

INTRODUCTION TO PREVENTION AND HANDLING CASES OF SEXUAL MISCONDUCT IN ORGANISATIONS AND PROJECTS





Welcome!

Introductions of participants
and facilitators



Programme

1. Welcome and introductions
2. Reflection exercise – what is your experience within this area?
3. Introduction to area – definitions and donor requirements
4. Working with safeguarding – complexities and nuances

Coffee break

5. How to work with safeguarding in your organisation and partnership
6. Why complaint mechanisms are important – and what is important to keep in mind
7. Closing remarks

Learning objectives

- Gain knowledge of PSHEA (protection from sexual harassment, exploitation and abuse) as a donor requirement and working area
- Be able to identify and know cases of sexual misconduct
- Gain inspiration and tools to start the dialogue about PSHEA
- Gain insight into the most central PSHEA actions for organisations
- Gain knowledge of practical tools to develop guidelines on PSHEA

Common rules

- Turn on video and turn off microphone – unless you have questions or comments
- Unmute your microphone, raise your hand or post a comment, when you want to say something
- A confidential space to share thoughts and experiences
- The topic can trigger specific feelings, memories or experiences – you can always take a time-out.
- Contact Amalie or Theis during or after the workshop, if needed

Reflection exercise

- What is your experience within the area?
- How do you work with keeping people safe in your partnership?

Consider things like... Do you have a code of conduct or anti-bullying policy? Do you have discussions with staff or volunteers? Or maybe something else has come up?



**“If we don’t have an acronym for paperclips,
how will we know what to call them?”**

What is PSHEA...

ON THE AGENDA

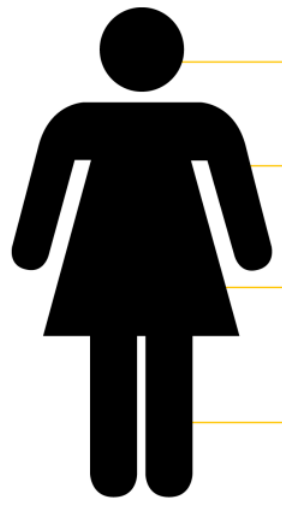
20+ years of increased attention



Note for Implementing and Operational Partners
 by
 UNHCR and Save the Children-UK
 on
 Sexual Violence & Exploitation:
 The Experience of Refugee Children in
 Guinea, Liberia and Sierra Leone
 based on
 Initial Findings and Recommendations from Assessment
 22 October - 30 November 2001



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

- A PSHEA clause in all contracts and agreements of cooperation →
- An element in project monitoring visits
- Courses and advisory sessions on PSHEA
- Online learning tool on [PSHEA at fabo.org](https://fabo.org) - free for both Danish and international partners

The PSEAH clause

The parties agree to actively prevent sexual harassment, exploitation, and abuse (PSHEA), and to ensure, in the best possible way, that the intervention is carried out in an environment free of all kinds of exploitation, abuse and harassment, sexually or otherwise, especially in the case of particularly vulnerable groups.

PSHEA (Protection from Sexual Harassment, Exploitation, & Abuse)

- measures taken to protect people from unwelcome sexual harassment, exploitation, and abuse by staff, superiors and associated personnel.

Sexual **harassment**

- any kind of unwanted verbal, non-verbal or physical behavior of a sexual nature with the aim or impact that a person's dignity is violated, especially if it happens in a threatening, hostile, degrading, humiliating, or offensive environment.

Sexual **exploitation**

- attempts or actual abuse of position of power to exploit a person's vulnerability for sexual gain. This also applies to relationships where economic, social, or political advantage is gained from another person on the basis of sexual exploitation.

Sexual **abuse**

- a threat of or actual physical abuse of a sexual nature.

Safeguarding

- the responsibility that organisations have to make sure that their staff, operations, and programmes do no harm to children and vulnerable adults, and that they do not expose them to the risk of harm and abuse.

EXAMPLE 1

A female volunteer makes sexual comments and whistles to her male co-volunteer anytime he walks by. These comments are heard by the male volunteer and make him uncomfortable, so he tries to avoid her whenever he can. How would you define this situation?

Harassment: This is a form of harassment as it is continual attention that makes the recipient uncomfortable.

EXAMPLE 2

A male country director has numerous sexual relationships with his female staff. These staff members are treated noticeably better than other women on the team who are not romantically involved with him. Is this harassment, exploitation, and/or abuse?

Abuse: This is a case of sexual abuse as consent cannot be given in cases of exploitation.

Exploitation: The power dynamics of a supervisor exchanging goods, services or benefits for sexual favours makes this a case of sexual exploitation.

A female visiting partner staff touches teenage boys inappropriately, and intentionally, as part of a youth in democracy program. Is this harassment, exploitation, and/or abuse?

Exploitation: This is a case of exploitation as the visiting partner is abusing her position of power in order to abuse the boys.

Abuse: This is a case of sexual abuse because it involves an abuse of power, and the perpetrator is intentionally forcing a sexual activity.

A coworker is very attracted by a new colleague and asks her out on a date. She says she is not interested and has a boyfriend. The coworker continues writing her messages, asking her out and becoming angry and insulting her. She does not know how to stop it. How would you define this?

Harassment: This is a case of harassment as the new staff feels they are experiencing unwanted behavior.

What is
safeguarding?

Why do we need to
work with
safeguarding?

You are on a field visit with representatives from the Danish organisation and the local organisation at a school, where you are implementing activities. During the field visit you experience a 9-year-old student, who is not doing as he is told. To discipline him the teacher hits the student with a stick. The teacher encourages the other children at the school to mock the student.

- Is this a safeguarding concern?
- Is this incident caused by your project?
- Is this a form of assault? If yes, which kind?
- How could the situation have been avoided?

”We must take different cultures and attitudes into account - especially when it comes to how women and children are seen. Even if funding comes from Denmark, it does not mean that we can impose Western gender standards thinking that they will apply everywhere”

- Can you have standardised policies and codes of conduct in a partnership?
- What are your experiences with complying with donor requirements while also being sensitive to the cultural context?

You are the coordinator of different groups of young volunteers. During one of the first meetings you notice a lot of flirting between the young men and women. However, everybody seems comfortable and happy with the meetings. After some time you notice that one of the men is very uncomfortable with receiving attention and comments from the women.

- Is this a safeguarding concern?
- How will you respond to this as the coordinator?
- How could this situation have been avoided?

Your partner is hiring a project coordinator to implement your new project, and you take part in this process. In your organisation the code of conduct plays an integral part of the training. However, your partner feel that the code of conduct touches upon some very sensitive topics, so they want to introduce it later on, when the new project coordinator has settled into the work.

- What will you do?
- If the code of conduct is not introduced right away, are there then other ways to make sure that the new employee knows about expected behaviour?

You have had a female volunteer in your project for four months. After she leaves, she posts a picture on social media of one of the children in the project. In her post she mentions the name and situation of the child, while also expressing her admiration of his strength and happiness despite former assaults against him. The post is shared by many people, and your organisation gains a number of financial supporters because of this post.

- Can we require that our employees and volunteers comply with organisational guidelines, when they are off work?
- What are the consequences if we do/don't do this?

“It limits my personal freedom that my organisation expects me to comply with our code of conduct, when I am not working. My private life is exactly that - private!”

- Can we require that our employees and volunteers comply with organisational guidelines, when they are off from work?
- What are the consequences, if we do/don't do this?



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 Breaktime for PowerPoint by Flow Simulation Ltd. Pin controls whe

Mapping contact points and risks

PSHEA course, Feb 2023: Who're you in contact with - Google Sheets

HOW TO WORK WITH PSHEA IN YOUR ORGANISATION AND PARTNERSHIP

- Develop a PSHEA policy or include PSHEA the Code of Conduct
 - i.e., what is the standard of behaviour for staff, volunteers, contractors, board members, etc.
- Develop PSHEA procedures
 - i.e., how the policy is implemented, how cases are handled, how staff etc. are trained

Develop your own PSHEA policy by:

- running a consultation with staff, raising awareness on what PSHEA means and asking for their inputs on what the policy should say

Fabo-site

- Intro to PSHEA
- Tools and exercises to work with PSHEA in own organisation and in partnership
- Materials, policy examples, videos etc.

Dashboard > preventing-sexual-misconduct

Preventing Sexual Misconduct

WELCOME WHAT IS PSHEA? PSHEA ESSENTIALS WORK WITH PSHEA IN YOUR PROJECT ABOUT & FEEDBACK [Click here to unsubscribe](#)

WELCOME

WELCOME TO THIS SITE ABOUT PREVENTING SEXUAL MISCONDUCT IN PROJECT PARTNERSHIPS
 The purpose of this site is to help you facilitate a conversation in project partnerships about how to prevent sexual misconduct, which includes harassment, exploitation, and abuse (PSHEA stands for Preventing Sexual Harassment, Exploiting, and Abuse).
 The site can be used by all members in a project collaboration: management, staff, and volunteers.

HOW TO USE THIS SITE?
 The site is organised in sections, each containing knowledge about prevention of sexual misconduct, tools to include PSHEA in organisational documents and processes, and tools to facilitate dialogues about

- the values that your project and partnership builds on,
- prevention steps you can take in your project and partnership, and
- how to monitor progress on the actions you decide to take in your project and partnership.

The content of the site is meant to prompt discussions between project partners, but the site can also be used individually.

AN IMPORTANT NOTE
 This material can be sensitive for some. If this is the case for you, remember that you are not alone. If you feel the need, contact support channels within or outside of your organisation to talk about any uncomfortable or negative feelings that arise.

Within these materials you will find interactive learning opportunities that enable project partnerships to identify, discuss, and handle sexual misconduct.

CREATED BY
 The learning site is developed in collaboration between

CISU CIVIL SAMFUND I UDVIKLING
 CKU Center for Church-Based Development
 DPOD DISABLED PEOPLE'S ORGANISATIONS DEPART
 DUE THE DANISH YOUTH COUNCIL
 fabo

PSHEA IN OWN ORGANISATION

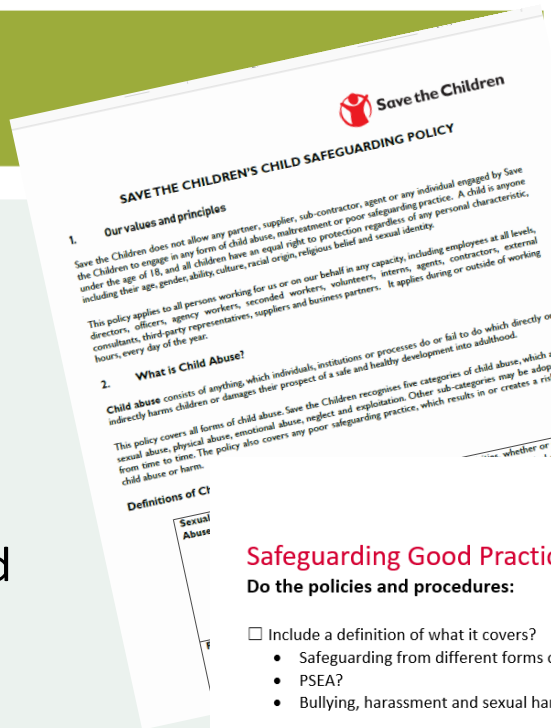
Be inspired by others

Adapt to suit your organisation and the context in which you work.

- Involve staff by circulating the draft and asking for comment before finalising.

If working with persons who might be particularly at-risk (including children, persons with disabilities, refugees, women), you can develop one policy that covers PSHEA and safeguarding

- Make sure it covers both the specific group as well as people generally.



PSHEA procedures

- Choose a safeguarding focal point in the organisation
- Allocate responsibility to management and board
- Ensure that communities, staff etc. are aware and trained
- Allocate funds and time to safeguarding, also when you apply for funding – kickstart process with an application for capacity building on PSHEA to CISU
- Contact us – and we can advise you on your next steps

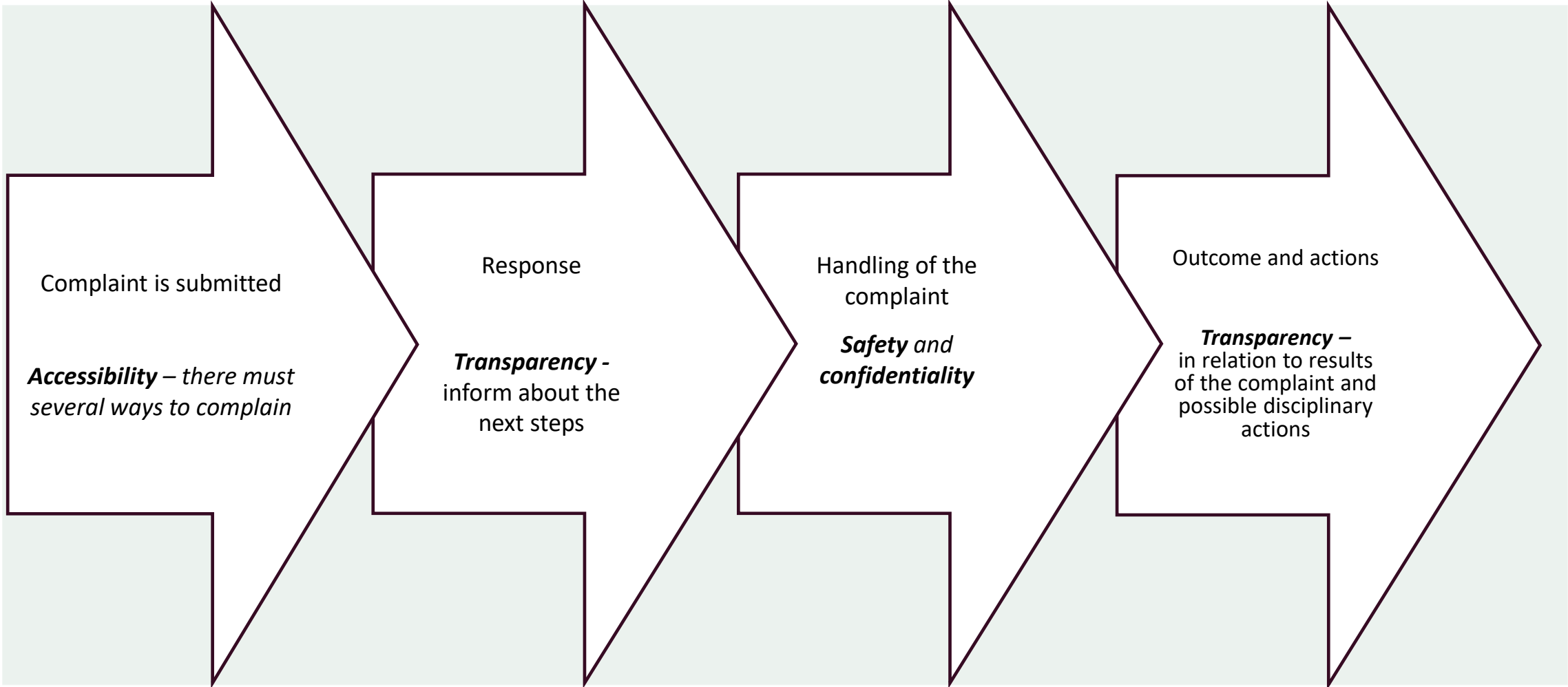
Imagine you are at a restaurant in a new town. The food does not live up to your expectations. After you finished eating, the waiter asks you if the food was fine, you say that it was OK. In other words: You decide not to complain, even though you actually didn't like the food.

Which of these reasons for not complaining can you relate to in such a situation?

1. I won't benefit from a complaint.
2. The chef might get fired, if I complain
3. It is embarrassing to complain, and I don't want to cause a scene.
4. Nothing will happen even if you complain.
5. It's too difficult if I get asked to fill in a formal complaint.
6. People just don't complain about poor quality of food in my culture.

A trustworthy complaint system





Accountability workshop: *3rd May in Copenhagen, 4th May in Aarhus*

Advisory session: <https://vores.cisu.dk/public/raadgivning>

Learning site on preventing sexual misconduct:
<https://fabo.org/llab/preventing-sexual-misconduct>

Learning objectives

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Closing remarks

What is your most important take away from today?