiration.
2. **Talking About Power:** An important step in taking action is to expose the abuse of power that allows acts of SH & SEA to go unpunished. We must speak about power imbalances that lead to SH & SEA and break the secrecy around sexual abuse generally. #MeToo and #AidToo were popular movements started by women, first in the media and then in the humanitarian sector. In both cases, women spoke publicly about the abuse they experienced at the hands of powerful men. Both movements led to action against the perpetrators and increased attention to women's safety in the workplace.
3. **Bystander:** A bystander is a witness to SH & SEA who is in a position to speak up or take action against it. There are two types of bystanders: active and passive. An *active bystander* is a witness to SH & SEA who takes action and helps to reshape the organizational culture so it is less tolerant of SH & SEA. A *passive bystander* is a witness to sexual misconduct who, through their response or lack of response (laughing, ignoring the situation, etc.), sends the message that SH & SEA is acceptable.
4. **5 Ds:** Active bystanders can employ a variety of strategies in response to SH & SEA. We call these the 5 Ds: directly confront SH & SEA, distract the perpetrator, delegate the issues to someone who is in a position to respond like an HR representative or manager, delay our response by talking to the victim or perpetrator after the incident is over and document by reporting the incident. The strategy that the bystander uses depends on the social or institutional power that they hold, the perceived or actual risk, and the victim's wishes.
5. **Questions for the Wider Team:** *In our group discussion, participants shared inspiring stories of instances when they or someone they knew stood up to SH & SEA in the workplace. The most inspiring of these stories was _____ because it reminded us that passion for SH & SEA prevention can lead to great results. What do you think about the concept of active bystanders? Are there staff who already qualify as active bystanders? Some of the gender-specific concerns that women wanted us to take into consideration as we move in this direction were _____.*

MODULE 7

Session Material 7A – Feminism Stereotypes and Facts

- Feminism promotes divorce, which is why feminists are usually not married themselves.
- Feminism is for elite and educated women.
- Feminism is a movement of Western ideas that does not take other cultures into consideration.
- Feminism promotes women's superiority over men.
- Feminism believes that violence is a choice – that one person cannot provoke another to use violence.
- Feminism is another word for the "promotion of women's rights."
- Feminism is not just for women; men can be feminists as well.
- Feminism believes that the idea that men are superior to women is socially created and can therefore be changed.



Session Material 7B – Facilitator’s Guide: Feminist Fact or Stereotype?

Stereotype: Feminism promotes divorce, which is why feminists are usually not married themselves.

Challenging the Stereotype: Feminists do not promote divorce or discourage marriage. Many feminists are happily married! Feminists believe that in a marriage, both parties have a right to be safe, respected, loved and happy. If a relationship does not meet these criteria, feminists believe that either party has the right to leave the relationship, which in some cases could lead to divorce.

Stereotype: Feminism is for elite and educated women.

Challenging the Stereotype: Feminism is for everyone regardless of their sex, age, economic status, level of education, religion, etc. Feminism upholds and promotes women’s basic human rights. In many places, educated women were the first to use the term “feminism.” However, women from all walks of life have been fighting for their rights since the beginning of time. The concept of feminism applies to both men and women, and everyone stands to benefit from the protection of human rights.

Stereotype: Feminism is a movement of Western ideas that does not take other cultures into consideration.

Challenging the Stereotype: Feminism is not against any culture. It promotes human rights principles that are universal, meaning they apply to everyone no matter who they are or where they are from. While feminist writing began in the West, women from other cultures have been upholding feminist ideals for centuries – ideals such as peace, safety, dignity and the value of women.

Stereotype: Feminism promotes women’s superiority over men.

Challenging the Stereotype: Feminism does not promote the idea that women are superior to men. It promotes equality of outcomes for men and women. Feminism believes that women can and should hold power and that this doesn’t require men to lose power. Power is not in limited supply – women and men can share power and use their power positively.

Fact: Feminism believes that violence is a choice – that one person cannot provoke another to use violence.

Explaining the Fact: Feminism believes that everyone is responsible for their behavior. If a man uses violence against a woman, it is his responsibility and choice – not the woman’s fault. A woman’s behavior (whether she wears a miniskirt, burns the food or comes home late) is never an excuse for violence. Men have many options other than using violence.

Fact: Feminism is another word for “the promotion of women’s rights.”

Explaining the Fact: The beliefs and aims of human rights activists are the same as feminist beliefs and aims. Feminism is interested in ensuring that women enjoy their basic human rights. Human rights for women are the same as human rights for men.

Fact: Feminism is not just for women; men can be feminists as well.

Explaining the Fact: Feminism is for everybody! Anyone who believes and acts in a way that reflects the belief that women and men are equal in value and worth is a feminist.

Fact: Feminism believes that the idea that men are superior to women is socially created and can therefore be changed.

Explaining the Fact: Feminism believes that women and men are born equal in worth, value and capacity. In many countries around the world, men and women may play different roles (e.g., women look after children and other dependents, and men take the lead in community affairs). These are socially determined differences as opposed to biological facts. In reality, there are only a handful of biological roles that only women can do that men cannot and vice versa. The fact that our ideas about men and women are socially determined means they can be unlearned and relearned.



Session Material 7C – Excerpts from “‘You Need to Hear Us’: Over 1,000 Female Aid Workers Urge Reform in Open Letter”

We stand together to speak out about the violence and abuse perpetrated against women and girls by men who work within charities. We stand together because our voices are stronger in unison and have often not been heard when we have stood alone. We acknowledge that not all women have the same amount of power – race, class, sexual orientation, economic realities and other forms of discrimination and oppression all play a part in women’s ability to be heard. Patriarchy impacts women and girls from the global south and women of color hardest. We acknowledge that these women are most affected and vulnerable to exploitation and abuse by aid workers, yet are also the least likely to be heard and the least likely to be able to sign on to and support this letter.

It is the behavior of these men, not our own complaint of their behavior, which damages the sector’s reputation and public trust. The women who are speaking out now hope to make international aid a better place for the women who work within it and for those whose rights we campaign and advocate for. We speak out now in the hopes that in the future, the blame for the abuse of ‘not doing enough’ to stop the abuse will no longer fall on women. The twisted logic of blaming women and girls for the violence and abuse they experience has to end and it is everyone’s responsibility to end it – within the aid sector and beyond.

We ask for three fundamental reforms to shift the patriarchal bias in aid:

1. **Trust women:** organizations need to take action as soon as women report sexual harassment, exploitation and abuse; allegations must be treated with priority and urgency in their investigation; the subject of a complaint of this nature must be immediately suspended or removed from their position of power and reach of vulnerable women and girls.
2. **Listen:** foster a culture where whistleblowing is welcome and safe – the way to win back the trust of donors, the public and communities we work with is to be honest about abuses of power and learn from disclosures. Sexual harassment, exploitation and abuse should no longer have to be discussed in hushed tones in offices.
3. **Deeds not words:** we need effective leadership, commitment to action and access to resources. It is not enough to develop new policies which are never implemented or funded – with the right tools we can end impunity at all levels within the sector.

#ReformAid #AidToo

Source: <https://www.theguardian.com/global-development/2018/mar/08/1000-women-aid-workers-urge-reform-in-open-letter>

Discussion Questions

1. Why do you think female humanitarian workers felt the need to write this letter?
2. In what way does this letter demonstrate the principle of solidarity among women?
3. What do you think about the female humanitarian workers’ calls for reform? Which reforms will be the easiest and hardest to implement? Why?
4. How can male humanitarian workers show solidarity with women and ensure that women’s calls for reform move forward?

Session Material 7D – Male Ally Checklist

1. A male ally champions the feminist cause and actively works to promote gender equality and the empowerment of women and girls.
2. A male ally is aware of his power and uses it to balance imbalances of power within his relationships at home, at work and in the community.
3. A male ally consults with women and seeks their feedback before and after taking action on SH & SEA.
4. A male ally does not seek the spotlight and advocates for women’s rights when there are no women in the room.
5. A male ally is courageous and takes action to prevent SH & SEA because it is his obligation as a humanitarian worker to protect the rights of all human beings.
6. A male ally has a growth mindset and is committed to continual self-reflection and improvement.



Session Material 7E – Staff Briefing #7: Cultivating Solidarity

1. **Solidarity:** Solidarity is an important concept in taking action to prevent SH & SEA. Solidarity refers to mutual support among individuals who share a common interest or cause. Solidarity amplifies individual voices and efforts to prevent SH & SEA by joining us to others who share our belief in the equality of the sexes and women's right to live a life free of violence.
2. **Feminism:** Feminism refers to the belief that women have the same value and worth as men and that this knowledge requires us to take action. Over the years, many misconceptions about feminism have arisen. Some people believe that feminism is a Western idea or that feminists are angry man-haters. In fact, the opposite is true. Feminists can be men or women – the common denominator is believing in the equality of human beings no matter who they are or where they come from. Feminists raise awareness about – and take action on – balancing power so that abuses like SH & SEA are less likely to occur.
3. **Male Ally:** A male ally is someone who is aware of his power and uses it to advocate for gender equality and women's empowerment. A male ally listens to and responds to the needs of women when taking action to prevent SH & SEA. A male ally is not interested in taking the spotlight or receiving accolades. He speaks out on SH & SEA whether women are in the room or not.
4. **Accountability:** To be accountable means acknowledging our power and taking responsibility for it. An accountability practice that is key to effective male allyship is listening to women and allowing their perspectives and experiences to shape our efforts to prevent SH & SEA.
5. **Growth Mindset:** Taking action on SH & SEA can be challenging. This is because it challenges the status quo and can feel threatening to those who hold power. Many who would be allies feel daunted by the prospect of being criticized, rejected or excluded, and they give up before they have tried. However, it is important to maintain a growth mindset and hold on to the belief that by taking action we challenge ourselves to grow.
6. **Questions for the Wider Team:** *In our group discussion, participants shared their fears about acting as allies to prevent SH & SEA. Our biggest fears were _____. However, we also identified advantages and ways that we could grow individually and as an organization by addressing these fears including _____. We also felt that there were things that we could do to address these fears and create a more supportive atmosphere for allies, including _____. What do you think about this idea that taking action to prevent SH & SEA can help us to grow? Do you agree? Why or why not?*

Session Material 7F – Proposal for Feedback Mechanism for Female Staff

Outline: Project Description

1. Description of proposed mechanism/or activities needed to strengthen existing mechanism: _____
2. Staff responsible for oversight: _____
3. Means and frequency of raising concerns with senior leaders/managers: _____
4. Senior leaders/managers' role in addressing concerns and providing feedback: _____

Outline: Pitch to Senior Leaders/Managers

1. Why is it important to consult with women in our efforts to address gender inequality and prevent SH & SEA? _____
2. What is the organizational gap? (e.g, do we have an established process for consulting women? If we do, is it working?) _____
3. What would a new or strengthened consultation mechanism look like? _____
4. How would it enhance current SH & SEA prevention efforts? _____
5. What support is required from managers? _____



MODULE 8

Session Material 8A – Key Concepts from *Get Moving! to Prevent SH & SEA*

Scissors icon	Solidarity	Scissors icon	Feminism	Scissors icon	Accountability	Scissors icon	Balancing Power	Scissors icon	Power Over
Scissors icon	Power To		Power With		Power Within		Sexual Harassment		Sexual Exploitation
Scissors icon	Sexual Abuse		Survivor-Centered		Human Rights		Passive Bystander		Active Bystander
Scissors icon	Stereotype		5 Ds of Intervening		Safer Space		Values-Driven Leadership		Social Norms
Scissors icon	Respect in the Workplace				Talking About Power				Growth Mindset

Session Material 8B – Recommendations for Change from Modules 1 to 7

Module 1. What Is *Get Moving! to Prevent SH & SEA*?

Women's suggestions for actions men can take to create a safe, supportive workplace

1. _____
2. _____

Module 2. Knowing Ourselves and Our Role as Humanitarians

Suggestions for addressing barriers to the full adoption of the code of conduct

1. _____
2. _____

Module 3. The Relationship Between SH & SEA and Power

Actions to correct power imbalances in the workplace

1. (Gender-related) _____
2. (General) _____

Module 4. Acknowledging the Systemic Nature of Power

Actions to address social norms that encourage men's "power over" women in the workplace

1. _____
2. _____

Module 5. Respect in the Workplace

Suggested behaviors for fostering respect in the workplace

1. _____
2. _____

Module 6. Taking Action

Women's suggestions for support they need from men as bystanders or social signals/cues for indicating that behavior is inappropriate

1. _____
2. _____

Module 7. Being Effective Allies

Suggestions for creating an environment that addresses fear and is conducive to action on SH & SEA

1. _____
2. _____



Session Material 8C – Staff Briefing #8: Moving Beyond *Get Moving!*

Internally Facing Final Project: This project was developed after a thorough review of the seven previous modules. We considered the key learning from each module and the reflections and recommendations of staff. We then rated how we felt we had done in terms of adopting the recommendations. Based on this assessment, we decided that we were struggling to consistently practice _____. Through consistent attention to and practice of these behaviors, we feel that we can make quicker progress on SH & SEA.

- 1.The title of the final project is: _____
- 2.The objective is: _____
- 3.The proposed activities are: _____
- 4.The timeline is: _____
- 5.The people and departments responsible are: _____

Externally Facing Final Project: This project was developed after a guest speaker session (Option 1) or a mapping exercise (Option 2) in which we learned about and reflected on the work of external actors involved in SH & SEA prevention, as well as how we can contribute to their efforts and work together to build a more sustainable movement for change.

- 1.The title of the final project is: _____
- 2.The objective is: _____
- 3.The proposed activities are: _____
- 4.The timeline is: _____
- 5.The people and departments responsible are: _____

Note: After the two projects have been explained, invite the senior leaders/managers to say a few words. Ask for staff reactions to the projects and any ideas for what can be improved, how they can support, etc.



Sample IRC Anti-Sexual Harassment Policy



ORGANIZATIONAL POLICY

IRC Guidelines for a Survivor-Centered Approach to Reporting Safeguarding Misconduct

Policy Owner: Ethics and Compliance Unit

Origination Date: April 2019*

Approved by: Policy Review Committee

(*These guidelines are an addendum to IRC's Global Reporting Guidelines)

PURPOSE:

These Guidelines provide IRC staff with additional guidance on IRC's reporting obligations for alleged safeguarding misconduct against staff or clients by reconciling the IRC's mandatory reporting obligations with a survivor-centered approach to safeguarding misconduct.

Safeguarding misconduct is defined as: sexual exploitation and abuse of individuals by staff, and abuse and exploitation of children by staff; sexual harassment or violence against staff.

POLICY:

The IRC is committed to a survivor-centered approach in our response to instances or allegations of safeguarding misconduct. A survivor-centered approach seeks to create a supportive environment in which the survivor's rights are respected and in which s/he is treated with dignity and respect. It also ensures that the IRC considers power differentials, the importance of consent, and the developmental stages of children and adults as it relates to IRC's reporting process. This approach helps to promote the survivor's recovery and her/his ability to identify and express needs and wishes, as well as to first understand and second to reinforce their capacity to make decisions about possible interventions. It also allows survivors who are the ones often with the best sense of their safety issues and risks to determine any response.

The survivor-centered approach is grounded in the following principles:

- 1) *Survivors have a right to be treated with dignity and respect, and not exposed to victim-blaming attitudes or behaviors;*
- 2) *Survivors have a right to privacy and confidentiality; and*
- 3) *The safety, welfare and rights of the survivor come before all other considerations.*

There are some differences as to reporting requirements based primarily on age and developmental considerations. IRC requires mandatory reporting for alleged safeguarding misconduct involving children (defined as any person under the age of 18 years), but does not take the same reporting position for such alleged misconduct against adults. It is requested that alleged misconduct against adults be reported, however it is not mandatory.

At the same time the IRC is also committed to its Global Reporting Guidelines, which requires all IRC workers to report misconduct or suspected misconduct that may violate the IRC Way, our Organizational Policies, and other possible legal and ethical lapses to the Ethics and Compliance Unit ("ECU"). The only exception to the IRC Global Reporting Guidelines is in cases of alleged safeguarding misconduct against adults where reporting is requested and not mandatory. IRC's Global Reporting Guidelines allow for 'anonymous' reporting, which means that the reporter does not identify themselves when making the report.

If a staff member becomes aware of an actual or suspected case of safeguarding misconduct, the IRC expects them to take appropriate action in line with both our Global Reporting Guidelines and our commitment to a survivor-centered approach. In some cases it may be most appropriate to approach the survivor directly to offer support and understand their wishes. In other cases, a staff member may feel it is more appropriate to report an incident directly to ECU. In these cases, ECU will follow up in accordance with the approach set out in these guidelines. IRC expects all staff to use their best judgment in deciding how to act in these cases, and to solicit guidance from ECU if necessary; taking no action is not an acceptable choice.



These Guidelines discuss reporting approaches for safeguarding misconduct, distinguishing between children and adults.

Reporting Safeguarding Misconduct against Children

The IRC has a mandatory reporting policy for alleged safeguarding misconduct involving children under the age of 18 years. For child survivors, in every case the best interests of the child⁸ should be considered in reporting as well as the investigative and service response. This takes into account power differentials for children as well as developmental stage and capacity. It means that anyone who has any knowledge or concern about child safeguarding misconduct, as outlined in the child safeguarding policy, is required to report at the IRC, using the IRC's reporting options and processes. Caregivers should be involved in all stages of the process and provided access to appropriate IRC support services for the child survivor and their family⁹.

The incident may be reported directly to ECU through integrity@rescue.org or IRC's Ethics Hotline (by web form or phone) that can be accessed [here](#). When making a report, the reporter should include the identities of those involved, date(s) and location, and the details of the incident. The more information provided, the greater the likelihood that a full investigation can be conducted. If the incident was reported to staff by a child, the child survivor must be informed about the mandatory reporting requirement. ECU will review the matter and determine whether to initiate an investigation. When an investigation is initiated, the child survivor (with consent/assent and presence of their caregiver depending on age and situation) will usually be interviewed consistent with all confidentiality, consent and child-friendly guidelines that relate to a child focused investigation.

Reporting Safeguarding Misconduct against Adults

For adults (both clients and staff), who have experienced sexual exploitation or abuse, or sexual harassment or violence in the workplace, survivor-centered principles apply and the mandatory reporting guidelines are modified to take into account the adult survivor's ability and right to consent. This means that survivors can decide whether or not to make a report or participate in an investigation. The reporting of alleged misconduct against adults is requested, not mandated.

Those reporting (whether the survivor or a third-party acting on their behalf) are encouraged to provide as much information as the survivor is comfortable with disclosing. The more information that is provided by the reporter, the greater the likelihood that the IRC can conduct an investigation, stop the perpetrator, and prevent additional harm to the survivor and others. In order to be able to proceed with an investigation, the investigators need to know: the identities of those involved, date(s) and location, and the details of the incident.

The IRC wants to ensure that perpetrators are stopped and removed from the organization; that those who experience harm receive appropriate support; and that staff and clients are protected from additional misconduct by the same person. When incidents are not reported or only limited information is reported, the ECU will be unable to conduct an investigation, or take immediate action to prevent recurrence of the conduct. The IRC may also be limited in its ability to provide necessary care and support to survivors. As a result, the survivor and others are potentially placed at further risk. If a survivor decides not to report or to report only with limited information, they should be aware that they may always come forward at a later time when they feel comfortable to either report or to expand on a previous report where limited information was provided. However, it is more difficult for ECU to investigate aged allegations.

All survivors can receive IRC Duty of Care support services that can be accessed [here](#), whether or not they decide to report an incident.

Reporting by Survivor or Third-Party: The incident may be reported through any of the IRC reporting channels, including directly to ECU through integrity@rescue.org or IRC's Ethics Hotline (by web form or phone) that can be accessed [here](#). When making a report, the reporter may include the identities of those involved, the date(s) and location, and the details of the

incident. If the reporter submits a report at the request of the survivor it is the survivor's sole decision as to how much information should be reported.

Once an incident is reported to ECU, it will review the matter and determine whether to initiate an investigation. If the identity of the survivor is known, ECU will consult with the survivor when deciding whether to proceed with the investigation, and will make every effort to respect the survivor's wishes in the decision, and in the conduct of the investigation. ECU will not disclose the identity of the survivor if they have requested to remain anonymous, but have shared their identity with ECU.

Anonymous Reporting by Survivor or Third-Party: Anonymous reporting means that the reporter does not identify themselves when making the report. If the survivor does not want to disclose her/his identity, the matter may be reported by the survivor or a third-party anonymously through integrity@rescue.org or IRC's Ethics Hotline (by web form or phone) that can be accessed [here](#).

The reporter may also maintain anonymity by creating an email address solely to communicate with investigators, both to send information to the ECU and receive follow-up requests from the investigator. If a report is made anonymously via IRC's Ethics Hotline, it is still important to provide as much detail as possible and, using the access code you are provided, to check back on the website regularly, to see if you have information requests from the investigation team. The Ethics Hotline allows for the investigator to communicate with an anonymous reporter.

⁸ Derives from Article 3 of the UN Convention on the Rights of the Child, which says that "in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration". Acting in the best interest of the child ensures the primary consideration is securing the child's physical and emotional safety throughout. This means that positive and negative consequences of actions should be evaluated with participation from the child and his/her caregivers as appropriate. The least harmful course of action is always preferred. All actions should ensure that the children's rights to safety and ongoing development are never compromised.

⁹ If the IRC has Child Protection or WPE programming in the local or country context, the case should be referred to those teams so a case worker can be assigned and provide appropriate services. If the IRC does not have specialized response services in the location, the location should liaise with the appropriate VPRU technical advisor for support in identifying an alternative plan.



Anonymous reports and those without sufficient details of the incident and those involved, while welcomed, reduce the ability of ECU to conduct an investigation and prevent recurrence of the misconduct.

The IRC is committed to creating an organizational culture for open, safe, confidential, and survivor-centered reporting.

For more information about investigations and how they are conducted, you may access the ECU Portal on RescueNet and the Q&A on Investigations, available in English, Arabic and French [here](#).

Contact Information:

If you have any questions regarding this Policy, please contact the Ethics and Compliance Unit.

Related Documents/Guidance:

IRC Global Reporting Guidelines

Raise Concerns Card (2018)



Sample IRC Beneficiary Protection from Exploitation and Abuse Policy



ORGANIZATIONAL POLICY

IRC BENEFICIARY PROTECTION FROM EXPLOITATION AND ABUSE POLICY

Policy Owner: Office of General Counsel

Approved by: President

Origination Date: June 2012 Revision Date: January 2014

PURPOSE:

Protection of our beneficiaries is of paramount importance to the IRC particularly as it may be perpetrated by humanitarian workers, including IRC employees, volunteers, interns, Board Members, incentive workers, partners, and all those that work on behalf of our mission. IRC is guided in its preventive efforts by the UN Secretary-General's Bulletin on "Special Measures for Protection from Sexual Exploitation and Sexual Abuse," published in 2003 and incorporates the Bulletin's six core principles. IRC's Beneficiary Protection Policy further expands on these six core principles to include a prohibition on all types of exploitation and abuse of our beneficiaries.

WHO IS A BENEFICIARY?

IRC considers a *beneficiary* to be any person who is targeted for assistance by, directly benefits from, or comes into contact with an IRC-implemented or financially-supported IRC program.. A *beneficiary* therefore includes a vulnerable person directly accessing services operated or supported by the IRC, as well as a community member who facilitates IRC access to vulnerable populations (whether or not they also access specific services).

POLICY:

IRC and IRC Staff recognize the unequal power dynamic and the resulting potential for exploitation inherent in our work with local beneficiaries. IRC and IRC Staff further recognize that exploitation undermines the credibility of our work and severely damages victims of these exploitive acts and their families and communities. Accordingly, IRC maintains and upholds the present policy which explicitly

prohibits all forms of beneficiary exploitation and abuse by IRC staff, including but not limited to sexual exploitation and abuse as a recurrent and especially abhorrent form of beneficiary exploitation and abuse.

IRC expects its Staff to uphold the highest ethical standard of integrity, accountability and transparency in the delivery of goods and services while executing the responsibilities of their position. Accordingly, the following requirements apply to IRC Workers:

- *IRC Staff are prohibited from engaging in sexual relationships with beneficiaries. IRC Staff are also prohibited from organizing, facilitating, or participating in sexual relationships or activities with beneficiaries.*
- *IRC employees are prohibited from engaging in any forms of intimidating, humiliating, degrading or aggressive behavior towards beneficiaries.*



- *Sexual activity with children (defined according to the Convention on the Rights of the Child (CRC) as all persons under the age of eighteen) is strictly prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defense¹⁰.*
- *Given the inherently unequal power dynamics when working with beneficiaries, IRC Staff should avoid recruiting beneficiaries to work for them in a personal capacity (e.g., as domestic workers) because of the potential and/or perception of abuse or exploitation, particularly in regards to employing younger children.*
- *IRC Staff must never abuse his/her power or position in the delivery of humanitarian assistance, neither through withholding assistance nor by giving preferential treatment. Requests/demands for payment, privilege or any other benefit, including sexual favors or acts, are strictly prohibited.*

Moreover, the IRC considers that:

- *Exploitation and abuse of beneficiaries, whether of a sexual nature or not, by IRC Workers constitutes an act of gross misconduct and are therefore, individually or together, grounds for immediate termination of employment.*
- *IRC workers are obliged to create and maintain an environment that is free of sexual exploitation and abuse. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment, in particular awareness of the IRC Way: Standards for Professional Conduct as IRC's institutional code of conduct.*
- *When an IRC worker develops concerns or suspicions regarding abuse or exploitation by a fellow worker, whether employed by IRC or another agency, he or she must report such concerns utilizing the IRC's Global Reporting Guidelines.*

PROCEDURES:

Please see the accompanying document **GLOBAL REPORTING GUIDELINES** as annexed below.

REVIEW: This policy will be periodically reviewed by the Office of General Counsel.

Contact Information:

Ricardo Castro, General Counsel – Office of General Counsel (Ricardo.Castro@rescue.org)

Related Documents/Guidance:

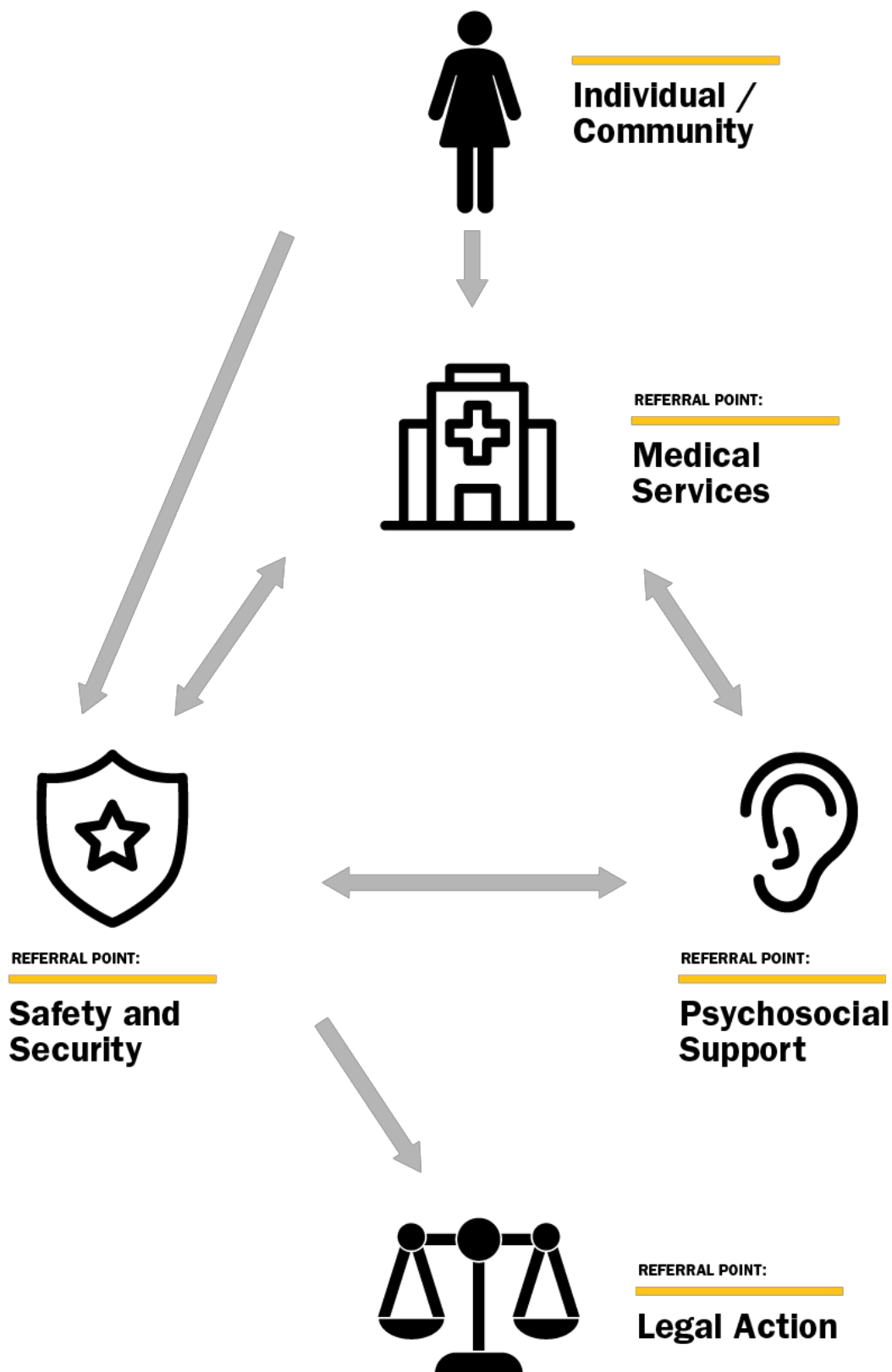
The IRC Way: Standards for Professional Conduct

IRC Global Reporting Guidelines

Special Measures for Protection from Sexual Exploitation and Sexual Abuse (Secretary-General's Bulletin)

¹⁰ Where an employee is legally married to someone under the age of eighteen (18), the IRC will consider each case separately.

Sample GBV Referral Pathway





Monitoring & Evaluation Implementation Guidance

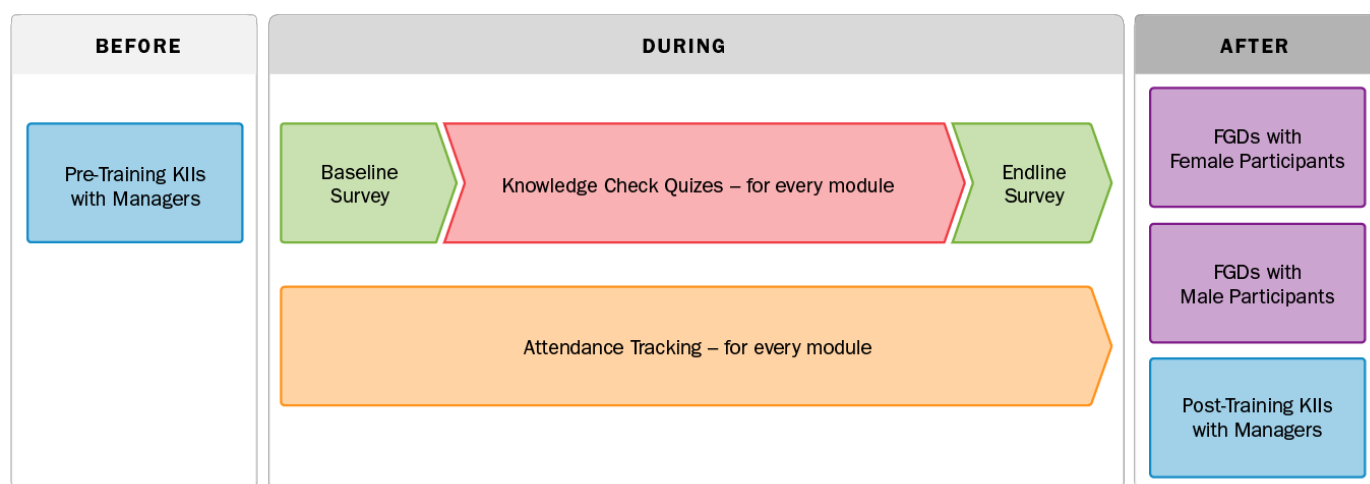
Introduction

In this section, you will find guidance and instructions on the M&E planning, data collection tools and analysis for the monitoring & evaluation of the *Get Moving! to Prevent SH & SEA* process. Each section below specifies the implementation component and the associated monitoring & evaluation (M&E) activities.

Preparation

1. Review the *Get Moving! to Prevent SH & SEA* Logframe.
2. Review the *Get Moving! to Prevent SH & SEA* M&E Plan Template.
 - a. Select the logframe indicators your team will be monitoring in Tab 2: Logframe Indicators
 - b. Complete the workplan in Tab 3: M&E Workplan
 - c. Assign designated facilitators and staff responsible for M&E activity in Tab 4: M&E Workflow
 - d. Review Tab 5: Indicator Matrix and assign targets
3. Download or print all M&E tools that will be used for each component of the M&E implementation.
4. Gather additional materials (pens, paper, recording devices, laptops, links etc.).
5. Finalize list of participants and assign each one a code from the Participant Code Tracker in Excel.

M&E Activities for *Get Moving! to Prevent SH & SHEA*



Pre- and Post-Training Key Informant Interviews (KIIs)

- **WHAT:** A KII guide with instructions and questions for gaining insight into senior leaders/managers' expectations, and their perception of organizational change, post-training.
 - [Pre-Training KII Guide with Managers tool](#)
 - [Post-Training KII Guide with Managers tool](#)
- **WHEN:** Before the start and at the end of the *Get Moving! to Prevent SH & SEA* process.
- **WHO IS RESPONDING:** The senior leaders/managers participating in or overseeing the *Get Moving! to Prevent SH & SEA* process.
- **WHO IS COLLECTING:** The facilitator(s) of the *Get Moving! to Prevent SH & SEA* process.
- **CONSIDERATIONS:**
 - It is important to ensure that the same managers who are interviewed at the beginning are the same managers who are interviewed at the end.
 - Plan ahead to give yourself enough time.
 - Have all materials needed to capture the interview (KII guide and printed questions, pen and paper, recording device etc.).



Baseline and Endline Survey

- **WHAT:** A survey that assesses baseline and endline knowledge, attitudes, beliefs and behaviors as well as staff perceptions of organizational change.
 - [Baseline Survey tool \(Paper Survey\)](#)
 - [Endline Survey tool \(Paper Survey\)](#)
 - [Baseline Survey - Kobo XLS Template](#)
 - [Endline Survey - Kobo XLS Template](#)
 - [Baseline and Endline Database and Dashboard for Analysis](#)
- **WHEN:** Baseline will be administered at the beginning of the first module, and the endline at the end of the last module.
- **WHO IS RESPONDING:** All participants of the *Get Moving! to Prevent SH & SEA* process will complete a baseline and endline survey. Participants will be assigned a participant number so all answers will be anonymous.
- **WHO IS COLLECTING:** The facilitators of the *Get Moving! to Prevent SH & SEA* process will distribute both baselines and endlines.
- **CONSIDERATIONS:**
 - Participants will need to complete both a baseline and endline survey for their results to be counted towards indicators.
 - If a participant did not complete a baseline, they can still complete an endline, but their results won't count towards the overall change.
 - If participants forget their participant number, refer to the Attendance Tracker.

Knowledge Check Quizzes

- **WHAT:** Mini quizzes that test for participants' general knowledge of each module and that reinforce learning.
 - [Module 1 Quiz \(Paper Survey\); Answer Key](#)
 - [Module 2 Quiz \(Paper Survey\); Answer Key](#)
 - [Module 3 Quiz \(Paper Survey\); Answer Key](#)
 - [Module 4 Quiz \(Paper Survey\); Answer Key](#)
 - [Module 5 Quiz \(Paper Survey\); Answer Key](#)
 - [Module 6 Quiz \(Paper Survey\); Answer Key](#)
 - [Module 7 Quiz \(Paper Survey\); Answer Key](#)
 - Module 1 Quiz on Kobo
 - Module 2 Quiz on Kobo
 - Module 3 Quiz on Kobo
 - Module 4 Quiz on Kobo
 - Module 5 Quiz on Kobo
 - Module 6 Quiz on Kobo
 - Module 7 Quiz on Kobo
- **WHEN:** Quizzes will be administered the day after the module is delivered. Example: the Module 1 Quiz will be administered at the start of Module 2.
- **WHO IS RESPONDING:** All participants of the *Get Moving! to Prevent SH & SEA* process will complete the knowledge check quizzes.
- **WHO IS COLLECTING:** The facilitators of the *Get Moving! to Prevent SH & SEA* process will distribute the knowledge check quizzes and enter the scores into the Knowledge Check Quiz Database.
- **CONSIDERATIONS:**
 - After participants complete the quiz, the facilitators can use the questions as a review tool and go through questions together as a large group.

Attendance and Participant Code Tracking

- **WHAT:** An attendance sheet listing participant names, their assigned participant codes and an attendance tracker for each module.



- [Attendance Sheet Template](#)
- [Attendance & Participant Code Tracker Database](#)
- **WHEN:** Attendance of staff participants is taken at the start of every module.
- **WHO IS RESPONDING:** The participants will sign in on the Attendance Sheet Template.
- **WHO IS COLLECTING:** The facilitator of the module completes the Attendance Sheet Template and transfers the information to the Attendance & Participant Tracker Database.
- **CONSIDERATIONS:**
 - Participant number assignments will happen in the Attendance Tracker Database. Each participant will be assigned a participant code when they first sign up to participate in the *Get Moving! to Prevent SH & SEA* process.
 - If participants forget their number, a facilitator can help find their number in the Attendance Tracker Database.
 - The Database has automatic calculations in the grey columns, do not adjust or clear those cells.

Post-Training Focus Group Discussions (FGDs)

- **WHAT:** There are two FGD guides—one for female staff participants and one for male staff participants. The FGDs will provide additional qualitative insights into the individual and organizational change process and outcomes. The information gathered through the FGDs aims to assess the most significant changes as a result of the process, and to capture specific instances of changes in workplace policies and practices.
 - [FGD Guide for Female Staff Participants](#)
 - [FGD Guide for Male Staff Participants](#)
- **WHEN:** FGDs will be completed any time after the endline is administered. This can be on the same day as the endline or on another day, scheduled for this purpose.
- **WHO IS RESPONDING:** Female and male staff participants will take part in the FGDs. There will be one group for female staff participants and one group for male staff participants.
- **WHO IS COLLECTING:**
 - Facilitator: The facilitator of the FGD should be one of the *Get Moving! to Prevent SH & SEA* facilitators.
 - Notetaker: There will also need to be at least one designated notetaker FGD. Comments from the participants should be recorded exactly as they are said, capturing as much detail as possible.
- **CONSIDERATIONS:**
 - The facilitator and notetaker of the FGD should be familiar with the questions in the FGD guide prior to the FGD.
 - Take note of participants' energy level on the last day of the training. If their energy is low, schedule another date/time for the FGDs.

Get Moving! to Prevent SH & SEA Logical Framework					
Impact		Impact indicator		Source	
Humanitarian agencies and their staff embody the principles of gender equality and zero tolerance to SH & SEA in their policies, processes and organizational culture.		1.a. % of staff completing the <i>Get Moving! to Prevent SH & SEA</i> process and whose SH & SEA prevention scores increase from the baseline. All scores to be disaggregated by gender and for each individual organization		Tools: Training of Trainers pre/post tests; attendance tracker; baseline/endline surveys; knowledge checks; and KIIs/FGDs with senior leaders and managers	
		1.b. % of staff who complete 75% of the <i>Get Moving! to Prevent SH & SEA</i> process			
Get Moving! to Prevent SH & SEA objective 1: To increase staff knowledge of SH & SEA-related concepts			Get Moving! to Prevent SH & SEA objective 2: To encourage a shift in staff attitudes and willingness to take action to prevent SH & SEA		
Outcome 1	Indicators	Source	Outcome 2	Indicators	Source



1.1 Staff have an understanding of SH & SEA-related concepts	1.1.a. % of staff who are able to correctly define SH & SEA	Tool: Pre/post tests	2.1. Staff understand how their personal identities and values connect to their work and feel greater alignment with the humanitarian principles	2.1.a. % of staff who identify strongly with the humanitarian mission and principles	Tool: Baseline/Endline survey
	1.1.b. % of staff who are able to correctly identify root causes of SH & SEA			2.1.b. % of staff who feel a sense of shared values with their organization	
				2.1.c. % of staff who have reflected on their personal identity often over the past quarter (3 months)	Tool: Baseline/Endline survey
				2.1.d. % of staff who believe that the actions they take in their personal life are not connected to their work	
1.2. Staff have a clear understanding of organizational policies, expectations on SH and SEA and support services available for survivors	1.2.a. % of staff who report that they understand the process for reporting cases of sexual misconduct at their organization	Tool: Baseline/Endline survey	2.2 Staff believe they have a responsibility to take action to prevent SH & SEA	2.2.a. % of staff who consider themselves to be feminists	Tool: Baseline/Endline survey
	1.2.b. % of staff who report that they know where to go for psycho-social support services			2.2.b. % of staff who feel they regularly demonstrate values-driven leadership	
	1.2.c. % of staff who report that they feel confident describing their organizational code of conduct		2.3. Staff are aware of and show a commitment to correcting power imbalances within the workplace	2.3.a. % of staff who say they treat senior staff with more respect	Tool: Baseline/Endline survey
				2.3.b. % of staff who report regularly collecting feedback from clients to gauge program quality and satisfaction	
				2.3.c. % of staff who report regularly collecting feedback from vendors, program teams, and suppliers	
Get Moving! to Prevent SH & SEA objective 3: To encourage actions to create a gender equitable workplace and a culture of SH & SEA prevention			Get Moving! to Prevent SH & SEA objective 4: To promote inter-agency action to prevent and respond to SH & SEA and to create a movement for change within the humanitarian sector		
Outcome 3	Indicators	Source	Outcome 4	Indicators	Source



3.1 Staff actively engage in actions to prevent and respond to SH & SEA	3.1.a. % of staff who show more varied responses to witnessing sexual misconduct beyond reporting (e.g. spoke up, distracted the perpetrator, sympathized with the victim)	Tool: Baseline; Endline Survey	4.1 Organization engages actively in efforts to prevent and respond to SH & SEA at the inter-agency or sector level	4.1.a. % of staff who believe that their organization is collaborating closely with external actors (peer INGOs, women's groups, local government and service providers) to prevent and respond to SH & SEA 4.1.b. # of external trainings or events that the organization hosts/organizes to raise awareness on SH & SEA in the past quarter (3 months) 4.1.c. # of inter-agency forums, working groups, task forces etc. that the organization is an active member of	Tool: Baseline; Endline Survey
3.2. Staff perceive positive changes in organizational culture, capacity and willingness to prevent and respond to SH & SEA	3.2.a. % of female staff who report that their organization is gender sensitive 3.2.b. % of female staff who feel that male managers are responsive to their concerns 3.2.c. % of staff who feel confident in the organization's ability to handle sexual misconduct cases 3.2.d. % of staff who feel the organization is actively seeking to address SH & SEA	Tool: Baseline; Endline Survey			

Attendance Sheet

Facilitator Name: _____ Date: _____

Location of Training: _____

Session (select one):

- ☐ Module 1 | What is *Get Moving!* to Prevent SH & SEA?
- ☐ Module 2 | Knowing Ourselves and Our Role as Humanitarians
- ☐ Module 3 | The Relationship between SH, SEA and Power
- ☐ Module 4 | Acknowledging the Systemic Nature of Power
- ☐ Module 5 | Respect in the Workplace
- ☐ Module 6 | Taking Action
- ☐ Module 7 | Being Effective Allies
- ☐ Module 8 | Moving Beyond *Get Moving!*

Participant Sign-In

[illegible]



Baseline

Section A: Background Information

Please Note: Your name will not be identified with any of your responses. All responses will be de-identified during analysis.

1. What is your assigned participant code: _____ (*If you cannot remember, ask your facilitator).
2. Please indicate your gender:
 - ☐ Woman
 - ☐ Man
 - ☐ Other (Please specify, if comfortable): _____
3. Please indicate your age group:
 - ☐ 20-30 years
 - ☐ 31-40 years
 - ☐ 41-50 years
 - ☐ 51-60 years
 - ☐ 61+ years
4. Please indicate the highest level of education you have attained (tick one option only):
 - ☐ Some primary school
 - ☐ Finished primary school
 - ☐ Some secondary school
 - ☐ Finished secondary school
 - ☐ Certificate/Diploma
 - ☐ Bachelors degree
 - ☐ Masters and beyond
5. Please indicate the number of years you have worked with your organization:
 - ☐ Less than one year
 - ☐ 1-2 years
 - ☐ 3-5 years
 - ☐ 6-10 years
 - ☐ More than 10 years
6. Please indicate your department
 - ☐ Programs
 - ☐ Operations

Section B: Agree or Disagree

Please select whether you AGREE or DISAGREE with the following statements.

7. I am usually more respectful when I am interacting with someone who is more senior to me.
 - ☐ Agree
 - ☐ Disagree
8. The choices that I make in my personal life are not connected to my work.
 - ☐ Agree
 - ☐ Disagree
9. During staff meetings, I feel comfortable sharing my views.
 - ☐ Agree



- ☐ Disagree
10. Sexual harassment of female humanitarians is a problem in our organization.
- ☐ Agree
- ☐ Disagree
11. Sexual exploitation and abuse of female clients is a problem in our organization.
- ☐ Agree
- ☐ Disagree
12. I know where to go to get psycho-social support if necessary.
- ☐ Agree
- ☐ Disagree
13. I feel confident in the organization's ability to manage cases of sexual misconduct appropriately.
- ☐ Agree
- ☐ Disagree:
- a. If disagree, please rank the following concerns (1 being your **most important** concern; and 5 being the least important):
- _____ Timeliness
- _____ Confidentiality
- _____ Safety (mine or other staff)
- _____ Backlash
- _____ Biased process
- _____ Other (please specify) _____
14. There is a mechanism for women to direct their concerns about workplace culture, sexual harassment, or sexual exploitation and abuse in the organization.
- ☐ Agree
- ☐ Disagree
15. I consider myself a feminist.
- ☐ Agree
- ☐ Disagree
16. My organization is actively involved in PSEA forums.
- ☐ Agree:
- a. If agree, please describe the forum and/or activities:
- _____
- _____
- ☐ Disagree
17. Male staff can openly express their support for women's rights without fear of criticism, ridicule or backlash.
- ☐ Agree
- ☐ Disagree
18. If asked, I would recommend this organization as a place for women to work.
- ☐ Agree
- ☐ Disagree

Section C: Multiple Choice

The following questions are multiple choice, please read the questions carefully and select according to what you know.

19. To what extent do you identify with the humanitarian mission and principles?
- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot



20. To what extent do you feel a sense of shared values with the organization?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot

21. Which of the following people in your organization regularly demonstrate values driven leadership? (select all that apply)

- ☐ Director
- ☐ Managers/coordinators
- ☐ Program staff
- ☐ Operations staff
- ☐ Support staff (drivers, cleaners etc.)
- ☐ Me

Section C1: This section is for program staff only

if you are **Operations Staff**, skip to Section C2

22. How often do you collect formal feedback from clients to gauge program quality and general satisfaction?

- ☐ Never
- ☐ Once a quarter
- ☐ Once a month
- ☐ Once a week
- ☐ Daily

23. Please explain how you collect and evaluate client feedback:

Section C2: This section is for operations staff only

If you are **not operations staff**, skip to Section D

24. How often do you collect formal feedback from vendors, program teams, and suppliers?

- ☐ Never
- ☐ Once a quarter
- ☐ Once a month
- ☐ Once a week
- ☐ Daily

25. Please explain how you collect and evaluate vendor, program teams and supplier feedback.

Section D: Multiple Choice (Continued)

26. To what extent is the workplace gender sensitive?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot

27. To what extent do managers listen to and respond to the concerns of female staff?



- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot

28. If asked, how confident are you that you could describe the organizational code of conduct?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot

29. If asked, how confident are you that you could describe the process for reporting cases of sexual misconduct at your organization?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot

30. How often have you received internal communication about SH & SEA¹ policies, trainings, support services, new initiatives etc. outside of the *Get Moving! to Prevent SH & SEA* process?

- ☐ Never
- ☐ Once every 3 months
- ☐ Once a month
- ☐ Once a week
- ☐ Daily

31. To what extent do you reflect on your personal identity?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot
- ☐ I am not sure what is meant by "identity"

32. To what extent do you reflect on your actions and if they align with your values?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot
- ☐ I am not sure what is meant by "values"

33. To what extent do you think about how you use your personal power when interacting with colleagues and clients?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot
- ☐ I am not sure what is meant by "personal power"

34. To what extent do male staff understand and seek to respond to the needs of female staff and clients?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot

¹ SH = Sexual Harassment, SEA = Sexual Exploitation and Abuse



35. Are women represented within the management structure of the organization?
- ☐ Yes
 - ☐ No
36. To what extent do female managers have influence in decision making?
- ☐ Not at all
 - ☐ A little
 - ☐ Somewhat
 - ☐ A lot
37. Over the past 6 months, how often has your organization referred to the humanitarian principles when making decisions?
- ☐ Never that I know of
 - ☐ Once in the past 6 months
 - ☐ Up to 5 times in the past 6 months
 - ☐ Up to 10 times in the past 6 months
 - ☐ More than 10 times in the past 6 months
38. Within the past 6 months, when I saw inappropriate sexual joking, comments, or behavior, I... (select all that apply)
- ☐ Did nothing
 - ☐ Spoke up against the behavior
 - ☐ Tried to distract the perpetrator
 - ☐ Reported the behavior
 - ☐ Spoke to the victim afterwards and offered support
39. To what extent do you feel comfortable openly expressing disagreement or contradictory views with superiors?
- ☐ Not at all
 - ☐ A little
 - ☐ Somewhat
 - ☐ A lot
40. To what extent do you consider yourself to be a leader of respectful behavior within the organization?
- ☐ Not at all
 - ☐ A little
 - ☐ Somewhat
 - ☐ A lot
41. To what extent does management actively seek to address SH & SEA within the organization?
- ☐ Not at all
 - ☐ A little
 - ☐ Somewhat
 - ☐ A lot
42. To what extent do you feel that your organization collaborates at the inter-agency or sector level to prevent sexual harassment and sexual exploitation and abuse in the humanitarian sector?
- ☐ Not at all
 - ☐ A little
 - ☐ Somewhat
 - ☐ A lot
43. As we begin the *Get Moving! to Prevent SH & SEA* process I feel (select all that apply)
- ☐ Curious
 - ☐ Excited
 - ☐ Doubtful
 - ☐ Cynical
 - ☐ Other (please specify): _____



Endline

Section A: Background Information

PLEASE NOTE: Your name will not be identified with any of your responses. All responses will be de-identified during analysis.

1. What is your assigned participant code: _____ (*If you cannot remember, ask your facilitator).
2. Please indicate your gender:
 - ☐ Woman
 - ☐ Man
 - ☐ Other (Please specify, if comfortable): _____
3. Please indicate your age group:
 - ☐ 20-30 years
 - ☐ 31-40 years
 - ☐ 41-50 years
 - ☐ 51-60 years
 - ☐ 61+ years
4. Please indicate the highest level of education you have attained (tick one option only):
 - ☐ Some primary school
 - ☐ Finished primary school
 - ☐ Some secondary school
 - ☐ Finished secondary school
 - ☐ Certificate/Diploma
 - ☐ Bachelors degree
 - ☐ Masters and beyond
5. Please indicate the number of years you have worked with your organization
 - ☐ less than one year
 - ☐ 1-2 years
 - ☐ 3-5 years
 - ☐ 6-10 years
 - ☐ more than 10 years
6. Please indicate your department
 - ☐ Programs
 - ☐ Operations

Section B: Agree or Disagree

Please select whether you AGREE or DISAGREE with the following statements.

7. I am usually more respectful when I am interacting with someone who is more senior to me.
 - ☐ Agree
 - ☐ Disagree
8. The choices that I make in my personal life are not connected to my work.
 - ☐ Agree
 - ☐ Disagree
9. During staff meetings, I feel comfortable sharing my views.
 - ☐ Agree



- ☐ Disagree
10. Sexual harassment of female humanitarians is a problem in our organization.
- ☐ Agree
- ☐ Disagree
11. Sexual exploitation and abuse of female clients is a problem in our organization.
- ☐ Agree
- ☐ Disagree
12. I know where to go to get psycho-social support if necessary.
- ☐ Agree
- ☐ Disagree
13. I feel confident in the organization's ability to manage cases of sexual misconduct appropriately.
- ☐ Agree
- ☐ Disagree:
- a. If disagree, please rank the following concerns (1 being your **most important** concern; and 5 being the least important):
- _____ Timeliness
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- a. If agree, please describe the forum and/or activities:
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- ☐ Disagree

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- ☐ Operations staff
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Section D: Multiple Choice (Continued)

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- ☐ Once a week
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- ☐ Not at all

² SH = Sexual Harassment, SEA = Sexual Exploitation and Abuse



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- ☐ Up to 10 times in the past 6 months
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38.Within the past 6 months, when I saw inappropriate sexual joking, comments, or behavior, I... (select all that apply)

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- ☐ Tried to distract the perpetrator
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- ☐ A lot

41.To what extent does management actively seek to address SH & SEA within the organization?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot



42.To what extent do you feel that your organization collaborates at the inter-agency or sector level to prevent sexual harassment and sexual exploitation and abuse in the humanitarian sector?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot

43.As we end the *Get Moving! to Prevent SH & SEA* process I feel (*select all that apply*)

- ☐ Curious
- ☐ Excited
- ☐ Doubtful
- ☐ Cynical
- ☐ Other (please specify): _____

44.Please describe the most significant change for you as an individual as a result of *Get Moving! to Prevent SH & SEA* over the past 6 months?

45.Please describe the most significant change that has occurred in the organization as a result of *Get Moving! to Prevent SH & SEA* over the past 6 months?



Get Moving! to Prevent SH & SEA. Module 1

Quiz: What is *Get Moving! to Prevent SH & SEA*?

Assigned Participant Code: _____

Organization: _____

Questions:

1. What are the five qualities of a safer space?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. What are the 3 C's of a survivor-centered approach?
 - 1.
 - 2.
 - 3.
3. The main difference between **sexual harassment** and **sexual exploitation and abuse** is:
 - ☐ The perpetrator
 - ☐ The victim
 - ☐ The type of abuse that occurs
 - ☐ Use of power
 - ☐ Consent
4. SCENARIO: *A man marries a woman from the village where he works as a health worker.*
 - o Does this scenario depict sexual harassment, sexual exploitation & abuse, or neither?
 - ☐ Sexual harassment
 - ☐ Sexual exploitation & abuse
 - ☐ Neither



Quiz Answer Key

1. What are the five qualities of a safer space?
 1. Confidentiality
 2. Non-Judgemental Behavior
 3. Direct Communication
 4. Time for Self-Care
 5. Commitment

2. What are the 3 C's of a survivor-centered approach?
 1. Compassionate
 2. Competent
 3. Confidential

3. The main difference between **sexual harassment** and **sexual exploitation and abuse** is:
 - ☐ The perpetrator
 - ☐ The victim
 - ☐ The type of abuse that occurs
 - ☐ Use of power
 - ☐ Consent

4. SCENARIO: *A man marries a woman from the village where the organization he works for runs a clinic.*
 - o Is this scenario a situation of sexual harassment, sexual exploitation & abuse, or neither?
 - ☐ Sexual exploitation & abuse



Knowledge Quizzes

Get Moving! to Prevent SH & SEA. Module 2

Quiz: Knowing Ourselves and Our Role as Humanitarians

Assigned Participant Code: _____

Organization: _____

Questions:

1. What are the 5 humanitarian principles?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. Fill in the blanks in the following statement:

Our _____ informs our values and our values inform our _____.
3. True or False
 - People can shift their **behaviors** so that they align with the kind of person/humanitarian actor they want to be.
☐ True
☐ False
4. SCENARIO: *The male colleague gives a female colleague a compliment on her body; the female colleague is offended. Is this behavior...*
 - ☐ Sexual harassment
 - ☐ Sexual exploitation and abuse
 - ☐ Neither



Quiz Answer Key: Knowing Ourselves and Our Role as Humanitarians

1. What are the 5 humanitarian principles?
 1. Humanity
 2. Neutrality
 3. Impartiality
 4. Independence
 5. Do no harm
2. Fill in the blanks in the following statement:

Our identity informs our values and our values inform our actions.
3. True or False
 - People can shift their **behaviors** so that they align with the kind of person/humanitarian actor they want to be.
 - ☐ True
4. SCENARIO: *The male colleague gives a female colleague a compliment on her body; the female colleague is offended. Is this behavior...*
 - ☐ Sexual harassment



Get Moving! to Prevent SH & SEA. Module 3

Quiz: The Relationship between Sexual Harassment, Sexual Exploitation & Abuse and Power

Assigned Participant Code: _____

Organization: _____

Questions:

1. Name three types of positive power:
 - 1.
 - 2.
 - 3.
2. Name one type of negative power:
 - 1.
3. What is the root cause of sexual harassment and sexual exploitation & abuse?
 - ☐ Alcohol abuse
 - ☐ Imbalance of power between men and women
 - ☐ Poverty and unemployment
 - ☐ Religious and cultural factors
 - ☐ Lack of knowledge of organizational policies and expectations
4. True or False
 - ☐ When people have more power, it is inevitable that they misuse it.
 - ☐ True
 - ☐ False
5. SCENARIO: A humanitarian worker gives parents in the IDP settlement a dowry to marry their daughter. Is this behavior...
 - ☐ Sexual harassment
 - ☐ Sexual exploitation and abuse
 - ☐ Neither



Quiz Answer Key: The Relationship between Sexual Harassment, Sexual Exploitation & Abuse and Power

1. Name three types of positive power:
 1. Power with
 2. Power to
 3. Power within
2. Name one type of negative power:
 1. Power over
3. What is the root cause of sexual harassment and sexual exploitation & abuse?
 - a. Answer: Imbalances of power between men and women
4. True or False
 - o When people have more power, it is inevitable that they misuse it.
☐ True
5. SCENARIO: *A humanitarian worker gives parents in the IDP settlement a dowry to marry their daughter. Is this behavior...*
 - ☐ Sexual harassment
 - ☐ Sexual exploitation and abuse
 - ☐ Neither



Get Moving! to Prevent SH & SEA. Module 4

Quiz: Acknowledging the Systemic Nature of Power

Assigned Participant Code: _____

Organization: _____

Questions:

1. True or False
 - ☐ The power that men hold in society is always earned.
 - ☐ True
 - ☐ False
2. Social norms reinforce men's power over women, these are replicated at three levels of the social system. What are they?
 - 1.
 - 2.
 - 3.
3. What is the **main difference** between sexual harassment and sexual exploitation and abuse?
 - ☐ The perpetrator
 - ☐ The victim
 - ☐ The kind of behaviors that are involved
 - ☐ The seriousness of the behaviors
4. What is the **most serious impact** of sexual harassment and sexual exploitation & abuse?
 - ☐ Reputational damage
 - ☐ Consequences for the survivor
 - ☐ Loss of donor funds
 - ☐ Loss of access to communities
5. Fill in the blanks to the following statement:

Sexual harassment and sexual exploitation & abuse robs the survivor of their _____ to live a life free of violence.
6. SCENARIO: *Male colleagues discuss their encounters with commercial sex workers in front of a female co-worker. She is more junior than them and uncomfortable, but doesn't feel like she can say anything. Is this behavior...*
 - ☐ Sexual harassment
 - ☐ Sexual exploitation and abuse
 - ☐ Neither



Quiz Answer Key: Acknowledging the Systemic Nature of Power

1. True or False
 - ☐ The power that men hold in society is always earned.
 - ☐ False
2. Social norms reinforce men's power over women, which are replicated at the following levels of the social system:
 1. Family
 2. Community
 3. Workplace/institutions
3. What is the **main difference** between sexual harassment and sexual exploitation and abuse?
 - ☐ The victim
4. What is the **most serious impact** of sexual harassment and sexual exploitation & abuse?
 - ☐ Consequences for the survivor
5. Fill in the blanks to the following statement:
 - ☐ Sexual harassment and sexual exploitation & abuse robs the survivor of their human right to live a life free of violence.
6. SCENARIO: *Male colleagues discuss their encounters with commercial sex workers in front of a female co-worker. She is more junior than them and uncomfortable, but doesn't feel like she can say anything. Is this behavior...*
 - ☐ Sexual harassment



Get Moving! to Prevent SH & SEA. Module 5

Quiz: Respect in the Workplace

Assigned Participant Code: _____

Organization: _____

Questions:

1. True or False
 - Toxic workplace culture is not only unpleasant, it impacts a company's productivity and ability to fulfil its mission/mandate.
☐ True
☐ False
 - Toxic workplace culture is the cause of sexual harassment and sexual exploitation and abuse.
☐ True
☐ False
 - Senior leaders are more likely to be values-driven leaders.
☐ True
☐ False
2. What are things that staff at all levels can do to fight against a toxic workplace?
3. SCENARIO: A male supervisor asks his female report for sexual favors in exchange for an exposure trip to another country. Is this behavior...
☐ Sexual harassment
☐ Sexual exploitation and abuse
☐ Neither
4. SCENARIO: Two colleagues from different departments in the same organization start a romantic relationship. Is this behavior...
☐ Sexual harassment
☐ Sexual exploitation and abuse
☐ Neither
5. SCENARIO: A humanitarian worker tells a female refugee that he can give her extra food rations in exchange for special favors. Is this behavior...
☐ Sexual harassment
☐ Sexual exploitation and abuse
☐ Neither



Quiz Answer Key: Respect in the Workplace

1. True or False

- ☐ Toxic workplace culture is not only unpleasant, it impacts a company's productivity and ability to fulfil its mission/mandate.
☐ True
- ☐ Toxic workplace culture is the cause of sexual harassment and sexual exploitation and abuse.
☐ False
- ☐ Senior leaders are more likely to be values-drive leaders.
☐ False

2. What are things staff at all levels can do to fight against a toxic workplace is?

Refer to list generated by participants. Some examples include engaging in respectful behaviors/interactions with colleagues, showing up to work on time, not interrupting others, abstaining from gossip etc.

3. SCENARIO: *A male supervisor asks his female report for sexual favors in exchange for an exposure trip to another country. Is this behavior...*
- ☐ Sexual harassment
4. SCENARIO: *Two colleagues from different departments in the same organization start a romantic relationship. Is this behavior...*
- ☐ Neither
5. SCENARIO: *A humanitarian worker tells a female refugee that he can give her extra food rations in exchange for special favors. Is this behavior...*
- ☐ Sexual exploitation and abuse



Get Moving! to Prevent SH & SEA. Module 6

Quiz: Taking Action

Assigned Participant Code: _____

Organization: _____

Questions:

1. What are the 5 Ds of intervening?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. When would a staff member choose to use less direct strategies of intervening or choose not to intervene at all?
3. True or False
 - Men and women's responsibility are the same when it comes to preventing sexual harassment and sexual exploitation & abuse.

☐ True

☐ False
4. Please describe one way that you as an individual can intervene in a situation where you see sexual exploitation or abuse occurring, that does not include reporting.



Quiz Answer Key: Taking Action

1. What are the 5 Ds of intervening?
 - a. Direct
 - b. Delay
 - c. Distract
 - d. Delegate
 - e. Document
2. When would a staff member choose to use less direct strategies of intervening or choose not to intervene at all?
 - a. Answer: When it is unsafe or when they have less power to do so
3. True or False
 - ☐ Men and women's responsibility are the same when it comes to preventing sexual harassment and sexual exploitation & abuse.
 - ☐ False (No they are different because of their power and relationship to the victim are different)
4. Please describe one way that you as an individual can intervene in a situation where you see sexual exploitation or abuse occurring, that does not include reporting.

Answers should reflect use of one of more of the 5 Ds above.



Get Moving! to Prevent SH & SEA. Module 7

Quiz: Being Effective Allies

Assigned Participant Code: _____

Organization: _____

Questions:

1. True or False

- ☐ Feminism is a western idea, reserved for elite and educated classes.
 - ☐ True
 - ☐ False

2. Fill in the blank to the following statements:

_____ makes us feel less alone, and strengthens our ability to fight for social change, including the prevention of SH & SEA.

Cultivating a _____ helps to overcome our fears about taking action on sexual harassment and sexual exploitation & abuse.

3. The most important responsibility of a male ally on SH & SEA prevention is... (select one only).

- ☐ Having a good heart and good intentions
- ☐ Listening to women and being accountable to their needs
- ☐ Taking quick action on behalf of women
- ☐ Being a senior leader or decision maker



Quiz Answer Key: Being Effective Allies

1. True or False

- ☐ Feminism is a western idea, reserved for elite and educated classes.
 - ☐ False - feminism recently gained prominence in the west but as an idea is old and universal

2. Fill in the blank to the following statements:

Solidarity makes us feel less alone, and strengthens our ability to fight for social change, including the prevention of SH & SEA.

Cultivating a growth mindset helps to overcome our fears about taking action on sexual harassment and sexual exploitation & abuse.

3. The most important responsibility of a male ally on SH & SEA prevention is... (select one only).

- ☐ Listening to women and being accountable to their needs



Key Informant Interview Guide with Senior Leaders/Managers – PRE-TRAINING

Implementation Guidance

This tool should be used before the Get Moving! to Prevent SH & SEA training has started

Translation

Before using the tool, consider if translation is needed. If yes, questions should be translated and discussed prior to the Key Informant Interview (KII) with the senior leaders/managers.

Who is being interviewed?

Directors, managers, or staff supervisors who are participating in the Get Moving! to Prevent SH & SEA process.

Who is conducting the interview?

The facilitators of the Get Moving! to Prevent SH & SEA sessions will conduct the interviews.

Who is note-taking?

The person conducting the interview will ideally take notes. Comments from the managers should be recorded exactly as they are said, capturing as much detail as possible. Facilitators should try to familiarize themselves with the interview questions before the KII begins.

What materials do you need?

Printed KII questions, pen and paper

Script

“Thank you for taking the time to speak with me today about your experience with the Get Moving! to Prevent SH & SEA process. The purpose of this interview is to understand better how organizations approach SH and SEA prevention and response. To do this, we are conducting interviews with managers of staff who participated in the process. Your participation will involve two informal interviews that will last anywhere from 30 minutes to an hour. Your name will not be used in the analysis and report write up. Do you have any questions?”

Do you agree to participate?”

☐ Yes

☐ No



Questions

1. What is your understanding of the *Get Moving! to Prevent SH & SEA* process?
2. Why have you committed your organization/team to the *Get Moving! to Prevent SH & SEA* process?
3. What do you hope to get out of the *Get Moving! to Prevent SH & SEA* process?
4. What are your concerns about the *Get Moving! to Prevent SH & SEA* process?
5. Do you think the culture of the organization plays a role in enabling sexual harassment and sexual exploitation and abuse to occur?

YES NO (circle one)

If **yes**, how?
6. Who has the most important role in shaping organizational culture?
7. What policies does your organization currently have around SH & SEA? (If key informant says they have no policies, SKIP to question 8)

DO NOT READ OUT LOUD: Did the key informant mention any of the following?

- ☐ Code of Conduct
- ☐ Gender-related policies
- ☐ Anti-sexual harassment policies
- ☐ Prevention of sexual harassment exploitation and abuse policies
- ☐ Safeguarding policies



8. ASK ONLY TO KEY INFORMANTS WHO ANSWERED YES TO QUESTION 8: Have there been challenges in implementing these policies?

YES NO (circle one)

If **yes**, what are those challenges?

If no, what has been helpful in enforcing the implementation of these policies?

9. Does the organization have mechanisms for listening to female staff and addressing their concerns?

YES NO (circle one)

If **yes**, please describe:

10. Over the past two months, do you feel like you've done things to address power dynamics in your organization?

YES NO (circle one)

If **yes**, what did you do?

11. Have you taken other steps to prevent SH or SEA in the past 2 months?

YES NO (circle one)

If **yes**, what did you do?



Key Informant Interview Guide with Senior Leaders/Managers

POST-TRAINING

Implementation Guidance

This tool should be used after the the Get Moving! to Prevent SH and SEA training process is complete.

Translation

Before using the tool, consider if translation is needed. If yes, questions should be translated and discussed prior to the Key Informant Interview (KII) with the manager.

Who is being interviewed?

Directors, managers, or staff supervisors who participated in the Get Moving! to Prevent SH & SEA process will be interviewed.

Who is conducting the interview?

The person conducting the interview should be a facilitator of the Get Moving! to Prevent SH & SEA sessions.

Who is note-taking?

The person conducting the interview will ideally take notes. Comments from the managers should be recorded exactly as they are said, capturing as much detail as possible. Facilitators should try to familiarize themselves with the interview questions before the KII begins.

What materials do you need?

Printed KII questions, pens and paper

Script

“Thank you for taking the time to speak with me today about your experience with the Get Moving! to Prevent SH & SEA process. The purpose of this interview is to understand better how organizations approach SH and SEA prevention and response. To do this, we are conducting interviews with managers of staff who participated in the process. Your participation will involve two informal interviews that will last anywhere from 30 minutes to an hour. Your name will not be used in the analysis and report write up. Do you have any questions?”

Do you agree to participate?”

☐ Yes

☐ No



Questions

1. What are your thoughts about the *Get Moving! to Prevent SH & SEA Process*?
2. Was there anything about the process that made you feel uncomfortable?
 - *Probe: specific topics, case studies, information shared by participants*
3. Was there anything that you found surprising?
 - *Probe: specific topics, case studies, information shared by participants*
4. Do you think the *Get Moving! to Prevent SH & SEA* process has changed anything in your organization?
YES NO (circle one)

If **yes**, what and how?

If **no**, why not?

5. What have you learned through participating in the *Get Moving! to Prevent SH & SEA* process that you did not know before?

6. If you had concerns about the *Get Moving! to Prevent SH & SEA* process before - were any of these justified?

7. In our first interview, we talked about how the culture of the organization might enable sexual harassment or sexual exploitation and abuse to happen. Do you feel like there has been any culture change around SH & SEA in the organization since *Get Moving! to Prevent SH& SEA*?

YES NO (circle one)

If **yes**, how?

If **no**, why not?

8. Who do you think has the most important role in shaping organizational culture?

9. Have there been any changes to the organization's policy or approach to managing SH & SEA?
YES NO (circle one)

If **yes**, please describe:



10. Over the past two months, have you done anything to address power dynamics in your organization?
YES NO (circle one)

If **yes**, what did you do?

11. Do you feel like you have taken other steps to prevent SH or SEA in the past 2 months?
YES NO (circle one)

If **yes**, what did you do?

12. Were you able to take any steps to follow up on the recommendations that came up from staff during the training?
What? Please describe

13. How will you ensure that the final projects get done and that you maintain momentum?



Focus Group Discussion Guide with Female Staff Participants

This Focus Group Discussion (FGD) guide is for female staff participants only. This is to ensure that staff have a safe space for sharing personal experiences on sensitive topics touched on during the process.

Implementation Guidance

This tool is an FGD guide that should be used after the Get Moving! to Prevent SH & SEA training is complete. The following steps should be taken:

1. Arrange participants in a circle
2. Present the purpose of the discussion
3. Secure informed consent
4. Establish group agreements

Translation

Before using the tool, consider if translation is needed. If yes, questions should be translated and discussed prior to the FGD with staff participants.

Who is being interviewed?

Female staff participants who completed the Get Moving! to Prevent SH & SEA trainings. Each FGD should consist of no more than 10 participants.

Who is conducting the focus group discussion?

The person conducting the interview should be a facilitator of the Get Moving! to Prevent SH & SEA sessions.

- *Interviewer tip: There could be times when you need to ask yes/no questions to ensure that you aren't making assumptions. But if a yes/no question is asked in an FGD, you must follow it up with a question asking for an explanation.*

Who is note-taking?

Make sure that there is at least one designated notetaker per group. Comments from the Get Moving! to Prevent SH & SEA participants should be recorded exactly as they are said, capturing as much detail as possible. The notetaker should be familiar with the questions in this guide before the FGD begins.

- *Notetaker tip: The notetaker can assign random numbers to each FGD participant (Woman 1, Woman 2 etc.), to track who is speaking. This numbering system is not to be shared. It is only to help the notetaker keep track of who is saying what and to report based on the numbering system.*

What materials do you need?

Printed FGD questions, pen and paper

- *Materials tip: Always bring extra!*

Script

"Thank you for taking the time to speak with me about your experience with the Get Moving! to Prevent SH & SEA process. Now that the training is complete, we would like to take some time to share our experiences about the training - how you felt about it, how it may have affected the way you think about and approach SH & SEA, and the organizational culture. To do this, we will have discussions with small groups of staff who participated in the Get Moving! to Prevent SH & SEA process. The discussion will last anywhere from 45 minutes to an hour. You do not have to answer the questions if you do not want to. Your name will not be connected to anything you say today and any information you share about your experiences will be kept private to the Get Moving! to Prevent SH & SEA facilitation team. Does anyone have any questions?"



General Information

Has the group given consent for you to take notes?

- ☐ Yes
☐ No

Date: _____

Location: _____

Number of participants: _____

Questions

Process

1. What worked well about this training?
2. What didn't work well about this training?
3. Do you have any suggestions to improve the training? (Suggestions could be related to content, structure, delivery, timing etc.)
4. How did you feel about the facilitation (facilitators' knowledge, experience, ability to lead an organizational change process etc.)?
5. Did having a women's rights organization (WRO) facilitator add value to the sessions? Why/Why not?
6. How did you feel about the balance of men-only, women-only and mixed gender groups work and discussions? Did we get the right balance? Why/why not?
7. How safe did the training feel for women? Were there any issues or problems (resistance, backlash etc.) that you would like us to know about?

Outcomes

8. The purpose of the *Get Moving! to Prevent SH & SEA* trainings was to promote organizational change that supports gender equality and zero tolerance to SH & SEA. In what ways did the training help or not help to achieve this?



9. What is the most significant change that you've noticed as a result of *Get Moving! to Prevent SH & SEA*?
 - *Probe: Individual change, organizational change (culture change, policy change etc.*

10. Has the training changed the organizational culture and working environment for female staff and clients? If so, how? What has changed? If not, why? What still needs to change?

11. Have you observed changes in attitudes, beliefs and behaviors among male staff in the organization? If so, what? If not, what seems to be the barrier?

12. Have male staff been accountable to female staff requests? If so, in what way? Can you provide examples? If not, what seems to be the barrier?

13. How confident are you that the organization will engage actively in inter-agency and sector-level initiatives to prevent SH & SEA?



Focus Group Discussion Guide with Male Staff Participants

This Focus Group Discussion (FGD) guide is for male staff participants only. This is to ensure that staff have a safe space for sharing personal experiences and sensitive topics touched on during the process.

Implementation Guidance

This tool is an FGD guide that should be used after the Get Moving! to Prevent SH & SEA training is complete. The following steps should be taken:

1. Arrange participants in a circle
2. Present the purpose of the discussion
3. Secure informed consent
4. Establish group agreements

Translation

Before using the tool, consider if translation is needed. If yes, questions should be translated and discussed prior to the FGD with staff participants.

Who is being interviewed?

Male staff participants who completed the Get Moving! to Prevent SH & SEA trainings. Each focus group should consist of no more than 10 participants.

Who is conducting the focus group discussion?

The person conducting the interview should be a facilitator of the Get Moving! to Prevent SH & SEA sessions.

- *Interviewer tip: There could be times when you need to ask yes/no questions to ensure that you aren't making assumptions. But if a yes/no question is asked in an FGD, you must follow it up with a question asking for an explanation.*

Who is notetaking?

Make sure that there is at least one designated notetaker per group. Comments from the Get Moving! to Prevent SH & SEA participants should be recorded exactly as they are said, capturing as much detail as possible. The note-taker should be familiar with the questions in this guide before the FGD begins.

- *Notetaker tip: The notetaker can assign random numbers to each FGD participant (Man 1, Man 2, etc.), to track who is speaking. This numbering system is not to be shared. It is only to help the notetaker keep track of who is saying what and to report based on the numbering system.*

What materials do you need?

Printed FGD questions, pen and paper

- *Materials tip: Always bring extra!*

Script

"Thank you for taking the time to speak with me about your experience with the Get Moving! to Prevent SH & SEA process. Now that the training is complete, we would like to take some time to share our experiences about the training - how you felt about it, how it may have affected the way you think about and approach SH & SEA, and the organizational culture. To do this, we will have discussions with small groups of staff who participated in the Get Moving! to Prevent SH & SEA process. The discussion will last anywhere from 45 minutes to an hour. You do not have to answer the questions if you do not want to. Your name will not be connected to anything you say today and any information you share about your experiences will be kept private to the Get Moving! to Prevent SH & SEA facilitation team. Does anyone have any questions?"

Ask each group participant for consent to participate.



General Information

Has the group given consent for you to take notes?

- ☐ Yes
☐ No

Date: _____ Location: _____

Number of participants: _____

Questions

Process

1. What worked well about this training?
2. What didn't work well about this training?
3. Do you have any suggestions to improve the training? (Suggestions could be related to content, structure, delivery, timing etc.)
4. How did you feel about the facilitation (facilitators' knowledge, experience, ability to lead a change process etc.)
5. Did having a women's rights organization (WRO) facilitator add value to the sessions? Why/Why not?
6. How did you feel about the balance of men-only, women-only and mixed gender group work and discussions? Did we get the right balance? Why/why not?
7. How can *Get Moving! to Prevent SH & SEA* be improved to more effectively target the needs, fears and concerns of men?

Outcomes

1. The purpose of the *Get Moving! to Prevent SH & SEA* trainings is to promote organizational change that supports gender equality and zero tolerance to SH & SEA. In what ways did the training and curriculum help (or not help) to achieve this?
2. What is the most significant change that you've noticed as a result of *Get Moving! to Prevent SH & SEA*?
 - Probe: individual change, organizational change (culture change, policy change etc.)
3. How did the training content and exercises speak to you as men? Have you felt motivated to change? If so, what has motivated you? If not, why?
4. Have male staff been accountable to female staff requests? If so, in what way? Can you provide examples? Why do you think that change has happened? If not, what seems to be the barrier?
5. How confident do you feel that your organization will actively engage in inter-agency and sector level initiatives to prevent SH & SEA?