



Sexual Harassment, Exploitation, and Abuse: A Toolkit for Building a Prevention and Response Program

About the Cover Photo:

Afro-descendant and Embera Katío indigenous women from Tierralta, Colombia march for the recognition of their women's rights supported by a USAID Human Rights Activity grant to *Hermanas Misioneras de la Madre Laura Provincia de Medellín* providing human rights and women's rights training for the first time to these women in this sub region. March 10, 2018, Tierralta, Colombia.

The photo was taken by Hanz Rippe of USAID/Colombia

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Rights and Permissions

We encourage organizations to use this toolkit as guidance in their capacity building sessions on SHEA prevention and response. This document will be updated as we receive feedback and learn from organizations' experiences implementing this tool. Please send feedback to GESITeam@chemonics.com in order to help us improve the toolkit.

DISCLAIMER: Nothing contained in this toolkit is to be considered as the rendering of legal advice. This toolkit is intended for educational and informational purposes only.

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Key Terms

Beneficiary: A person who receives assistance from a humanitarian aid or other development organization.

Bystander intervention: Recognizing a potentially harmful situation in which someone could be subject to sexual harassment, exploitation, or abuse and choosing to take steps that could positively influence the outcome. This term can be used interchangeably with the term Bystander approach.

Code of conduct: An organization's standards for personal behavior that staff must follow as a condition of employment.

Complainant: The person reporting (or "making a complaint" about) SHEA. This could be the victim or another person who becomes aware of the incident.

Complaint: An official report of SHEA in the workplace.

Gender: The social differences between males and females that are learned and, though deeply rooted in every culture, are changeable over time and have wide variations within and between cultures. "Gender" determines the roles, responsibilities, opportunities, privileges, expectations, and limitations for males and females in any culture.

Gender expression: How we present our gender in the world and how society, culture, community, and family perceive and interact with our gender. The external display of one's gender through a combination of appearance, disposition, social behavior, and other factors; generally measured on a scale of masculinity and femininity. Gender expression is also related to gender roles and how society may discriminate against someone who does not conform to current gender norms.

Gender identity: A person's deeply held internal sense of self as masculine, feminine, a blend of both, neither, or something else. Gender identity can correlate with someone's assigned sex at birth or can differ from it.

Respondent: The person accused of sexual harassment, exploitation, and/or abuse.

Retaliation: When an employer punishes an employee for filing complaints regarding sexual harassment or discrimination in the workplace. Retaliation can take many forms, including demotion, termination, changing work hours or location, etc. Retaliation is unlawful and should be addressed as such in an organization's SHEA policy.

Safeguarding: The responsibility of organizations to ensure their staff, operations, and programs do no harm to children and vulnerable adults or expose them to abuse or exploitation.

Sexual abuse: Sexual abuse, or assault, is actual or threatened physical intrusion of a sexual nature, including inappropriate touching, whether by force or under unequal or coercive conditions. An example of sexual abuse is if an employee uses force or coercion

to physically engage in sexual acts with a supervisee. Sexual harassment and sexual exploitation can rise to the level of sexual abuse.

Sexual exploitation: Any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially, or politically from the sexual exploitation of another. An example of sexual exploitation is if an employee uses his/her authority to solicit sexual favors in exchange for project benefits.

Sexual harassment: Any unwelcome sexual advance, request for sexual favor, and all other verbal or physical conduct that creates an intimidating, hostile, or offensive environment in a workplace or other situations. Examples include but are not limited to requests for sexual favors in exchange for promotion; sexually oriented kidding; inappropriate teasing or jokes; repeated offensive sexual flirtations or advances; obscene or sexually oriented language or gestures; display or circulation of obscene or sexually oriented images; and offensive physical contact, such as grabbing, patting, pinching, or brushing against another's body.

Sexual orientation: Relates to whom a person is attracted, based on their sex/gender in relation to their own, and wants to have a sexual relationship. Sexual orientations include people who identify as heterosexual (straight), homosexual (gay or lesbian), bisexual, and asexual, or a combination of those categories.

Sexual violence: An umbrella term that is used to capture sexual harassment, exploitation, and abuse.

Survivor-centered approach: An approach in which those engaged in violence prevention and response programming prioritize the needs, rights, and wishes of a survivor to ensure the compassionate and sensitive delivery of services in a nonjudgmental manner.

Trafficking in persons (TIP): The process of recruitment, transportation, or receipt of persons by means of threat, force, or other forms of coercion to achieve control over another person for the purpose of exploitation. Trafficking can apply to forced/child labor and more specifically to acts of forced prostitution and sexual servitude. All acts of sex trafficking constitute sexual exploitation and sexual abuse. Trafficking is not defined by the industry in which someone works, but rather by the conditions used to compel and keep someone in a labor situation. Labor trafficking, which includes forced domestic work, is the most prevalent form of human trafficking.

Victim: The person who is subject to being sexually harassed, exploited, or abused. The term victim does not imply weakness and may be used interchangeably with the term survivor.

VISUAL MAP OF SEXUAL HARASSMENT, EXPLOITATION AND ABUSE (SHEA) PREVENTION AND RESPONSE PROGRAM (PRP)

The SHEA Prevention and Response Program Taskforce is made up of a diverse group of staff responsible for implementing key components of the SHEA PRP. The taskforce is led by “SHEA Leads” who oversee the three **working groups** listed below.



POLICY AND PROCEDURES

Creates key documents:

Organizational Code
of Conduct,

SHEA Policy,

SHEA Reporting and Response
Procedures



TRAINING AND OUTREACH

Creates training
and communications plan

Delivers training

Promotes recruiting,
hiring and promoting women

Develops victim/survivor assistance
and support program

Implements beneficiary-awareness
raising plan



MONITORING, EVALUATION, AND LEARNING (MEL)

Creates MEL plan

Conducts staff
informational meetings

Shares standards
with partners

Mainstreams SHEA
standards internally

Makes data-driven
recommendations

SHEA Taskforce and working groups meet regularly to drive the SHEA PRP creation forward.

Introduction

Sexual harassment, exploitation, and abuse (SHEA) is an issue that affects all sectors of the workforce, including government, nonprofit, international aid, education, and private business. The presence of SHEA within the workplace, development programs, service delivery, business operations, etc. undermines an organization's overall professional standing and negatively impacts employee morale and productivity, development outcomes, and/or business operations. Building a program to prevent and effectively respond to incidents of SHEA is in the best interest of stakeholders at all levels of an institution, from senior leadership and management to individual employees, as well as their customers, clients, and beneficiaries. This handbook provides organizations with a framework for implementing an institution wide program for preventing and responding to SHEA. The handbook offers best practices and minimum standards in developing a SHEA Prevention and Response Program (PRP) that can be adopted as is or modified to meet an organization's specific needs. An effective SHEA PRP is not a one-size-fits-all initiative, nor can it be conducted by one or two interested individuals. Organizational stakeholders from all levels must work together to build a program that is the right fit for their organization based on its unique culture and objectives. Specifically, this handbook provides an overview of the steps an organization can take to create and implement a successful PRP, including 1) getting started by identifying SHEA leads, the primary SHEA program resources at the organization; 2) establishing a SHEA

Prevention Task Force to lead the creation and implementation of the PRP; 3) building a comprehensive SHEA PRP, including developing policies and procedures to address SHEA; delivering training and outreach; and establishing mechanisms to ensure the successful monitoring, evaluation, and learning around the program.

Goal

The ultimate goal of creating a SHEA PRP is to equip organizational staff with tools to effectively prevent and respond to instances of SHEA by:

- Increasing staff's understanding of SHEA issues
- Increasing staff's awareness of how to detect and report signs of SHEA
- Providing staff with bystander intervention skills to recognize and interrupt potentially harmful situations involving SHEA
- Providing a framework to effectively respond to SHEA occurrences.

Audience

This handbook is intended for any organization, which may include host country ministries or local government entities, civil society organizations, and/or private sector enterprises and/or others interested in developing a program to address SHEA within their workplace and in the work that they do.

Rationale

SHEA is an issue that requires the attention of organizations and agencies worldwide. Due to the alarming reports of SHEA incidents within the humanitarian aid sector, governments, private sector, nongovernmental organizations (NGOs), and civil society organizations, the need for stronger prevention and response mechanisms has become clear. The #MeToo movement in the English-speaking world that went viral in 2017 has spread to many other countries, sparking the #YoTambien movement in Latin America and Spain, as well as #BabaeAko (I am woman) in the Philippines, among others¹. The United States Agency for International Development (USAID), the United Nations (U.N.), and the UK's Department for International Development, along with various NGO associations and other international organizations, have issued directives from the highest levels that endorse standards of zero tolerance for SHEA.

¹ <https://www.devex.com/news/what-metoo-has-meant-around-the-world-93871>

In March 2018, USAID Administrator Mark Green established the Action Alliance for Preventing Sexual Misconduct² with two objectives:

- Preventing sexual harassment in the workplace
- Protecting beneficiaries from sexual exploitation and abuse

Additionally, the Department for International Development is committed to working with NGOs, regulatory bodies, and UK development charities to ensure the highest standards on safeguarding that is built around a survivor-centered approach with its joint pledge³ followed by the Safeguarding Summit in March 2018.

It is the collective responsibility of the development and humanitarian community to safeguard employees and beneficiaries from SHEA by promoting an environment where individuals feel safe and respected and can access appropriate protections without fear of retaliation. Chemonics is committed to preventing and addressing SHEA and recognizes the importance of collaborating with other organizations on this endeavor. Chemonics continuously works to assess and improve our policies, procedures, and systems to prevent, detect, and respond to SHEA issues with a survivor-centered approach. Our goal is to share best practices and tools so that other organizations can develop programs to address SHEA. Establishing a SHEA PRP is important not only to protect and support an organization's staff and beneficiaries, but also to ensure good standing in the international development community as more donors look to work with agencies who can demonstrate a tangible commitment to addressing SHEA. In addition, research⁴ shows that companies lose millions of dollars each year because of sexual harassment, which results in low productivity, absenteeism, and employee turnover.

² <https://www.usaid.gov/PreventingSexualMisconduct/fact-sheets/usaid-policy-against-sexual-exploitation-and-abuse>

³ <https://www.bond.org.uk/news/2018/03/ngos-and-government-jointly-commit-to-improving-safeguarding-standards>

⁴ Institute for Women's Policy Research <https://iwpr.org/publications/sexual-harassment-work-cost/>

About This Guide

This handbook provides a step-by-step guide for organizations that are interested in creating or enhancing existing policies and procedures that address SHEA. This handbook may be used as a stand-alone resource by interested stakeholders. The creation of a successful SHEA PRP, however, requires buy-in from all levels of an organization. The guide is best introduced, therefore, when using the accompanying “Building a Culture of Prevention: Bystander Intervention” training materials in a workshop when an organization’s leadership and staff can work together toward a shared understanding of positive workplace values and sexual violence prevention.

Understanding SHEA

Definitions

Sexual harassment, exploitation, and abuse are defined as follows:

Sexual harassment: Any unwelcome sexual advance, request for sexual favor, and all other verbal or physical conduct that creates an intimidating, hostile, or offensive environment in a workplace or other situations. Examples include but are not limited to requests for sexual favors in exchange for promotion; sexually oriented kidding; inappropriate teasing or jokes; repeated offensive sexual flirtations or advances; obscene or sexually oriented language or gestures; display or circulation of obscene or sexually oriented images; and offensive physical contact, such as grabbing, patting, pinching, or brushing against another's body.

Sexual exploitation: Any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially, or politically from the sexual exploitation of another. An example of sexual exploitation is if an employee uses his/her authority to solicit sexual favors in exchange for project benefits.

Sexual abuse: Sexual abuse, or assault, is actual or threatened physical intrusion of a sexual nature, including inappropriate touching, whether by force or under unequal or coercive conditions. An example of sexual abuse is if an employee uses force or coercion to physically engage in sexual acts with a supervisee. Sexual harassment and sexual exploitation can rise to the level of sexual abuse.



User's Note: Toolkit Use

This guide should be viewed as a toolkit that agencies and organizations can use as a framework for building a new SHEA PRP *and* as an ongoing resource to ensure that SHEA prevention and response best practices are adhered to as issues change. Building a SHEA PRP is not a one-size-fits-all initiative. Segments of this toolkit may be applied and adopted to fit the needs of the target organization.

Contexts in Which SHEA Can Occur

SHEA can occur in many contexts and in all sectors of the workforce. Traditionally, the humanitarian aid sector has defined sexual harassment within the confines of the workplace, occurring when power differences are abused between staff members (e.g., with words, touch, inappropriate images, etc.), and sexual exploitation within the confines of a development program, occurring when a position of power (e.g., a staff member of an institution) is used for sexual purposes against a beneficiary or vulnerable community member. Based on the definitions above, however, the underlying factor related to any form of SHEA is that an abuse of power is the driving force in committing acts of sexual harassment, exploitation, and/or abuse. There can be instances, therefore, in which sexual harassment and/or abuse within the workplace is exploitative (e.g., a supervisor's soliciting sexual favors to his/her supervisee in exchange for a promotion). It is still important to note, however, that humanitarian aid settings and development programs that include program beneficiaries/service recipients may be at higher risk for cases of sexual exploitation due to the inherent nature of unequal power relations between development/aid workers and project beneficiaries.

It is also important to acknowledge that there can be instances in which all three (sexual harassment, exploitation, and/or abuse) occur within an organization's workplace between coworkers and outside of the workplace, such as while delivering services to beneficiaries under a development program and/or carrying out other work depending on the nature of your organization's mission and scope. Because SHEA can occur in any situation, all forms of sexual violence — harassment, exploitation, and abuse — should be included to create a comprehensive SHEA PRP.

PART ONE

Getting Started

This section provides an overview of the initial steps an organization should take to obtain leadership support and to establish a SHEA Prevention Task Force, which will take the lead in coordinating efforts among stakeholders in and out of the organization in creating, managing, and monitoring a comprehensive SHEA PRP.

Step One: Obtain Leadership Support

Before the launch of a SHEA PRP, leadership should be made aware of and provide their support for the SHEA PRP initiative. To provide informed support, leadership should be informed of the overall goal and benefits of creating the SHEA PRP as well as the process to implement the [SHEA Prevention Task Force Kickoff Meeting Plan](#).

Step Two: Identify SHEA Leads

To successfully implement a SHEA PRP, it is important to identify up to three staff members who will serve as SHEA leads. It is preferable that the SHEA leads have a background and/or experience working on gender-based and sexual violence issues. If, however, an individual identified as a SHEA lead does not have experience in this area, then he/she should complete online training courses and/or familiarize themselves with the subject (utilizing the resources found in the Resource section of this handbook). SHEA leads serve as the gender-based and sexual violence champions at the institution and conduct training for other staff on the topic. SHEA leads should also be part of the SHEA Prevention Task Force described in Step Five below.

Step Three: Create a List of Local Resources

One of the first responsibilities of the SHEA leads is to create a **list of local resources** related to sexual harassment, exploitation, and abuse. The resources should include those that are external and internal to the organization, if available. External resources may include local shelters for victims of domestic violence and NGOs or government agencies that offer support and training on sexual violence prevention and response, and rape crisis centers. The list may be sent to staff by all-staff notification as appropriate.

Step Four: All-Staff Notification

Organizational leadership should send an email or other communication that notifies all staff of the initiative to form a SHEA PRP. The primary objective of this message is to create a culture of inclusivity that will ensure support from all levels when the SHEA PRP is released. This communication also informs staff of the need to form a task force, a group of key staff who will be responsible for building the SHEA PRP. In addition to providing staff an opportunity to express interest in participating in the task force, you also may want to consider providing an email address where staff can send suggestions (anonymously, if desired) on areas the task force should focus on and/or express his/her perceptions of SHEA within the workplace. This would provide an opportunity for those who do not wish to participate in the task force but have suggestions that can inform the program. This message will also inform staff that they will be required to participate in an upcoming training to build skills that prevent sexual harassment and abuse. You may consider including the learning objectives for the session and the names of the facilitators.

All-Staff Notification Template

Leadership may use the following message as a template to notify all staff of the upcoming SHEA PRP creation. The SHEA leads should be copied on the message.



User's Note: All-Staff Notification

Notifying all staff of the SHEA PRP is considered a best practice, but is not absolutely necessary. If the all-staff notification is not practical within the organization's structure or will impede the program implementation in any way, this step can be skipped. In addition, the template below should be carefully modified and translated to fit the communication style and resources available.

Dear staff,

To demonstrate our commitment to addressing the issue of workplace sexual harassment and abuse, I am pleased to inform you that we are building a comprehensive Sexual Harassment, Exploitation, and Abuse (SHEA) Prevention and Response Program (PRP) here at [Organization name]. The following is a list of actions and resources available to you related to this valuable initiative.

1. **We are creating a SHEA program task force.** This task force will comprise staff from different departments who will be responsible for the SHEA program development. If you are interested in being part of the SHEA program development, please discuss with your supervisor and let us know by [Date, about one week from the email date] if you have been given approval to join us. Supervisors, please support your staff who express interest in taking part in the program development, however possible. It is expected that the program development will consist of six to eight one- to two-hour meetings over the coming months.
2. **We are conducting a sexual harassment prevention training** aimed at building a workplace culture where we all feel comfortable stepping up to support our colleagues if we observe harmful behavior of any kind. This training will be required for all staff on [Training date and other relevant details, such as location, and names of SHEA leads who will be delivering the training]. A calendar invitation for this training will follow this email.
3. **We are revisiting our manager training curriculum** to include skill building around how to respond to incident reports of SHEA.
4. **We are building a reporting procedure** that prioritizes the safety and well-being of incident reporters, including the option for anonymous reporting. We are open to suggestions on how to make the reporting process as accessible as possible, so please let me know if you have any ideas.
5. **We encourage all employees to take advantage of the mental health services benefits.** All managers are required to prioritize their team's physical and emotional health needs and to collaborate to make workload adjustments as needed.

6. **We have a resource sheet** (attached) of external organizations you may access for additional resources.

I would like for all of us here at [Organization name] to be leaders in preventing SHEA in [City/country/sector name as appropriate] through your support and participation in building this program.

Please contact me directly if you have any questions or feedback.

Sincerely,

[Organization leader name]

Step Five: Form a SHEA Prevention Task Force

The SHEA Prevention Task Force is the group of staff that is responsible for coordinating all efforts of the organization's PRP, including (but not limited to):

- Creating the key documents related to the organization's SHEA PRP (e.g., the Code of Conduct and SHEA Policy and Response Procedures)
- Creating and delivering training to all staff to ensure that SHEA policies are understood and implemented at all levels of the organization
- Conducting monitoring, evaluation, and learning (MEL) related to the SHEA PRP to ensure the program components meet the needs of the organization and are updated as needed
- Establishing and managing working groups responsible for tasks laid out above



User's Note: Leadership Involvement

The level of authority the SHEA Prevention Task Force has to make decisions and finalize content will vary from institution to institution. In some cases, leadership will want to be more involved in earlier stages of development and decision-making; in other cases, leadership may allow for later approval and involvement in the PRP development. Early in the process, task force members should get clarity on the level and frequency of involvement that leadership would like to have on SHEA PRP development.

The most effective SHEA Prevention Task Force will include the staff who voluntarily expressed interest in being part of the program development. Write the names of the staff who volunteered to be part of the task force in the chart below **and** add the names of **key people** whom you **would like** to be on the task force. It is important to note that known survivors of sexual harassment, exploitation, or abuse who work within your organization should not be approached and/or pressured into participating on the SHEA Prevention Task Force. Survivors should be provided with an opportunity to participate, because their participation and input is highly valuable, but their agency to choose to participate should be respected. When considering whom to include, make sure that men and women, all levels of staff from a variety of backgrounds are represented. Also consider characteristics such as willingness to openly discuss the difficult topic of sexual violence, expertise in policy development, and a background in program monitoring and evaluation. Write that list — including names, titles, and departments — in the chart below.

SHEA Prevention Task Force		
Name	Title	Department
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

SHEA leads may verbally or by email invite desired task force members to participate in a SHEA Prevention Task Force kickoff meeting. If any invitees are unavailable or unwilling to be on the task force, consider what other role they might play and who else could serve on the task force.



User's Note: SHEA Impacts Everyone

It is important to note that SHEA affects everyone, not only women and girls. In fact, it is estimated that one out of every six men has been the victim of sexual violence at some point in their lives. SHEA also affects people of all races, ages, nationalities, and religions. Because of the diverse audience it impacts, a SHEA PRP will be most effective when implemented by a team instead of by an individual. A diverse team will ensure that the policies put into place represent the needs and perspectives of a variety of stakeholders. *Staff from different departments should be part of the SHEA PRP creation process, including human resources, legal, finance, program, and others.* It is strongly encouraged that senior management participate to demonstrate the importance of your SHEA activities and to offer the ability to make decisions quickly. Finally, if the organization works with grantees or beneficiaries, consider including them as stakeholders in the SHEA Prevention Task Force to provide input on needed SHEA PRP components from their unique perspective.

Step Six: Conduct SHEA Prevention Task Force Kickoff Meeting

Invite the list of desired SHEA Prevention Task Force staff to a kickoff meeting, where you will introduce the SHEA PRP initiative and clarify their roles in the development process. The SHEA Prevention Task Force Kickoff Meeting should be led by the SHEA leads and one or two representatives from the Chemonics project team. Below is a sample agenda for the meeting.

SHEA Prevention Task Force Kickoff Meeting Plan Materials for Kickoff Meeting

- Copies of all-staff notification (one for each task force member)
- Copies of kickoff meeting agenda (one for each task force member)
- Copies of policy section of handbook (2-4 copies)
- Copies of training section of handbook (2-4 copies)
- Copies of M&E section of handbook (2-4 copies)
- Copies of action plan (3 copies)
- Flip chart and markers

Sample Agenda

Welcome and introductions

Thank task force members for taking time from their busy schedules to be part of the SHEA Prevention Task Force and the PRP development process. Ask each participant to introduce themselves and to briefly describe what they hope to contribute to the initiative.

Goal

Explain that the overall goal of creating a SHEA PRP is to prevent incidents of sexual harassment and abuse from occurring, and to ensure that there are proper reporting and response mechanisms in place at the organization.

Today's objectives

- Provide an understanding on SHEA issues and why it is important for the organization to address these issues
- Clarify SHEA PRP process
- Define task force role
- Define scope and identify resources
- Form working groups (policy, training, MEL)
- Draft an action plan

Understanding SHEA issues

- a. Provide a background on SHEA issues and why your organization is investing time and resources to create a SHEA PRP
- b. Review [Key Terms](#)
- c. Review the [Survivor-Centered Approach Checklist](#) and discuss how you will incorporate a survivor-centered approach into your SHEA PRP

SHEA PRP process

Explain that, to meet this goal, there are several steps the organization is taking; those steps were included in the email from [*Organization leader who sent the all-staff notification*].

Distribute copies of the all-staff notification. Explain that the overall process will include the following steps. (The steps are listed in suggested order. Some organizations may find that it makes more sense to conduct steps in a different order.)

1. SHEA Prevention Task Force Kickoff Meeting
 - Define process
 - Create working groups
 - Draft action plan
2. Two-hour all-staff bystander intervention training
3. Two to three follow-up meetings with for each of the three working groups
4. Reconvening of entire SHEA Prevention Task Force to share results from working groups

5. One-hour all-staff meeting during which task force subgroups share:
 - Code of conduct/SHEA policy and procedures
 - Communication plan and any updated training materials
 - Monitoring and evaluation plan



User's Note: Modify as Necessary

The SHEA PRP implementation process outlined above are in *suggested order*. It may be necessary to change the order, add, or remove steps to fit the needs of the organization.

Define your role

Explain that as SHEA Prevention Task Force members, these staff will be viewed as points of contact during the development process and when the policy and procedures are in place. Confirm that task force members will be available for the entire development process; the time commitment is estimated to be *at least six hours over three to six months*.

Define scope and identify resources

During the SHEA Prevention Task Force Kickoff Meeting, it is important to **define** the scope of the SHEA PRP and **identify** any resources that will guide the work of the task force. If the SHEA leads asked staff to submit suggestions based on their perceptions of SHEA within the workplace in the initial all-staff notification, this would be a good opportunity to share those suggestions to make task force members aware of the issues that concern their fellow staff. *Reminder: Maintain anonymity of those who submitted suggestions.*

Use the following checklist to determine the scope of the SHEA PRP the task force will develop.

Checklist to Define Scope and Identify Resources at SHEA PRP Task Force Kickoff Meeting

1. Type of sector (choose one)

- a. Government
- b. Private
- c. Nonprofit (humanitarian aid/international development, etc.)
- d. Other: _____
 - If you selected Government, seek out existing national or local government resources that you can use to guide your work.
 - If you selected Private, consult with the legal and/or human resources department to determine whether there are existing resources you can use to guide your work.
 - If you selected Nonprofit, consult with the legal and/or human resources department, if available, to determine whether there are existing resources you can use to guide your work.

2. Does your sector include working with children (defined as people under the age of 18)?

- a. Yes
- b. No

If yes, include safeguarding and child protection components into your program. [Here's an example Safeguarding Statement.](#)

3. Does your organization's work put your staff in an explicit position of power in relation to program beneficiaries and/or service recipients? For example, providing access to basic needs such as shelter, food, or clean water?

- a. Yes
- b. No

If yes, be sure to address sexual exploitation in your program.

Note

Most programs will need to address sexual exploitation to some extent, because unequal power relations are prevalent in various contexts, including within a workplace. However, humanitarian settings and development programs that include program beneficiaries/service recipients may be at higher risk for cases of sexual exploitation due to the inherent nature of unequal power relations between development/aid workers and project beneficiaries.

Hopefully by answering these three questions about your organization you have:

- Identified existing resources to help guide your work and avoid redundancy
- Narrowed your scope to tailor SHEA PRP to your organization's context
- Determined whether you should include elements of safeguarding and child protection in your program

Survivor-Centered Approach Checklist⁶

A Survivor-Centered Approach is when everyone engaged in sexual violence prevention and response prioritizes the needs, rights, and wishes of SHEA survivors to ensure the compassionate and sensitive delivery of services in a nonjudgmental manner. Organizations can use this checklist to identify areas of growth for instilling a survivor-centered approach in their SHEA PRP.

Organizational Culture

- ☐ Have the organizational values been made clear to all stakeholders, including expectations for behavior around SHEA and bystander intervention?
- ☐ Have stakeholders been made aware of their right and the organization's commitment to an environment free of SHEA?
- ☐ Have stakeholders received training on how they can intervene in situations in which others are subject to harmful words or actions before they escalate to full-fledged incidents of harassment?
- ☐ Have stakeholders received training on how to respond to allegations related to SHEA in a trauma informed and appropriate manner?
- ☐ Have stakeholders been informed of the concept of "allyship," the idea that everyone is responsible for promoting a safe and respectful workplace by supporting the needs of marginalized groups, such as SHEA survivors?

⁶ This Checklist is adapted from Lindsey Jones-Renaud, "What does a Survivor-Centered Approach to Workplace Harassment Look Like?" Cynara Development Services LLC, November 2018. https://medium.com/@lindsey_61294/what-does-a-survivor-centered-approach-to-workplace-harassment-look-like-2fbb3212fad

- ☐ Have stakeholders been given the opportunity to assess how their personal identity and values influences their response to SHEA?
- ☐ Have individuals been informed of what they can expect regarding confidentiality protection should they choose to report an incident of SHEA, in advance of reporting?

Survivor Input

- ☐ Are there formal and informal mechanisms in place to listen to survivors' experiences of SHEA (if they choose to share) and about what helps to support their individual safety, healing, and well-being?
- ☐ Do your systems give agency to the survivor to make decisions about their participation and involvement in processes such as investigations, and outcomes or consequences of the reporting process?

Resources

- ☐ Does the SHEA policy allow for flexibility in the disciplinary action taken against an offender, depending on the severity of the conduct?
- ☐ Are there multiple reporting mechanisms in place, including an option for anonymous reporting?
- ☐ Do the reporting mechanisms and investigation procedures allow for the protection of the complainant's and respondent's identity to the greatest extent possible?
- ☐ Has a list of external local and international SHEA resources been made available to complainants and all stakeholders?

Accountability

- ☐ Have data been collected from stakeholders to assess contributors to SHEA risks?
- ☐ Have data been collected to understand the prevalence of SHEA?
- ☐ Have resources (staff time and money) been allocated to prioritize SHEA prevention and response?

Form Working Groups

Explain that now that we have defined the scope of the SHEA PRP that we are creating and have identified existing resources, the next step is to create subgroups for specific tasks:

- Policy and procedures
- Training and outreach
- MEL

Place three flip chart pages around the room, each with one group name as a header.
Ask task force members to move to the flip chart for the group that they would like to join.

Note

The ideal size for each group is three to five people. If there is a large imbalance across the groups, ask if anyone would be willing to move to a different group.

- Provide copies of the Policy and Procedures section of the handbook (**pages 16 to 18**) to the Policy Working Group.
- Provide copies of the Training and Outreach section of the handbook (**pages 19 to 20**) to the Training Working Group.
- Provide copies of the MEL section of this handbook (**pages 21 to 22**) to the MEL Working Group.

Explain that the groups have 30 minutes to:

- Quickly review (not thoroughly read) the materials
- Write one or two action goals using the action planning template
- Schedule their next two meeting times

Allow 30 minutes of work time. Circulate to ensure the groups understand the task clearly.

After 30 minutes, call everyone back together and ask each group to share with everyone the action goals that they created.

Close the meeting by thanking everyone for their active participation, reminding them of the upcoming bystander intervention training, and encouraging them to maintain regular communication with their working group.

Action plan

Use the following chart to create an action plan based on the components of the SHEA PRP your working group will create. Use the templates and examples from the handbook as a guide.

Action step: What needs to be done?	
Who is responsible?	
Deadline	
Potential challenges: How will they be overcome?	
Result: When was this step successfully completed? Were any other steps identified in the process?	

PART TWO

Building a Comprehensive SHEA PRP

This section provides an overview of the components required for developing a comprehensive program to address SHEA, which can be broken out into the following groups:

- Policy and procedures
- Training and outreach
- MEL

The policy and procedures can be seen as “the what”, the training and outreach as “the how” and the MEL as the “so what?” of a SHEA PRP.

Details on these components are outlined in the following sections of this handbook. If you have not completed the exercises in Part One: Getting Started, **STOP**, and return to Part One before you proceed.



User's Note: Adopt What You Need

Not all program components listed above may be relevant or necessary for the cultural or organizational context of the institution. The SHEA Prevention Task Force should work with organizational leadership to determine which program components may be realistically implemented in a timely manner and considering available resources.

Policy and Procedures Working Group

The SHEA Policies and Procedures working group is responsible for developing the key documents that support the SHEA PRP such as the Code of Conduct, Organizational SHEA Policy and SHEA Response Procedures. Developing a sound SHEA policy and clear set of reporting and response procedures allow leadership and staff to clearly understand their roles, rights responsibilities as employees of the organization. The organization should ensure that any policies and procedures that are created have appropriate stakeholder support to ensure successful implementation. This section provides an overview of:

- Code of conduct
- SHEA policy
- Reporting procedures
- Mandatory reporting
- Anonymous reporting
- Investigations

Code of Conduct

An organization's code of conduct contains its standards for personal behavior that staff must follow as a condition of employment. If you have an existing code of conduct, review it to ensure the language explicitly prohibits SHEA and outlines the disciplinary action(s) that may be taken if it is found that staff have engaged in SHEA. Codes of conduct can vary from organization to organization. One good example comes from the U.N.'s Inter-Agency Standing Committee (IASC)⁷ which contains six core principles regarding SHEA. These core principles are found in [Annex I](#) and may be adopted as written or used as a framework to create a code of conduct tailored to your organization.

The following list are process *best practices* for adopting a new SHEA Code of Conduct. Not all of the steps may be appropriate or feasible for your organization.

The SHEA Prevention Task Force Policy Working Group should:

- Draft the code of conduct based on the example in Annex I.
- Share the code of conduct with leadership and human resources for official adoption and eventual inclusion in the employee handbook.

⁷ Inter-Agency Standing Committee (IASC) Code of Conduct. <https://interagencystandingcommittee.org/focal-points/documents-public/iasc-plan-action-and-core-principles-codes-conduct-protection-sexual>

- Translate the code of conduct into staff's local language.
- Present the code of conduct at the all-staff presentation of the task force's new SHEA policies. Ask existing staff to sign a copy of the code for their personnel file. Explain that this is typically done during new hire orientations; because this is a new document, however, they are being asked to sign it now.
- Human resources should keep a signed copy of the code of conduct for all staff members in their personnel file.
- Copies of the code of conduct should be visibly posted in English and the local language throughout the workplace.
- All new hires should be asked to sign a copy of the SHEA code of conduct that is kept in their personnel file.

SHEA Policy

A comprehensive policy that outlines the organization's policy and response procedures for addressing SHEA is a critical component of an effective SHEA PRP. The policy template in Annex II addresses internal SHEA issues; it may be used as is or modified as needed to fit the context of your organization.

Important Note

If your organization already had a SHEA policy in place at the time of the SHEA PRP launch, and it was revised through this initiative, it should count as one SHEA policy in your reporting metrics for Indicator One.

Reporting Procedures

A documented reporting procedure or mechanism provides a means for staff (and beneficiaries) to report a SHEA incident to organizational leadership. A sample set of reporting procedures is in [Annex III](#).

Consider having multiple channels for reporting:

- Suggestion boxes (*not* labeled as "SHEA complaints")
- Staff trained to receive reports verbally or in writing
- Dedicated hotlines or telephone numbers (confidentiality must be assured)

Mandatory Reporting

Mandatory reporting is when staff members are required to report SHEA incidents. Some mandatory reporting policies also require supervisors to take action. Consider whether mandatory reporting might be a fit for your organization. Staff members may be faced with barriers to complaining; they may fear that they are wrong about an incident, suspicion, or rumor. Mandatory reporting may make individual staff members feel less responsible for the "trouble" they may be perceived as causing, because it removes the discretion to report.

Anonymous Reporting

Staff may be intimidated to report misconduct in the workplace; an ideal internal reporting procedure should allow employees to bring complaints confidentially and anonymously. This protects the identity of the victims and witnesses; it also encourages staff to report situations early. Even if their identities are learned during investigation, the organization should have policies that protect their identities and limit disclosure to an as-needed basis.

Consider how you will receive anonymous reports of SHEA and who will take action. Instruct staff that, to make an anonymous complaint, they must provide factual details and specific allegations of misconduct. Falsifying incidents of sexual misconduct is grounds for disciplinary action.

Investigations

When an organization receives a report of SHEA, they must be prepared to respond quickly. Organizations must decide whether they will conduct investigations internally or hire a third party. If your organization decide to conduct internal investigations, please find relevant information in [Annex IV](#).

Unless a preliminary inquiry finds insufficient grounds to proceed, a full investigation should be conducted.

The purposes of an investigation are to:

- Determine whether a staff member has breached your policies
- Protect individuals from being harassed, abused, or exploited
- Highlight issues relating to poor practice/performance within the SHEA policy
- Identify aspects of program delivery or performance that increase risks of harassment, abuse, or exploitation by staff

Remember that your investigation is an administrative procedure and should not be a substitute for a criminal investigation when it is warranted.

Characteristics of Effective Reporting Procedures⁸

Safety: Safe reporting procedures consider the potential dangers and risks to all parties and incorporate preventive measures. This includes ensuring confidentiality, offering physical protection when necessary, and addressing the possibility of retaliation.

Confidentiality: Confidential reporting restricts access to and dissemination of information about the SHEA incident. Information should be available to only a limited number of authorized people for the purpose of conducting an investigation. Confidentiality creates an environment in which staff are more willing to report.

Transparency: A reporting mechanism is transparent when staff or beneficiaries know it exists, have an opportunity to provide input to its development, and have sufficient information on how to access it and ensure that it is adhered to.

Accessibility: Reporting procedures are accessible when they are available to as many people as possible, from as many groups as possible, and in all places where an organization is operational. Multiple mechanisms, or channels, ensure that all staff and beneficiaries will have a means to report.

Training and Outreach Working Group

Communicating the organizational Code of Conduct, Policy and Procedures to all staff in a clear and accessible manner is critical to the success of a SHEA PRP. The Training and Outreach working group is responsible for identifying communication methods for ensuring leadership and staff are aware of both the prevention and response components of the SHEA PRP in an inclusive and effective manner. This section provides an overview of:

- Communications and Outreach Plan
- Recruiting, hiring, and promoting women
- Bystander intervention training
- Ongoing professional development
- Victim/survivor assistance and support program
- Beneficiary/service recipient awareness raising

Training and Communications Plan

Once the SHEA policies and proper reporting procedures and mechanisms have been established, it is important to raise awareness regarding the SHEA PRP – which includes defining SHEA, clarifying expectations regarding SHEA incidents, and by communicating employee rights, responsibilities and entitlements. It is also important to explain the reporting process and the process staff can follow if SHEA occurs. This includes how to report incidents, the various stages, decision-making process, and the individuals who will be involved in the process. The Training and Outreach group should consider a variety of platforms for communicating messages regarding the SHEA PRP such as written memos, posters placed in different locations around the workplace, video campaigns and verbally during staff or town-hall style meetings.

⁸ [The Characteristics of Effective Reporting Procedures is modified from InterAction's Step by Step Guide to Addressing Sexual Exploitation and Abuse](#), June 2010.

Recruiting, Hiring, and Promoting Women

At its core, SHEA is grounded in gender inequality and abuse of power. One way to combat gender inequalities is with the recruitment and hiring of qualified women, especially for leadership positions. Leaders and human resources should increase the numbers of qualified women staff at all levels. The hiring of women in management and leadership can play a particularly powerful role in combatting systemic gender inequalities and ending the cycle of sexual violence in the workplace⁹. Organizations should aim to identify, understand, and address obstacles to employing women. Promising practices include the creation of a mentoring program in which women interested in a promotion or new position are paired with a mentor to help them set and meet reachable professional goals.

In places where literacy rates for women are lower or there are cultural beliefs that limit opportunities for women and girls, organizations should come up with initiatives to help combat these barriers. Ideas include community campaigns during which organizational leaders promote girls' education, job recruitment fairs at girls' schools, and intentional hiring and promotion of qualified women.

Bystander Intervention Training

A promising practice that has shown good results in reducing sexual violence in the workplace is offering bystander intervention training. Bystander intervention was first used in U.S. universities and later adopted across the U.S. military to promote an environment that is intolerant of any form of sexual violence, including verbal slurs and insensitive remarks. Research shows that effective sexual harassment prevention training must connect with a person's life experiences and emotions rather than on the strict compliance with policies and rules. Bystander intervention is effective in building a workplace culture intolerant of sexual violence because it teaches and "motivates employees to intervene quickly and early — rather than tasking them with the challenge of trying to prevent it from happening entirely."¹⁰ While making employees aware of the importance of policies and their responsibility to adhere to them, it is even more important to help staff internally connect with how they can stop others from and avoid engaging in harassing behavior and using potentially harassing words themselves.

The SHEA Prevention Task Force should deliver the Bystander Intervention Training to all staff early in the SHEA program development. By delivering this training early, staff will be equipped with tools to effectively give and receive feedback with their colleagues in a nondefensive manner that will promote a healthy workplace. It is not necessary to have the SHEA policy and procedures fully developed to deliver Bystander Intervention Training.

⁹ Harvard Business Review, 2017. <https://hbr.org/2017/11/training-programs-and-reporting-systems-wont-end-sexual-harassment-promoting-more-women-will>

¹⁰ "Sexual Harassment Training — Why it isn't Working and What to Do About It." Sage Academy White Paper. <http://sage.academy/>

Ongoing Professional Development

In addition to Bystander Intervention Training and an informational meeting during which staff are introduced to the workplace SHEA Policy and Procedures, all staff should be offered the opportunity to engage in ongoing professional development to promote a workplace free of harassment and abuse. A best practice is to offer training on topics such as *Workplace Civility*, *Effective Communication*, and *Gender and Ethics* on a regular basis. A needs assessment to gather input from staff on the types of workplace training they would like to receive to promote a healthy workplace culture is an additional best practice for consideration. If a workplace trainer is unavailable to design and deliver these sessions, there are free, online resources online at National Sexual Violence Resource Center's <https://www.nsvrc.org/>.

Victim/Survivor Assistance and Support Program

It is necessary to address the complainant's, survivor/victim's, or beneficiaries' potential need for immediate and ongoing assistance. In fact, upon receipt of a complaint and initiation of an investigation, these needs must be the highest priority. Remember that the accused person may need protection, as well. Be prepared by having your SHEA leads identify specialists and practitioners in advance and include them in the SHEA resource sheet. Resources may include:

- Medical care
- Psychological care/trauma counseling
- Security
- Economic assistance
- Food and clothing
- Shelter

** Be sure that care, treatment, and protection options are safe, confidential, and accessible.*

Beneficiary/Service Recipient Awareness Raising

Once the SHEA policies and proper reporting procedures and mechanisms have been established, it is important to raise awareness among beneficiaries on what SHEA is and what their rights and entitlements are. It is also important to explain the reporting process and what they can do if SHEA occurs, including how they can report incidents, the stages, decision-making process, and the individuals involved in the process. It is important to assess a beneficiary's understanding of the process and provide an opportunity for them to voice their opinions and/or concerns with the process. The SHEA Prevention Task Force should take suggestions and/or concerns from beneficiaries seriously and incorporate this feedback into improving the SHEA PRP.



User's Note: Not Everything will Apply

Not all of the suggested actions for the working groups will apply in every situation. The SHEA Preventive Task Force should work with organizational leadership to determine which program components can be realistically implemented in a timely manner and with available resources, as well as within organizational and cultural contexts.

Monitoring, Evaluation, and Learning (MEL) Working Group

This section provides an overview of the responsibilities for establishing and implementing a successful MEL plan, specifically covering:

- Monitoring and evaluation systems
- SHEA policy and procedures informational meeting
- Mainstreaming standards internally
- Sharing standards with partners

Monitoring and Evaluation Systems

Consider the implementation of the SHEA PRP as you would any professional program or deliverable. Identify measurable indicators that will help you monitor the implementation of your SHEA activities and evaluate your success and progress towards meeting in meeting your targets. The MEL working group should consider in what manner and how often data will be collected and to whom the data will be reported.

Keep in mind that not all indicators need to have a target. For example, if you decide to collect data on the number of SHEA instances reported this data would not have a target. Be advised that numbers of reported incidents may increase in the first few years of collecting data on SHEA incidents because staff are now aware of behavior that constitutes SHEA and the resources available to them. Numbers of SHEA incidents will typically plateau after the first few years of data collection.

Ethics in Data Collection regarding SHEA

The World Health Organization provides eight guidelines to optimize safety and ethical integrity when collecting information about sexual violence in an emergency, and these guidelines (quoted below) are equally relevant to collecting information about sexual harassment, exploitation, and abuse more generally.¹¹

1. The benefits to respondents or communities of documenting sexual violence must be greater than the risks to respondents and communities.
2. Information gathering and documentation must be done in a manner that presents the least risk to respondents, is methodologically sound, and builds on current experience and good practice.
3. Basic care and support for survivors/victims must be available locally before commencing any activity that may involve individuals disclosing information about their experiences of sexual violence.
4. The safety and security of all those involved in information gathering about sexual violence is of paramount concern and should be continuously monitored.

¹¹ UN World Health Organization. (2007) "WHO Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies," p. 9. Retrieved from <https://www.refworld.org/docid/468c9da62.html> (Accessed June 10, 2020).

5. The confidentiality of individuals who provide information about sexual violence must be protected at all times.
6. Anyone providing information about sexual violence must give informed consent before participating in the data gathering activity.
7. All members of the data collection team must be carefully selected and receive relevant and sufficient specialized training and ongoing support.
8. Additional safeguards must be put into place if children (i.e. those under 18 years) are to be the subject of information gathering.

Data Driven Decision Making

Ensure that data collected is used to inform practices and trends. For example, feedback evaluations from Bystander Intervention training should be used to enhance future delivery. If data is collected on SHEA incidents, use that information to inform trends such as locations where incidents take place to create targeted interventions to prevent incidents in these places. For example, if research shows that staff are subject to harassment on public transportation, consider creating a safer transportation alternative such as a ride share or carpooling system.

SHEA Policy and Procedures Information Sharing

Once the SHEA taskforce has developed the workplace SHEA Policy and Procedures and they have been approved by HR and leadership, a meeting should be held during which all staff have the opportunity to review and ask questions about the materials. If possible, the staff should be provided the opportunity to review the materials before the meeting so that they can be prepared to ask relevant questions and/or provide feedback at the time of the meeting. Consider including this informational meeting as part of the Bystander Intervention training to create one comprehensive setting in which staff are provided with the knowledge and skills needed to prevent and respond to instances of SHEA.

Mainstreaming Standards Internally

Mainstreaming your SHEA PRP is the strategy or practice of bringing SHEA prevention and response into the mainstream of your organization's culture, operations, policies, and procedures. Some examples include:

- SHEA policies and activities are included in regular field audits
- Managers identify resources they can provide to SHEA efforts in the field
- Program development staff and program managers design and implement programs in ways that reduce SHEA risk
- Managers receive key messages to share with their teams during each phase of the implementation of the SHEA PRP
- SHEA prevention is included in job descriptions and job evaluation criteria, particularly for senior managers

Sharing Standards with Partners

Your responsibility to prevent SHEA does not end with your full-time, paid staff. Remember that “staff member” refers to any person who works for or represents your organization, regardless of whether or not they receive monetary compensation. Whenever your organization enters into a cooperative arrangement with another individual or entity — such as another international NGO, business vendor, community-based organization, etc. — inform them of your code of conduct and receive a written, signed, and dated statement that they accept your standards. Consider how your organization can effectively share the standards of your SHEA PRP with relevant partners.

The following are a list of sample objectives/ indicators that the MEL Working Group may consider for adoption. Note that this is not an exhaustive list. The MEL Working Group should adopt objectives/ indicators that are a priority for the organization and can be readily measured.

At a minimum, it is suggested that organizations measure the number of SHEA PRP policies adopted and the numbers or people trained in Bystander Intervention methodology.

OBJECTIVE 1: Clear Policies, Procedures, and Systems

- Develop and adopt a code of conduct.
- Develop and adopt a SHEA Policy.
- Develop and put in place with appropriate staff and resources a reporting mechanism that is safe, confidential, transparent, and accessible.

OBJECTIVE 2: Staff Training and Information

- At least 80 percent of staff participate in Bystander Intervention Training.
- All new staff receive information about SHEA PRP, including code of conduct and policy and procedures.
- All staff attend informational meeting, where they formally acknowledge receipt and acceptance of the code of conduct and SHEA policy and procedures.
- Senior management develops a key message strategy and provides information on the SHEA PRP.
- Ensure accessibility of materials and that they are written in simple, direct language.

OBJECTIVE 3: Mainstreaming SHEA

- Create a policy, staffing assignments, and strategy that mainstreams SHEA PRP for all departments.
- Train staff on roles and responsibilities for mainstreaming SHEA PRP into their work.

OBJECTIVE 4: Communication, Monitoring, and Evaluation

- Develop monitoring plan/audit on SHEA policies and activities.
- Follow up on review/audit findings; implement changes as necessary.
- Participate in wider accountability initiatives and share SHEA monitoring and evaluation results with partners.

ANNEX I

Sample Code of Conduct

Organizations may consider creating a comprehensive Code of Conduct which includes clauses regarding ethical business conduct as well as standards for behavior regarding SHEA. Consider whether your Code of Conduct will focus solely on SHEA or if SHEA will be part of the overall, more comprehensive Code of Conduct.

Overview

The Organization is committed to adhering to all basic ethical principles as defined in this Code of Conduct based on our vision, mission and values. The Code of Conduct expresses the commitment of each staff member to adhere to and to promote high ethical work standards and as part of the working culture. The organization expects every staff member, Director, Manager, Officer, Assistants, Interns, Consultants including all volunteers to read and understand the Code and abide by its guidelines.

Purpose

The purpose of this Code of Conduct is to promote expectations for civil workplace behavior among all staff members, partners, stakeholders and the community to promote an environment free from harassment, discrimination and abuse.

Integrity

All staff members are to act with honesty, integrity and openness as representatives of the organization. We uphold a standard of zero tolerance of workplace harassment and discrimination at the workplace and promote the values of respect, fairness, inclusivity and integrity.

Inter-personal Relations and Professional Conduct

Staff will relate with respect to all persons irrespective of sex, age, race, origin, religion, social position, physical ability or sexual orientation with respect, fairness and equity. In particular, (1) Reject any form of disrespect in social interaction and abstain from anything that could be interpreted as degrading or putting others down (2) Refrain from abuse of power within the office or outside especially in dealing with stakeholders and community. (3) Respect the physical and mental health of all staff (4) Respect the private

sphere of all staff (5) If in a decision-making position, make decisions in a responsible, transparent, and unprejudiced manner in line with established values of the organization and program priorities (6) Adapt and practice conflict sensitive and non-discriminatory communication with all team members, partners, key stakeholders and community members.

Harasement and Abuse of Authority

The organization adheres to a zero tolerance policy to all forms of harassment and discrimination. In particular acts of sexual harassment, exploitation and abuse (SHEA) of colleagues, partners or community members will not be tolerated.

- I. SHEA is gross misconduct and is grounds for termination of employment.
- II. Staff must refrain from any form of sexually exploitative abuse behavior involving colleagues, children, youth, women or people living with disability.
- III. Sexual activity with children (persons under the age of 18) is prohibited, regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defense.
- IV. Exchange of money, employment, goods, or services for sex — including sexual favors or other forms of humiliating, degrading, or exploitative behavior — is prohibited. This includes exchange of assistance that is due to beneficiaries.
- V. Sexual relationships between staff and/or beneficiaries is strongly discouraged.
- VI. Mandatory reporting: If a staff member has concerns or suspicions regarding SHEA of a fellow worker, whether in the same agency or not, he/she must report such concerns through established reporting mechanisms.
- VII. Staff are obliged to create and maintain an environment that prevents SHEA and promotes the implementation of the code of conduct. Managers at all levels have a particular responsibility to support and develop systems that promote this environment.

ANNEX II

Sample SHEA Policy

Purpose

This policy defines workplace SHEA and outlines procedures for reporting complaints, investigating claims, and issuing appropriate disciplinary action for violations.



User's Note: Country-Specific Labor Laws

In developing your SHEA policy, do some research about how SHEA is defined by your local labor laws and how the local law relates to the definitions and scope of your organizational policy. Based on the local norms, consider what forms of SHEA that you will handle internally or report to local law enforcement.

Scope

This policy applies to all employees of [*Organization name*] at all locations. All staff at every level will be subject to discipline, up to and including termination of employment, for any violation of this policy. Employees are prohibited from engaging in sexually harassing behavior whether on or off the workplace premises and during or outside of work hours.

Safeguarding Statement

The Organization states the safeguarding and promoting well-being and welfare means:

- Create a safe working culture, free of any harassment, for all those whom the organization serves and those working for and representing the organization.
- Ensure that all concerns or allegations of sexual harassment, abuse or exploitation are responded to in a timely and appropriate manner and there are multiple channels through which employees and other stakeholders can raise concerns.
- Ensure zero tolerance of sexual exploitation and abuse in the organization through robust prevention and response work, offering support to survivors and victims and holding those responsible to account.
- Always adopt a survivor centered approach that respects the confidentiality and decision-making rights of survivors where possible and appropriate to do so.

- Build a culture where all those whom the organization serves and who work for organization feel empowered to insist on non- discriminatory and respectful behavior from each other, where poor behavior is not accepted, and where power is not abused.
- Be transparent about safeguarding issues occurring within organization, sensitive in our communications about our practices and open to learning and improving.
- Support the creation of a unified organization approach to safeguarding where there is equal capacity to safeguard properly.
- All reported incidents of SHEA will be handled impartially and independently by neutral parties who are not directly involved and have no conflict of interest in the case.
- The organization will ensure that the reporting informant is not retaliated against following any reported incident.
- The organization will commit to protecting the rights of persons to live in safety, free from abuse and neglect including in the organization workplace and those beneficiaries and their families which they work with.
- The organization will protect children and vulnerable adults from mistreatment, prevent impairment of health or development and ensure they are growing up in circumstances consistent with the provision of safe and effective care in any interactions related to organization program delivery.
- The principles that guide the organization safeguarding approach include:
 - Survivor centered: The organization is committed to listening to survivors and being led by the wishes of the survivor where possible and appropriate to do so
 - Non-directive: The organization will aim to empower survivors and complainants by helping them explore their options in safe ways without imposing our own opinions
 - Non-judgmental: The organization will never judge survivors or complainants for their actions or decisions
 - Confidentiality: The organization are committed to confidentiality when carrying out our work. Information will not be shared outside the Management Team or the organization unless we believe that someone is in danger or a child has been or may be harmed
 - Independent investigations: The organization will carry out independent and discrete investigations, recognizing the rights and duty of care to everyone involved, including the complainant or survivor, witnesses and the person accused

- Commitment to good practice: The organization will always strive to offer the best service possible and are open to feedback and continual learning. The organization acknowledges that safeguarding does not encompass only the prevention of physical abuse but also the protection of people from harm generally, including neglect, emotional abuse, exploitation, and the consequences of the misuse of personal data.

Defining Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature that is persistent or offensive and interferes with an employee's job performance or creates an *intimidating, hostile, or offensive work environment*.

Sexual harassment is defined by the U.S. Equal Employment Opportunity Commission as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example, a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment can be physical and/or psychological in nature. A combination of incidents can constitute sexual harassment, even if one of the incidents on its own would not be considered harassment. The key is whether the behavior creates an intimidating, hostile, or offensive work environment for the complainant.

Examples of Prohibited Behavior

Although SHEA encompasses a range of conduct, there is specific behavior that is prohibited:

- Unwelcome sexual advances, propositions, or other sexual comments, such as sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct, or intentionally making performance of the employee's job more difficult because of that employee's sex
- Distribution or viewing of pornography in the workplace.

- Sexual or discriminatory displays or publications anywhere in [Organization name]'s workplace by [Organization name] employees.
- Retaliation for sexual harassment complaints.

Defining Sexual Abuse

Physical assault of a sexual nature (rape, sexual battery, molestation, or attempts to commit these assaults) and intentional physical conduct that is sexual in nature (touching, pinching, patting, grabbing, brushing against, or poking another person's body) is considered sexual abuse. Any staff member found to have committed sexual abuse is subject to administrative action, including termination of employment. These behaviors will be reported to the police at the victim's discretion.

Defining Sexual Exploitation

Any abuse of a position of vulnerability, differential power, or trust for sexual purposes. This includes profiting monetarily, socially, or politically from the sexual exploitation of another. An example of sexual exploitation is when an employee uses his/her authority to solicit sexual favors in exchange for project benefits.

Responding to Conduct in Violation of Policy

Employees

If an employee feels that he/she is subject to SHEA, he/she should immediately inform the harasser that the conduct is unwelcome and must stop. If the inappropriate conduct does not stop, or if the employee is unable to or uncomfortable addressing the harasser directly, he/she should report the incident to his/her own manager/supervisor or human resources director. It is helpful, but not required, to provide a written record of the date, time, and nature of the incident(s), as well as the names of any witnesses.

It is important to report all concerns of sexual harassment or inappropriate sexual conduct to the manager/supervisor or human resources director as soon as possible. Management must be aware of the situation so it may conduct an immediate and impartial investigation and take appropriate action to remediate or prevent the prohibited conduct from continuing.

Managers and supervisors

Managers and supervisors must respond immediately when they have knowledge of SHEA within their departments, whether or not there exists a written or formal complaint. They must:

- Take all complaints or concerns of alleged or possible harassment seriously, no matter how minor or who is involved
- Report all incidents to human resources immediately for a prompt investigation
- Take appropriate action to prevent retaliation or a recurrence of prohibited conduct during and after investigations or complaints

Managers and supervisors who knowingly allow or tolerate SHEA or retaliation, including the failure to immediately report such misconduct to human resources, are in violation of this policy and subject to discipline.

Human resources

The human resources director is responsible for:

- Ensuring that the individual filing the complaint (complainant) and the accused individual (respondent) are aware of the seriousness of a sexual harassment complaint
- Explaining [*Organization name*]'s SHEA and investigation procedures to all parties involved
- Exploring informal means of resolving SHEA complaints
- Notifying the police if criminal activities are alleged
- Arranging for an investigation of the alleged harassment and the preparation of a written report
- Submitting to designated company officials a written report summarizing the results of the investigation and making recommendations
- Notifying the complainant and respondent of the corrective actions to be taken, if any, and administering those actions

The human resources director will determine whether an in-house investigation will be conducted or a third party will be hired. All complaints involving senior management will be handled by an external third party.

Reporting Procedures

Report of SHEA should be made as soon as possible after an incident has occurred. The human resources director may assist the complainant in completing a written statement or, in the event an employee refuses to provide information in writing, the human resources director will dictate the verbal complaint.

To ensure the prompt and thorough investigation of a SHEA report, the complainant should provide as much of the following information as possible:

- The name, department, and position of the person or persons allegedly committing harassment
- A description of the incident(s), including the date(s), location(s), and the presence of any witnesses
- The effect of the incident(s) on the complainant's ability to perform his or her job, or on other terms or conditions of his or her employment
- The names of other individuals who might have been subject to the same or similar harassment
- What, if any, steps the complainant has taken to try to stop the harassment
- Any other information the complainant believes to be relevant to the complaint

Discipline

Employees who violate this policy are subject to appropriate discipline. If an investigation finds that this policy has been violated, the mandatory *minimum* discipline is a written warning. The discipline for a subsequent violation is termination of employment. Employees who violate this policy may also be subject to civil damages or criminal penalties.

Confidentiality

All reports and investigations of SHEA are treated confidentially. All information regarding the incident may be shared on a need-to-know basis. Need-to-know means that only information about the incident that is relevant to someone's performance of the official functions of their job shall be shared. All personally identifiable information about the complainant and respondent is revealed only to those conducting the investigation and the human resources director. All information regarding SHEA reports and investigation is maintained in secure files in the human resources department.

Retaliation

Retaliation is negative action taken against the complainant for reporting the harassing behavior; this will not be tolerated. Examples of retaliatory action include demotion, discipline, termination, salary reduction, or reassignment. The human resources director and those conducting the investigation will take steps to ensure that the complainant is protected from retaliation during and after the investigation. Engaging in retaliatory behavior is grounds for termination.

Administration

This policy will be administered through [*Organization name*]'s human resources director.

ANNEX III

Sample Reporting Procedures

A documented reporting procedure systematizes the process by which staff (and beneficiaries) can make an official complaint of an incident of SHEA.

1. Organizations should designate and train¹² select staff members to officially receive SHEA reports. These staff may be human resources professionals, managers, and/or other staff who volunteer because they want to learn and help colleagues through this sensitive issue.
2. The SHEA report should be recorded or written using a standard SHEA reporting form, (see Annex V: Sample SHEA Reporting Form, page 31); it should be signed and dated by the complainant and the staff receiving the report. The staff receiving the report must ensure that the complainant understands the organization's confidentiality policy. The complainant should be given information on local and/or international psychological resources for counseling or other emotional support.
3. Once the report has been made, the staff who received the report should notify the complainant's supervisor (unless the respondent is the complainant's supervisor) and senior management, who will consider appropriate next steps. Confidentiality should be maintained at all times, with information shared only on a need-to-know basis.
4. The respondent should be informed of the allegations against him/her. He/she should be given an opportunity to answer the allegations in writing and to produce evidence to the contrary.



User's Note: Modify as Needed

The sample reporting procedures are based on a list of best practices compiled from several organizations and may be modified to meet the needs of your institution.

¹² Training for staff who will be responsible for receiving SHEA reports should include victim sensitivity, protecting confidentiality, and reporting protocol. The Chemonics GESI team can provide additional information upon request.

ANNEX IV

Investigations

Upon receipt of a SHEA report, investigators should investigate quickly and recommend a course of action. Ideally, investigations should occur within three business days of the report.

There are several core principles of an investigation:

- **Competent:** Those conducting investigations and preparing reports (SHEA investigators) must receive thorough training.
- **Comprehensive:** Investigations must be conducted in a diligent, thorough, and focused manner to ensure accuracy.
- **Confidentiality:** Complainants, witnesses, and respondents have a right to confidentiality. Only staff who have a need to know to conduct the investigation and/or provide services should have access to information about the incident.
- **Documentation:** Investigation reports and their conclusions must be sufficiently documented.
- **Objectivity:** Evidence to support and refute the allegation must be gathered and reported in an unbiased and independent manner.
- **Safety:** The safety (physical and psychological) and welfare of all staff, particularly the complainant and witnesses, during the investigation are paramount.
- **Timeliness:** Investigations must be conducted and reported in a timely way.

Investigator Training

Having a cohort of trained investigators that is ready to respond to a SHEA report is essential to any successful SHEA PRP.

Investigators do not need previous investigatory experience to participate, but some skills and attitudes will be helpful:

- A willingness to learn about SHEA: What it is, why it occurs, and how to be an advocate against sexual violence.
- An understanding and ability to maintain confidentiality throughout the investigation.
- Support from their supervisor to dedicate time to training and investigations.

All investigators should complete comprehensive training before they respond to and investigate SHEA reports. The initial SHEA investigator training should be conducted over three to five days and include sessions that build knowledge, skills, and abilities, including courses on:

- SHEA terms and definitions
- The concept of consent
- Exploring organizational culture around gender and gender-based violence
- SHEA policies
- How to conduct thorough and fair investigations
- Conducting interviews
- Report writing and recommendations
- Complainant-centered support
- Trauma and symptoms/sequelae of trauma-related disorders
- Self-care

Findings and Disciplinary Action

- There are several possible outcomes of an investigation. Ensure that investigation procedures account for these and other potential findings and actions:
- If the evidence clears the respondent of the allegation, he/she should be informed as soon as possible. Managers are encouraged to inform staff involved in the investigation or aware of the allegations that the respondent has been cleared. If the investigation indicates that the allegations are not substantiated, the case will be closed.
- If the investigation finds that the allegations are substantiated, the matter should be pursued according to disciplinary procedures.
- Any concern about possible retaliation against anyone involved in the investigation should be noted. A senior staff member should establish plans to monitor this.
- If there is evidence to support the allegations, the case may — upon consultation with the appropriate internal legal advisors — be referred to authorities for criminal prosecution.

ANNEX V

Sample SHEA Reporting Form

[Name of employer]

If you believe that you have been subjected to sexual harassment, exploitation, or abuse, you are encouraged to complete this form and submit it to *[Person or office designated; contact information for designee or office; how the form can be submitted]*.

Once submitted, [Name of employer] will follow its SHEA policy, including protecting your confidentiality, and investigate the claim.

COMPLAINANT INFORMATION

Name	
Home Address	
Work Address	
Home Phone	
Work Phone	
Job Title	
Email	

Select Preferred Communication Method: (please select one)

Email	Phone	In person
-------	-------	-----------

SUPERVISOR'S INFORMATION

Immediate Supervisor's Name	
Title	
Work Phone	
Work Address	

COMPLAINANT INFORMATION

Your complaint of sexual harassment is made against:

Name	
Work Address	
Work Phone	

Please describe the conduct or incident(s) that is the basis of this complaint. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.

Date(s) sexual harassment occurred:

Is the sexual harassment continuing? Yes No

Please list the name and contact information of any witnesses or individuals that may have information related to your complaint.

I request that [Name of employer] investigate this complaint of SHEA in a timely and confidential manner as outlined below and advise me of the results of the investigation.

Signature: _____ Date: _____

Resources

Building Safer Organizations (BSO) Guidelines for Receiving and Investigating Allegations of Abuse and Exploitation by Humanitarian Workers, 2007.
<https://reliefweb.int/sites/reliefweb.int/files/resources/B80C3F5CCD1341A9852572A400609BD0-icva-saferguidelines-feb07.pdf>

Equal Employment Opportunity Commission (EEOC) Task Force Report on Sexual Harassment, 2016. https://www.eeoc.gov/eeoc/task_force/harassment/report.cfm

Inter-Agency Standing Committee (IASC) Reports on Protection from Sexual Abuse and Exploitation <https://interagencystandingcommittee.org/product-categories/protection-sexual-abuse-and-exploitation>

InterAction Training Materials for Humanitarian and Development Professionals.
<https://interaction.org/resources/training>

Lindsey Jones-Renaud, “What does a Survivor-Centered Approach to Workplace Harassment Look Like?” Cynara Development Services LLC, 2018.
https://medium.com/@lindsey_61294/what-does-a-survivor-centered-approach-to-workplace-harassment-look-like-2fbb3212fad

National Sexual Violence Resource Center (NSVRC) Engaged Bystanders to Prevent Sexual Violence, 2013. https://www.nsvrc.org/sites/default/files/2013-09/publications_nsvrc_guide_engaging-bystanders-prevent-sexual-violence_0.pdf

Protection from Sexual Exploitation and Abuse (PSEA) Task Force
<http://www.pseataaskforce.org/en/>

Stop Street Harassment, Report of the Prevalence of Street Harassment, 2018.
<http://www.stopstreetharassment.org/resources/statistics/statistics-academic-studies/>

Stop Sexual Violence: A Technical Package to Prevent Sexual Violence. Center for Disease Control (CDC), 2016. <https://www.cdc.gov/violenceprevention/pdf/SV-Prevention-Technical-Package.pdf>

USAID’s Policy against Sexual Exploitation and Abuse, 2018.
<https://www.usaid.gov/PreventingSexualMisconduct/fact-sheets/usaid-policy-against-sexual-exploitation-and-abuse>

Baseline Data Questionnaire

This questionnaire gathers preliminary information from the target institution regarding existing SHEA policies, procedures, and training. This information will be used to identify existing resources and growth areas to build a comprehensive SHEA PRP that is tailored to meet the needs and unique context of the organization.

General

1 How would you best describe your organization?

Government agency Nonprofit/NGO/CSO Private company Other

2 What do you see as the *priority need* within your organization to be able to effectively prevent and respond to SHEA?

3 Approximately how many employees does your organization have?

4 If applicable, what is the approximate size (number of people) of the populations you serve (e.g., beneficiaries, clients, service recipients)?

Leadership and Accountability

5 Have resources (staff time and money) previously been allocated to prioritize SHEA prevention and response initiatives?

Yes Somewhat Not Sure No

Comment (optional):

6 Has your organization formally or informally collected data from employees to assess current risk factors and/or prevalence of SHEA?

Yes Somewhat Not Sure No

Comment (optional):

Policies and Guidelines

- 7 Does your organization have a written policy regarding SHEA, such as a code of conduct?

Yes Somewhat Not Sure No

Comment (optional):

- 8 Does your organization have written policies in place to help ensure fair and equitable hiring and advancement practices?

Yes Somewhat Not Sure No

Comment (optional):

- 9 If yes, has the SHEA policy been communicated to staff/beneficiaries/service recipients?

Check all that apply.

☐ staff ☐ beneficiaries ☐ service recipients

Comment (optional):

Reporting and Response Procedures

- 10 Does your organization have a written complaint process (e.g., directly to supervisor or human resources, anonymous hotline, etc.) in place for individuals to report instances of SHEA?

Yes Somewhat Not Sure No

Comment (optional):

11 If yes, has the reporting process been communicated to staff/beneficiaries/service recipients?

Yes Somewhat Not Sure No

Comment (optional):

12 Does your organization have a process in place for individuals to report instances of SHEA?

Yes Somewhat Not Sure No

Comment (optional):

13 Does your organization have a written process for responding to reports of SHEA?

Yes Somewhat Not Sure No

Comment (optional):

14 If yes, to whom has the reporting procedure been communicated? Check all that apply.

___ staff ___ beneficiaries ___ service recipients

Comment (optional):

Training and Education

- 15 Does your organization provide training to staff/beneficiaries/service recipients regarding your policies and reporting systems (e.g., SHEA policies, reporting and response procedures, etc.)?

Yes Somewhat Not Sure No

Comment (optional):

- 16 Has your organization collected feedback or conducted other forms of evaluation to understand how effective existing SHEA training is?

Yes Somewhat Not Sure No

Comment (optional):

- 17 Does your organization conduct other training regarding the prevention and addressing of SHEA (e.g., bystander intervention, workplace civility/respectful workplaces)?

Yes Somewhat Not Sure No

Comment (optional):

ANNEX VI

Bystander Intervention:

Building a Culture of Sexual Violence Prevention

Overview and Purpose

Sexual harassment, exploitation, and abuse (SHEA) are pervasive issues that affect organizations across all professional sectors in every culture of the world. Sexual violence can be combatted by providing staff with the tools to identify and stop harassing behavior before it escalates.

This session will equip participants with tools to prevent and respond to instances of SHEA by:

- Increasing understanding of SHEA issues
- Increasing awareness of how to detect and report signs of SHEA
- Providing bystander intervention skills to recognize and interrupt potentially harmful situations involving SHEA

The skills developed in this session can be used in and outside of the workplace and can be used without the existence of a fully developed SHEA prevention program. Delivering this session to as many staff as possible within the target partner organization is a key component in building a SHEA Prevention and Response Program (PRP) to begin building a workplace culture that combats sexual violence.

Time

Approximately three hours

Audience

Any organizations, including government entities, civil society organizations, and private sector enterprises interested in developing a program to address SHEA within their workplace and in the work that they do.

Session Objectives

- Define examples of the various forms of sexual violence, including sexual harassment, exploitation, and abuse
- Describe how personal values influence our response to inappropriate or unsafe behaviors
- Identify behaviors that run the continuum from professional, to inappropriate, to violations
- Develop “bystander intervention” strategies for interrupting inappropriate or harmful behavior in the workplace
- If the organization has a SHEA policy in place, you may wish to introduce it during the session and include the objective: Define the organizational policies, practices, and resources for the prevention of and response to discrimination and SHEA.

Session Outline

Part One: Introduction and Ground Rules	20 minutes
Part Two: “SHEA Defined” Key Terms Activity	30 minutes
Part Three: Workplace Values Inventory	30 minutes
Part Four: Why Bystander Intervention?	15 minutes
Part Five: Bystander Intervention Framework	20 minutes
Part Six: Bystander Intervention Scenarios	45 minutes

Training Preparation

Important Steps to take Before Delivering this Session

- Ensure that at least 80 percent of staff are available to participate in the session (consider sending a poll out to determine the best date for delivery)
- Review and implement “Part One, Getting Started” of the SHEA Prevention and Response Handbook with your target partner organization. An overview of steps outlined in this section of the handbook include:
 - Obtain support from leadership at the Chemonics project office and the partner institution for building a SHEA PRP
 - Identify SHEA leads at the stakeholder institution
 - Create a list of local resources
 - Optional: Notify all staff of the initiative to form a SHEA PRP and invite them to be part of the task force
 - Form SHEA task force that will be the “face” of the SHEA PRP and have them introduce themselves at the start of the session
 - Conduct the SHEA task force kick-off meeting

- Consider whether to conduct the session in English, the local language, or in both languages. If conducted in English, be sure to check for understanding periodically throughout the session by asking someone to rephrase key terms and learning points. If conducted in both languages, allow for ample translation time.
- Create small groups of four to six staff in advance of the session that include both men and women, as well as representatives from different levels/roles in each group.



Trainer's Note

This session should be co-facilitated by two trainers. Delivery by two trainers allows for different perspectives to be shared and increases participant engagement. The ideal arrangement is to have a man and a woman deliver the session to increase participants' comfort levels with the topic. Co-facilitators should meet prior to the session delivery to discuss how they will share the delivery, as well as to discuss how the content and facilitation techniques fit with the culture where they are delivering the session. In particular, co-trainers should consider whether the key terms and scenarios are relevant and appropriate for the local context or if they need modification. If neither of the co-trainers are from the local culture, they should ask for a cultural informant for guidance. Co-facilitators should also discuss whether it is appropriate to have mixed gender groups working together.

Equipment/Materials

- PowerPoint (separate file)
- Blank flip chart paper
- Markers
- Flip chart paper labeled "Question Tree"
- Sticky notes and pens throughout the room

Handouts

- **Handout One:** Key Terms
- **Handout Two:** Values Inventory
- **Handout Three:** Bystander Intervention: Five Steps to Taking Action
- **Handout Four:** Scenario

PART ONE: Introduction and Ground Rules

(20 MINUTES)

SLIDE 1: Title — Bystander Intervention, Building a Culture of Sexual Violence Prevention in the Workplace

INTRODUCE: Introduce yourself briefly and allow your co-facilitator to do the same. If available, have the members of the SHEA task force introduce themselves to everyone and share the status and plan for building the SHEA PRP at the organization using the definition on Slide 2 “Why We are Here.”



Trainer’s Note:

Aim to limit introductions to no more than 10 minutes.

SLIDE 2: Why We’re Here

- The goal of our initiative to build a SHEA PRP is to equip partner institutions’ staff with tools to prevent and respond effectively to instances of SHEA by:
- Increasing understanding of SHEA issues
- Increasing awareness of how to detect and report signs of SHEA
- Providing skills to recognize a potentially harmful situation in which someone could be subject to sexual harassment, exploitation, or abuse, and choosing to take steps that could positively influence the outcome
- Providing a framework to respond effectively to SHEA occurrences



Trainer’s Note: Optional All Staff-Notification

The SHEA task force will decide how and when to share information about the SHEA PRP. If information about the initiative was shared before the delivery of the session, it is a good idea to remind everyone of this information now. Also, if relevant, inform or remind participants that if they would like to be involved in the SHEA PRP initiative, they are welcome to join pending their supervisor’s approval.

ASK if there are any questions about the overall process and respond to questions, as needed.

EXPLAIN: There is a flip chart labeled “Question Tree” at the front of the room where participants can post questions written on sticky notes. Facilitators will answer these questions at the end of the session.

SLIDE 3: Self-Care Advisory Message

EXPLAIN: We are here today to discuss the difficult topic of workplace sexual harassment and abuse. While these issues may have never affected you directly, it is nearly certain that you know someone who has been sexually harassed.

A 2017 survey¹³ conducted in the United States found that:

- Roughly 81 percent of women and 43 percent of men have experienced some form of sexual harassment in their lifetime
- One in two women (51 percent) and one in six men (17 percent) were sexually touched in an unwelcome way

While this study contains numbers for the U.S., it is likely that the numbers here in **[insert country]** are about the same or even higher. Due to the prevalence and sensitive nature of the topic of sexual violence, we encourage you to participate to the extent you feel comfortable, and to step out of the room to take a break if needed. If this session brings up things that you would like to talk about, please seek support from a trusted colleague, friend, or family member.

SLIDE 4: Session Objectives

- Define examples of the various forms of sexual violence, **including SHEA**
- Describe how personal **values** influence our response to inappropriate or unsafe behaviors
- **Identify behaviors** that run the continuum from professional, to inappropriate, to a violation
- Develop **bystander intervention strategies** for interrupting inappropriate or harmful behavior in the workplace

SLIDE 5: Setting Group Expectations

EXPLAIN: Since we will be working together to build important skills over the next couple of hours, it is important for us to set our expectations for our time together.

ASK: Does anyone have an example of an expectation that they would like to set for the session?

DOCUMENT: Responses on flipchart paper and keep the list posted in a visible location throughout the session. Show the slide with the sample ground rules:



Trainer's Note: Sample Group Expectations

- Listen respectfully; no interrupting.
- Be present (no cell phone/laptop use).
- Be cautious with the use of humor. Sometimes we use humor when we are uncomfortable with a subject. We should work through our discomfort with discussion rather than joking.
- Respect privacy. The stories that people may share in this room should be treated as confidential.

¹³ Source: [The Facts Behind the #metoo Movement: A National Study on Sexual Harassment and Assault](#)

PART TWO: “SHEA Defined” Key Terms Activity

(30 MINUTES)

ASK the group to split into groups of three by counting off by threes (or using some other creative grouping method)

DISTRIBUTE a copy of Handout One: Key Terms, dividing the list into thirds and giving one to each participant sitting in her/his group of three

EXPLAIN that for this activity, each participant should only read the one page that they have been assigned. They have been given the entire set of key terms for reference only.

Slide 6: Key Terms — Jigsaw Activity

Read your assigned section (1, 2, or 3) of the key terms carefully

Prepare to teach the key terms you have been assigned to the other two members of your group

- Five minutes independent study time
- Re-group
- Representative One teaches for three minutes or less
- Representative Two teaches for three minutes or less
- Representative Three teaches for three minutes or less

DEBRIEF: Conduct an all-group debrief using the following questions:

- What did you notice? Were any of the terms presented differently from your previous understanding? Which terms?
- Did you learn any new terms?
- Let us consider the term “survivor-centered approach” for a moment. Are there any current practices that represent this approach?

CLOSE BY STATING: As we move through the session, try to keep some of the key terms in mind and consider how the tools we learn can be applied based on the terms you learned.

PART THREE: Values Inventory

(30 MINUTES)

EXPLAIN: Today's session focuses on how we can work together to create a workplace culture free of sexual harassment, exploitation, and abuse. Based on what we just learned about the definition of harassment, it can be difficult to create a workplace environment that is 100 percent free of any type of harassment because harassment is personal. We can never know exactly what words or actions may create an offensive or hostile work environment for someone else. What we can do, however, is build an understanding of the workplace values that we would like to see everyone represent in their daily interactions with one another.

Slide 7: Workplace Values Inventory

ASK everyone to discuss with a partner for a few moments:

- What are our ideal workplace values? Do not think about the workplace as it may exist currently, but rather what values would our organization embody in an ideal world?

ELICIT: Values such as diversity, inclusion, respect, collaboration, listening, caring.

EXPLAIN: Now that we have a better idea of the workplace values that we would like to see in an ideal setting, we are going to explore our personal values and see how those connect with our professional environment. By completing a personal values assessment, we will explore how our values influence our actions and understand how we may respond if someone behaves in a way that goes against our core values.

DISTRIBUTE: Pass out one copy of **Handout Two: Values Inventory** to each participant. Explain that this is a personal assessment and that they will not be asked to share their responses.

COMPLETE: Allow participants 10 to 15 minutes to complete the assessment. Circulate the room while people are completing the assessment to answer questions as needed.

REGROUP: Provide a two-minute warning for completing the assessment and then ask everyone to come back together.

ASK: Explain that while no one will be asked to share their complete assessment responses, ask if anyone would be willing to share their answers to the question in the last column of the chart, "How might you feel if one of your core values was not respected by others?"

Allow for a few responses. Likely responses include, "isolated," "upset," and "excluded."

EXPLAIN: When someone goes against our core values, we are likely to feel upset, isolated, or excluded, which is the same way that people who are subject to harassment often feel. During the rest of the session, we will explore how we can build an environment supportive of the ideal workplace values that we identified, such as inclusion and respect, through building a supportive workplace culture that stops harassing words or actions before they escalate.

PART FOUR: Why Bystander Intervention?

(15 MINUTES)

EXPLAIN: Today's session is not going to focus on the victim or perpetrator of sexual violence. Instead, we will focus on how everyone in the workplace can be part of promoting a culture that interrupts inappropriate words or actions early and often. One of the ways experts around the world have found to be most effective for preventing sexual violence is through providing bystander intervention training. Let's break this down a bit before we jump in.

ASK: Has anyone ever heard of bystander intervention before?

Allow for a few responses then clarify by clicking to show and summarize the definition on Slide 3.

Slide 8: What is Bystander Intervention?

Bystander intervention is recognizing a potentially harmful situation in which someone could be subject to sexual harassment, exploitation, or abuse, and choosing to take steps that could positively influence the outcome. Bystander intervention does not always mean directly intervening or confronting a situation head-on. There are nonconfrontational, or indirect, ways to intervene to help a situation that we will discuss later.

Slide 9: Personal Reflection

It is likely that at some point in your life, you have been a bystander to a person in need of assistance. Reflect for a moment on a time when you personally intervened in a situation that had the potential to become dangerous. Also reflect on a moment when you saw a situation in which you **could** have intervened but chose not to. Finally, reflect on why you made the choice that you did in each of these situations.



Trainer's Note

You may wish to provide a personal example here. If participants are having a difficult time thinking of examples, tell them it is okay to share something that they heard about bystander intervention.

All Group Discussion

- Would someone be willing to share the situation in which they chose to intervene and why? **Remember that the stories we share in this room will be treated as confidential.**
- After the participant shares, thank them and ask for someone else to share.
- Would someone else be willing to share the situation in which they chose not to intervene and why?
- Thank the participant for sharing and explain:

There are many different factors to consider when deciding whether to intervene in a potentially harmful situation. For example, if you witness harassment on the street and intervening could put your personal safety at risk, you may choose to delegate the intervention to an authority such as the police. In the workplace, however, it is our responsibility as supportive colleagues to interrupt potentially harmful behavior before they escalate.

EXPLAIN: Research shows that around 90 percent of people who are harassed will never take action against the harasser by filing a report with their employer or the police.¹⁴ What's more, people who are harassed will actually change their own lives to avoid their harasser by doing things such as changing their routes, quitting their jobs, or even moving homes. There are lots of reasons why people who are harassed do not do anything to stop it.

ASK: Can someone provide an example of a reason why people who are harassed do not take action to stop it?

Allow for a few responses and document the reasons on flipchart paper. Reasons may include:

- They do not believe it will help
- Embarrassment
- Afraid no one will believe them if they file a report
- Fear of retaliation

EXPLAIN: Because it is so unlikely that the targets of harassment will prevent it from happening, it is all the more important that as bystanders, or witnesses, to harassment, we step in to stop it.

Often when we think about stopping sexual violence, we think it means intervening in a serious incident such as rape. However, there are often many smaller examples of harassment that lead up to an incident. If we limit our interventions to a culminating "event," we miss opportunities to do something or say something before someone is harmed.

Slide 10: Behavior Continuum

EXPLAIN: Sexual violence can be viewed on a continuum of behaviors of human interaction. At one end of the continuum are professional, respectful, and safe behaviors. At the other end are sexual abuse, violence, and exploitation. Between these opposite ends are other behaviors, including those that begin to feel inappropriate, intimidating, and harassing. Our responsibility as supportive colleagues is to intervene before a behavior moves further towards sexual violence.¹⁵

¹⁴ Source: [2016 EEOC Select Task Force Report on Harassment in the Workplace](#)

¹⁵ Source: [Engaging Bystanders in Sexual Violence Prevention, NSVRC, 2009](#)

WRAP-UP: In the next part of the session we will explore some of the barriers that stop people from intervening, as well as identify where in a continuum of interactions between co-workers would be an appropriate time to intervene.

PART FIVE: Intervention Framework

(20 MINUTES)

DISCUSS WITH A PARTNER: What are our reservations, or worries, about confronting a co-worker who is engaging in inappropriate behavior?

Allow for pairs to discuss for a few moments. Bring everyone back together and ask if anyone would be willing to share what they discussed. Document answers on flipchart paper. Reasons include:

- People assume someone else will help. Research shows that the more people who are present, the less likely it is someone will intervene. The psychological term for this type of thinking is “diffusion of responsibility”.

Optional

Show [this video](#) from the University of Texas that further explains diffusion of responsibility.

- People assume there is an existing relationship. Without context, people fear embarrassment if they choose to intervene and help was not actually needed.
- People assume that it is not their responsibility.
- People assume someone else who is more qualified will intervene.

EXPLAIN: All of these assumptions are a normal part of how we think as humans. However, these assumptions should be avoided so you feel empowered to interrupt inappropriate or harmful interactions before someone is hurt. If you approach the intervention in a nonconfrontational manner at an appropriate time, the potential positive impact of intervening far outweighs the risk of embarrassment.

Slide 11: Handout Three — Bystander Intervention, Five Steps to Taking Action

Give this handout to each participant. Explain that this handout looks like a certificate purposefully because we encourage you to post it in a visible place near your desk as a reminder of the steps you can take to help create a safer, more pleasant work environment.

Allow for participants to read the handout silently for one to two minutes, then explain.

EXPLAIN: This set of five steps was developed in 1968,¹⁶ when the concept of taking action to prevent sexual or physical violence was given the term “bystander intervention.”

¹⁶ Source: [Engaging Bystanders in Sexual Violence Prevention, NSVRC, 2009](#)

There have been many training programs and initiatives to introduce the initiative since then, but this original framework still sums up the steps best. Let us break down the steps one by one.

The first step is:

- **NOTICE** the behavior along a continuum of actions. As we just discussed, human interaction can be looked at as a spectrum of behaviors that range from healthy to abusive. Our job as helpful bystanders is to notice if someone's behavior or words are moving toward the unhealthy end of the spectrum and stop them before they escalate.

The second step is:

- **CONSIDER** whether the situation demands intervention. Ask yourself:
- Does the behavior put the target at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

The third step is:

- **DECIDE** if you have a responsibility to act. Ask yourself, if you are not the best person to intervene, then who would be?

Optional: Discussion on Culture and Bystander Intervention

Facilitate a 10- to 15-minute all-group discussion on culture and bystander intervention.

ASK: How does our culture influence our decision to intervene? Consider cultural norms around issues such as power hierarchy, gender relationships, independence vs. interdependence, and change vs. flexibility. For example, if your organization operates in a culture where there is a high-power distance relationship, meaning that staff who are not in managerial or leadership positions rarely engage with those who are, delegating the intervention to someone who is at an equal level to the person engaging in the offensive behavior would work best. Or if you work in a culture where it is not considered appropriate for a male and a female colleague to discuss personal issues, then ask a co-worker of the same gender to intervene on your behalf.

This takes us to our fourth step:

- Choose how to help based on a range of intervention options. One helpful way to think about the range of helping options is with a framework called the “Four Ds of Bystander Intervention.”

CHOOSE HOW TO HELP: The “four Ds” of Bystander Intervention: Direct, Distract, Delay, Delegate



DIRECT

Address the harasser directly by saying something like, “I heard you say this... and I don’t think that’s appropriate language for the workplace.”



DISTRACT

Cause a distraction to stop the harassment. This can be a good tactic when you do not feel comfortable addressing the harasser directly. You may say something to either the target of the harassment or the harasser such as, “Can I get your opinion on something I am working on?”



DELAY

Wait until a better time to address the harassment. Addressing either the harasser or target of the harassment will likely be more successful in a private setting. Set up a time to have a one-on-one conversation to tell the harasser that you are concerned about the behavior that you are witnessing or to check-in with the person being harassed to ask if they are alright.



DELEGATE

Ask another colleague or supervisor to intervene on your behalf.

The fifth and final step from our handout is:

- **IMPLEMENT** the choice safely. Remember, the primary rule of bystander intervention is that your safety always comes first. This is particularly important if you are considering intervening in a situation in public that involves people you do not know.

In the next part of the session, we will review a scenario in which you will work in a small group to identify where in a relationship an intervention should occur. We will then discuss what type of intervention would work best for the specific situation.

PART SIX: Intervention Scenario

(45 MINUTES)

CREATE SMALL GROUPS: Divide participants into smaller groups of four to six. Be mindful of including representatives from different genders and professional backgrounds in the different groups.



Trainer's Note

Decide which scenarios you will use based on the relevance for your organizational and cultural context. There are five scenario examples in Handout Four: Scenarios, or you may wish to write your own. The answers below are for Scenario One. Answers for additional scenarios are found in the PowerPoint presentation. When debriefing scenarios, point out that there are no “right” or “wrong” answers. The purpose of the activity is to demonstrate that there are many ways to intervene, both direct and indirect, to prevent sexual violence.

Slide 12: Distribute a copy of a scenario to each small group

EXPLAIN: Explain that the task of the small groups is to read the scenario and discuss what they would do based on the framework “Five Steps to Taking Action.” Emphasize that there are no right or wrong answers and that it is good to have multiple options in any given situation.

Allow groups approximately 15 minutes of discussion time and then bring everyone back together. Circulate the room to answer any questions while the groups discuss.

DEBRIEF: Discuss the scenario following the five steps to intervention included on the scenario handout. Ask if a representative from one of the groups would be willing to share what they discussed for the first step. Ask the other groups if they have another perspective or something valuable that they would like to add. Repeat this process for the following four steps, ensuring that different people have the opportunity to share.

- **NOTICE** the behavior along a continuum of actions. What were the early warning signs of inappropriate behavior or words?
Answer: Early warning signs included the sexually inappropriate jokes and winking.
- **CONSIDER** whether the situation demands intervention.
Answer: The situation demands attention because it is creating an offensive work environment. It demands intervention particularly because it involves an adult sending sexual messages to a minor.
- **DECIDE** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
Answer: There are many different people who could act in this situation: Carolina, another colleague, someone else on the tour, the girl, or her parents. The main risk of intervention is that Carolina's supervisor could take offense and may even take negative action against her in her job. This would consist of retaliation, which should be defined as illegal in the workplace policy for sexual

harassment. The benefit of intervention is that Carolina could build a more positive, trusting relationship by sharing that she cares about him and this job, and therefore does not want to see it jeopardized by his dangerous behavior. Another benefit includes building a more positive work environment that is free of harassment for everyone.

- **CHOOSE HOW TO HELP.** Discuss what an intervention might look like in each of the four “D” options: direct, distract, delay, delegate. Click to show possible answers after the groups have shared their ideas.

Slide 13: Ways to Intervene — Carolina could...

Review the following possible intervention strategies and ask participants what other ideas they came up with.

1. A **direct** intervention would involve Carolina saying something directly to her boss in a private setting such as, “I heard you say this... which has me concerned for our workplace environment.”
 2. A **distraction** may involve Carolina asking her boss a question while he was flirting with the girl.
 3. A **delay** intervention strategy would be waiting to schedule a time for a private meeting with her boss.
 4. A **delegation** may be asking another colleague, someone with equal power status, to intervene on her behalf.
- **IMPLEMENT** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?
Answer: Carolina may wish to discuss her plan to address her supervisor with another trusted colleague or manager to get their advice.

Slide 14: Personal Action Plan

Thank everyone for their active engagement during this activity.

EXPLAIN: We hope that through this session, we have provided you with the motivation and tools to take action against sexual violence. To create long-term change, we must begin with individual actions and be supportive of the actions of others. Take a moment to consider what your personal accountability or action plan to support this effort will be.

Please think about one proactive strategy for addressing sexual violence that you are willing to commit to. This may be inside or outside work, online or in person, with your children, or something else.

Ask if anyone would be willing to share their action goal. Allow for one or two people to share and wrap-up the session by covering the points to remember.

Slide 15: Points to Remember — Always consider your own safety first

- Never intervene directly in situations that involve only people you do not know
- Delegating the intervention may be the safest course of action in some situations
- It may be hard to step up, but it can make a big difference.
- One person's intervention can cause a chain reaction for others to help as well.

Slide 16: Thank you

Thank the group for their participation and answer any final questions. Remind the group that they are encouraged to post the bystander intervention steps in a visible place near their desk as a reminder of how they can be an individual agent of change to promote a workplace environment free of sexual harassment and abuse.

Optional

Explain what the next steps are for the task force and how their progress will be communicated out to other staff.

PART SEVEN: Optional Activity

(30 TO 45 MINUTES)

The vignettes below can be used for further discussion around how staff could intervene in potentially harmful situations. Use the Five Steps to Intervention handout to facilitate small group or partner conversations to explore the different methods, risks, and benefits for intervening in the different scenarios.

- A co-worker from another department keeps asking a staff member out on a date and bringing her candies. The employee has already politely declined the request for a date on one occasion.
- At your workplace, it is common for people to swear at each other, call each other names, and make joking comments about one another. One of the staff members visits a joke website every morning and shouts out the offensive joke of the day. Most of the workers participate, but a few seem uncomfortable.
- A delivery person keeps asking your receptionist out on a date, and one day brings her flowers. The receptionist is married.
- Your supervisor has mentioned how attractive she finds one of the new employees. She mentions that she wants to find out if the feeling is reciprocated.
- Your boss has suggested, but not in so many words, that if you two were to develop a relationship outside of work, promotions, bonuses, and other benefits would come your way. You are not interested in the relationship and worry that you are not going to get a fair chance at the promotion if you do not at least pretend to be interested in a relationship outside of work.
- One staff member checks personal email at work and occasionally opens mail from friends that contains pornographic images. He shuts them down quickly and you are unsure if others have noticed.
- A group of your workers has decided that another employee is gay, and they are teasing the person mercilessly.

HANDOUT ONE: Sexual Harassment Exploitation and Abuse

Representative One

Read the key terms on this page and prepare to teach your colleagues about the terms that you studied. Consider discussing:

- How is “gender” different from “gender expression”?
- Are any of these terms new to you? How so?

Key Terms

Code of Conduct. An organization’s standards for personal behavior that staff must follow as a condition of employment.

Beneficiary. A person who receives assistance from a humanitarian aid or other development organization.

Bystander Intervention. Recognizing a potentially harmful situation in which someone could be subject to sexual harassment, exploitation, or abuse and choosing to take steps that could influence the outcome positively. This term may be used interchangeably with Bystander Approach.

Complainant. The person reporting (or “making a complaint” about) Sexual Harassment Exploitation and Abuse (SHEA). This could be the victim or another person who becomes aware of the incident.

Complaint. An official report of SHEA in the workplace.

Gender. The social differences between males and females that are learned, and though deeply rooted in every culture, are changeable over time, and have wide variations both within and between cultures. “Gender” determines the roles, responsibilities, opportunities, privileges, expectations, and limitations for males and females in any culture.

Gender Expression. How we present our gender in the world and how society, culture, community, and family perceive, and interact with, our gender. The external display of one’s gender through a combination of appearance, disposition, social behavior and other factors, generally measured on a scale of masculinity and femininity. Gender expression is also related to gender roles and how society may discriminate against someone who does not conform to current gender norms.

Representative Two

Read the key terms on this page and prepare to teach your colleagues about the terms that you studied. Consider discussing:

- What are the differences between “sexual harassment,” “sexual exploitation,” and “sexual abuse”?
- Are any of these terms new to you? How so?

Gender Identity. A person’s deeply held, internal sense of self as masculine, feminine, a blend of both, neither, or something else. Gender identity can correlate with someone’s assigned sex at birth or can differ from it.

Respondent. The person accused of sexual harassment, exploitation, and/or abuse.

Retaliation. When an employer punishes an employee for filing complaints regarding sexual harassment or discrimination in the workplace. Retaliation can take many forms, including demotion, termination, changing work hours or location, etc. Retaliation is unlawful and should be addressed as such in an organization’s SHEA policy.

Safeguarding. The responsibility of organizations to ensure their staff, operations, and programs do no harm to children and vulnerable adults or expose them to abuse or exploitation.

Sexual Harassment. Any unwelcome sexual advance, request for sexual favor, and all other verbal or physical conduct that creates an intimidating, hostile, or offensive environment in a workplace or other situations. Examples include but are not limited to: requests for sexual favors in exchange for promotion; sexual-oriented kidding; inappropriate teasing or jokes; repeated, offensive sexual flirtations or advances; obscene or sexually oriented language or gestures; display or circulation of obscene or sexually oriented images; and offensive physical contact such as grabbing, patting, pinching, or brushing against another’s body.

Sexual Exploitation. Any abuse of a position of vulnerability, differential power, or trust for sexual purposes. This includes profiting monetarily, socially, or politically from the sexual exploitation of another. An example of sexual exploitation is if an employee uses his/her authority to solicit sexual favors in exchange for project benefits.

Sexual Abuse. Sexual abuse, or assault, is actual or threatened physical intrusion of a sexual nature, including inappropriate touching, whether by force or under unequal or coercive conditions. An example of sexual abuse is if an employee uses force or coercion to physically engage in sexual acts with a supervisee. Both sexual harassment and sexual exploitation can rise to the level of sexual abuse.

Representative Three

Read the key terms on this page and prepare to teach your colleagues about the terms that you studied. Consider discussing:

- What does it mean to use a “survivor-centered approach”? Are there examples of how your organization is using this approach currently or ideas for how you can focus on developing this approach in the future?
- Are any of these terms new to you? How so?

Sexual Orientation. Relates to who a person is attracted to based on their sex/gender in relation to their own and wants to have sexual relationships with. Sexual orientations include people who identify as heterosexual (straight), homosexual (gay or lesbian), bisexual, and asexual, or a combination of those categories.

Sexual Violence. An umbrella term that is used to capture sexual harassment, exploitation, and abuse.

Survivor-Centered Approach. An approach in which all those engaged in violence prevention and response programming prioritize the needs, rights, and wishes of a survivor to ensure the compassionate and sensitive delivery of services in a nonjudgmental manner.

Trafficking in Persons (TIP). The process of recruitment, transportation, or receipt of persons by means of threat, force, or other forms of coercion to achieve control over another person for the purpose of exploitation. Trafficking can apply to both forced/child labor, as well as more specifically to acts of forced prostitution and sexual servitude. All acts of sex trafficking constitute both sexual exploitation and sexual abuse. Trafficking is not defined by the industry in which someone works but rather by the conditions used to compel and keep someone in a labor situation. Labor trafficking, which includes forced domestic work, is the most prevalent form of human trafficking.

Victim. The person who is subject to being sexually harassed, exploited, or abused. The term victim does not imply weakness and may be used interchangeably with the term survivor.

HANDOUT TWO: Personal Values Assessment

Overview

We all have unique values that influence the way we lead our lives. Our individual values are derived from a combination of factors, such as our culture, identity, and personality. Our values can be defined as our principles or our standards for how we interact with the world. Completing this assessment will help you think more about how your values influence your actions and understand how you might respond if someone behaves in a way that goes against your core values.

Step One

Review the words below and choose six to ten that you value most. If you do not see one that is really important to you, feel free to write another. Circle the words that speak to the essence of who you are but do not think about it too much.

Accuracy	Adaptability	Ambition	Assertiveness	Authenticity	Balance
Caring	Caution	Compassion	Competence	Confidence	Cooperation
Courage	Creativity	Dependability	Education	Effectiveness	Enjoyment
Enthusiasm	Excellence	Faith	Fairness	Flexibility	Focus
Forgiveness	Freedom	Friendliness	Generosity	Growth	Happiness
Health	Helpfulness	Honesty	Hope	Humor	Imagination
Independence	Innovation	Integrity	Intelligence	Joyfulness	Kindness
Knowledge	Leadership	Learning	Loyalty	Maturity	Modesty
Morality	Optimism	Organization	Patience	Peace	Persistence
Polite	Positivity	Practicality	Professionalism	Prosperity	Punctuality
Strength	Talent	Teamwork	Thankfulness	Tolerance	Wisdom
Other? _____					

Step Two

Of the words you circled, pick your top three values and write them below. You may know them immediately or you may find it challenging to narrow it down to three core values. Pick the three that speak to you most.

1	
2	
3	

Step Three

In this exercise, we will examine why the top three core values that you identified are important to you and how those values connect with the work that you do.

Write one of your top core values in the space below. Include a synonym or two for this value as well.	Why do you believe that this value is important to you?	Describe a moment in your life when you really lived this value at work.	What behaviors did you demonstrate in this instance that support this value? How do you demonstrate this value to your colleagues on a regular basis?
Top Value:			
Synonyms:			

HANDOUT THREE: Bystander Intervention

Five Steps Toward Taking Action to Prevent Sexual Violence

1. **NOTICE** the behavior along a continuum of actions.
2. **CONSIDER** whether the situation demands intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. **DECIDE** if you have a responsibility to act. If not you, then who?
4. **CHOOSE** how to help: *direct, distract, delay, delegate*.
5. **IMPLEMENT** the choice safely.

Adopted from: [Engaging Bystanders in Sexual Violence Prevention, NSVRC, 2009](#)

HANDOUT FOUR: Scenarios

Scenario 1: Sexual Harassment

Carolina is a 23-year old recent college graduate. She was proud when her degree landed her a job as an interpreter with the National Tourism Board. She had been in her job for a couple of months when she first overheard her 39-year-old boss making sexually inappropriate jokes around some of the other staff. Most of the staff ignore him, but others join in laughing or adding to the jokes. A few weeks later, Carolina noticed her boss winking at her when she left the office, which she found offensive. One day Carolina notices her boss flirting with a teenage girl who is on one of their tours. When the tour is over, he laughs and mentions to Carolina how pretty he thought the girl was.

Discuss with your group:

- **NOTICE** the behavior along a continuum of actions. What were the early warning signs of inappropriate behavior or words?
- **CONSIDER** whether the situation demands intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

- **DECIDE** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
- **CHOOSE** how to help. Discuss what an intervention might look like in each of the four D options: *direct, distract, delay, delegate*.
- **IMPLEMENT** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

Scenario 2: Sexual Harassment

Grants director, Dora, has worked with Michelle for four years. They have always had a good working relationship, but recently Dora has been flirting and complimenting Michelle on her physical appearance, which makes her uncomfortable. She even goes as far as asking others, "Doesn't Michelle look beautiful today?"

Dora looks for ways to get Michelle to stay late at work so they can be alone together. A few weeks later, Michelle mentions to Dora that she is interested in applying for a senior manager position that has recently opened on the team. Dora tells her that she would be perfect for it and would put in a recommendation for her if she agrees to go out on a date with her.

Discuss with your group:

- **NOTICE** the behavior. What were the early warning signs of inappropriate behavior or words?
- **CONSIDER** intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Is this sexual harassment? Does the behavior violate workplace policies and/or values?
- **DECIDE** who has the responsibility to act. Discuss the different people who could intervene in this situation. Discuss the risks and benefits of taking action. Choose how to help. Discuss what an intervention might look like in each of the four D options: *direct*, *distract*, *delay*, *delegate*.
- **IMPLEMENT** the choice thoughtfully and safely. What resources might be needed?

Scenario 3: Sexual Exploitation

Shirin has been working at the project office for several months now. Recently, she has become disturbed by some of the actions of one of her colleagues, John. John often makes comments about “how lovely” women are and one day she catches him looking at some pornographic images on his phone.

Shirin notices that John often goes out into the rural areas in the staff vehicle to talk with young girls. One day she runs into John at a local bar with what looks to be an underage girl. They both appear to be quite drunk.

Discuss with your group:

- **NOTICE** the behavior. What were the early warning signs of inappropriate behavior or words?
- **CONSIDER** intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - What were some early warning signs? Could or should they have been addressed earlier?
- **DECIDE** who has the responsibility to act. Discuss the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
- **CHOOSE** how to help. Discuss what an intervention might look like in each of the four D options: *direct, distract, delay, delegate*.
- **IMPLEMENT** the choice thoughtfully and safely. What resources might be needed to make sure the intervention is conducted safely?

Scenario 4: Sexual Abuse

Mimi is a nine-year-old girl who is often left in the care of her blind grandmother. A middle-aged man, Unyo, who is the village administrator in a nearby town often visits Mimi and her grandmother to bring them sweets and other gifts. During his visits, Unyo starts asking Mimi to sit on his lap to look at “funny videos.”

A neighbor, Ma Jan, notices that Unyo is visiting often and showing Mimi pornographic videos. One day when Mimi’s grandmother is not at home, Unyo rapes Mimi. After the rape, Mimi’s friends at school notice that she starts behaving withdrawn from the group.

Discuss with your group:

- **NOTICE** the behavior. What were the early warning signs of inappropriate behavior or words?
- **CONSIDER** intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - What were some early warning signs? Could or should they have been addressed earlier?
- **DECIDE** who has the responsibility to act. Discuss the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
- **CHOOSE** how to help. Discuss what an intervention might look like in each of the four D options: *direct, distract, delay, delegate*.
- **IMPLEMENT** the choice thoughtfully and safely. What resources might be needed to make sure the intervention is conducted safely?

Scenario 5: Exploitation/Trafficking in Persons

Thiri has been working at a nongovernmental organization that provides humanitarian aid to the internally displaced persons camps for several months now. Recently, Thiri has become disturbed by some of the actions of one of her colleagues, Sunita, because she has been giving additional food to young single mothers and talking to them about job opportunities across the border.

One day Thiri, together with another colleague, overhear Sunita telling two young mothers if they leave their children with their relatives, she can help them get well-paying jobs across the border.

Discuss with your group:

- **NOTICE** the behavior. What were the early warning signs of inappropriate behavior or words?
- **CONSIDER** intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - What were some early warning signs? Could or should they have been addressed earlier?
- **DECIDE** who has the responsibility to act. Discuss the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
- **CHOOSE** how to help. Discuss what an intervention might look like in each of the four D options: direct, distract, delay, delegate.
- **IMPLEMENT** the choice thoughtfully and safely. What resources might be needed to make sure the intervention is conducted safely?

Additional Resources

Center for Disease Control's, "Stop SV: A Technical Package to Stop Sexual Violence":
<https://www.cdc.gov/violenceprevention/pdf/SV-Prevention-Technical-Package.pdf>

Step Up Program contains a range of resources on how to intervene in situations involving issues such as alcohol abuse, sexual violence and domestic abuse:
<http://stepupprogram.org/>

Safetipin App: An app that uses crowd-sourced information to provide safety measures to users, such as lighting, police presence, and general sense of safety felt by users in a specific location. Includes a GPS tracker for users to share their location with friends and family. First created in India and now used in many major cities around the world.
www.safetipin.com/

Stop Street Harassment contains Assertive Responses Ideas, Men as Allies videos, and Tool Kits: www.stopstreetharassment.org/

TED talk by Jackson Katz: "Violence Against Women: It's a Men's Issue":
http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue

Derechos y Violencias: La experiencia de ser mujer (Mexico):
https://redtdt.org.mx/violencias_mujeres/wp-content/uploads/sites/6/2018/03/180307-Informe-Violencias-Mujeres_Final_Web_VersionPublica.pdf

EEOC Taskforce Report on Sexual Harassment (June 2016): [The U.S. Equal Employment Opportunity Commission \(EEOC\)](#)

Bystander Intervention

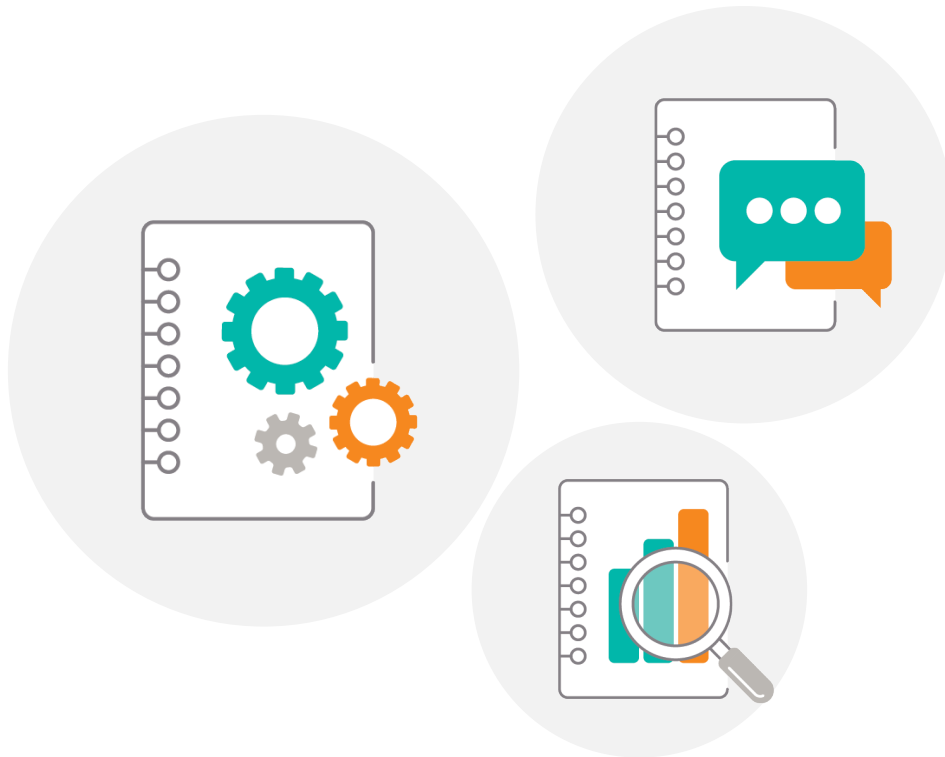
Building a Culture
of Sexual Violence
Prevention



Why We are Here

Ultimate Goal: Equip staff with tools to effectively prevent and respond to instances of sexual harassment, exploitation, and abuse (SHEA).

How? By building a workplace culture that is intolerant of sexual violence in all its forms, at all levels.



Self-Care Advisory Message

- Due to the prevalence and sensitive nature of the topic of sexual violence, we encourage you to participate to the extent you feel comfortable and to step out of the room to take a break if needed.
- If this session brings up things that you would like to talk about, seek support from a trusted, colleague, friend or family member.

Session Objectives

- Define examples of the various forms of sexual violence **including sexual harassment, exploitation and abuse (SHEA)**.
- Describe how personal **values** influence our response to inappropriate or unsafe behaviors.
- **Identify behaviors** that run the continuum from professional, to inappropriate, to a violation.
- Develop **bystander intervention strategies** for interrupting inappropriate or harmful behavior in the workplace.

Group Expectations

Does anyone have an example of an expectation (or norm) that they would like to set for the session?

Sample Group Expectations

- Listen respectfully; no interrupting.
- Be present (limit cell phone/laptop use).
- Be cautious with the use of humor. Sometimes we use humor when we are uncomfortable with a subject. We should work through our discomfort with discussion rather than joking.
- Respect privacy. The stories that people may share in this room should be treated as confidential.

Key Terms Activity

- Count off by threes. Study the terms in your assigned group (1, 2 or 3) for about five minutes.
- Regroup
- Representative One teaches for three minutes or less
- Representative Two teaches for three minutes or less
- Representative Three teaches for three minutes or less

Workplace Values Inventory

- What are our ideal workplace values?
- What values would our organization embody in an ideal world?



What is Bystander Intervention?

The process of interrupting a situation in which someone is subject to:

- Harassment
- Sexual violence, or
- Physical violence

There are many ways a bystander (or witness) can intervene, both directly and indirectly.

Personal Reflection

- Think about a time when you:
 - Personally intervened in a situation that had the potential to become dangerous
 - Witnessed a situation in which you could have intervened but chose not to
- Think about why you made that choice in each situation.

Behavior Continuum



Where would you speak up?
Where should you step in?

Bystander Intervention: 5 Steps to Action

1. **Notice** the behavior along a continuum of actions.
2. **Consider** whether the situation demands intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.
3. **Decide** if you have a responsibility to act. If not you, then who?
4. **Choose** how to help- Direct, Distract, Delay, Delegate.
5. **Implement** the choice safely.

Scenario One: Sexual Harassment

Carolina is a 23-year-old recent college graduate. She was so proud when her degree landed her a job as an interpreter with the National Tourism Board. She had been in her job for a couple of months when she first overheard her 39-year-old boss making sexually inappropriate jokes around some of the other staff. Most of the staff ignore him, but others join in laughing or adding to the jokes.

A few weeks later, Carolina noticed her boss winking at her when she left the office, which she found offensive. One day, Carolina notices her boss flirting with a teenage girl who is on one of their tours. When the tour is over, he laughs and mentions to Carolina how pretty he thought the girl was.

Ways to Intervene: Carolina could...



DIRECT

Directly say to her boss, “I heard you say this... which has me concerned for our workplace environment.”



DISTRACT

Ask her boss a question while he is flirting with the girl.



DELAY

Talk to her boss in a private setting at a later time.



DELEGATE

Ask another manager (who is at an equal level as her boss) to intervene.
Ask a trusted colleague to intervene on her behalf.

Scenario Two: Sexual Harassment

Grants Director, Dora, has worked with Michelle for four years. They have always had a good working relationship but recently Dora has been flirting and complimenting Michelle on her physical appearance which makes her uncomfortable. She even goes as far as asking others, “Doesn’t Michelle look beautiful today?”

Dora looks for ways to get Michelle to stay late at work so they can be alone together. A few weeks later, Michelle mentions to Dora that she’s interested in applying for a senior manager position that has recently opened on the team. Dora tells her that she would be perfect for it and would put in a recommendation for her if she agrees to go out on a date with her.

Ways to Intervene



DIRECT

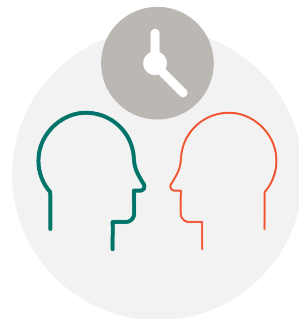
Directly say to Dora,
“Your comments about
Michelle’s physical
appearance are not
appropriate.”

Speak privately with
Michelle to see if she’s
ok. How can I help?



DISTRACT

Call Dora over when
she’s flirting with
Michelle to discuss
something else.



DELAY

Address the issue
directly with Dora later
in a private setting.



DELEGATE

Discuss with a trusted
colleague and ask
them to intervene.

Report it?

Scenario Three: Sexual Exploitation

Shirin has been working at the project office for several months now. Recently, she has become disturbed by some of the actions of one of her colleagues, John. John often makes comments about “how lovely” women are and one day she catches him looking at some pornographic images on his phone.

Shirin notices that John often goes out into the rural areas in the staff vehicle to talk with young girls. One day she runs into John at a local bar with what looks to be an underage girl. They both appear to be quite drunk.

Ways to Intervene



DIRECT

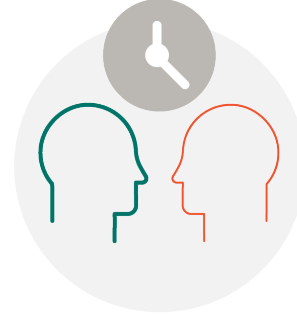
Directly say to John,
“I am concerned about
your drinking and
interactions with
young women.”

“I care about you and our
work and believe your
behavior could put your
employment, this
company/project,
and others at risk.”



DISTRACT

Call or text John
with a series of work
questions or urgent work
request. You still need
time to consider how to
address the issue.



DELAY

Address the issue with
John later in the office
when he is sober.



DELEGATE

Discuss with a trusted
colleague and ask them
to intervene.

Report it?

Scenario Four: Sexual Abuse

Mimi is a nine year old girl who is often left in the care of her blind grandmother. A middle aged man, Unyo, who is the village administrator in a nearby town often visits Mimi and her grandmother to bring them sweets and other gifts. During his visits Unyo starts asking Mimi to sit on his lap to look at “funny videos”.

A neighbor, Ma Jan, notices that Unyo is visiting often and showing Mimi pornographic videos. One day when Mimi’s grandmother is not at home Unyo rapes Mimi. After the rape Mimi’s friends at school notice that she starts behaving withdrawn from the group.

Ways to Intervene



DIRECT

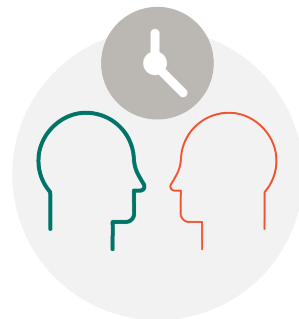
Ma Jan can directly say to Unyo I have noticed you visiting Mimi often and bringing her gifts and I think it's inappropriate.

Ma Jan can talk to Mimi or Mimi's parents about Unyo's visits and behavior and why she is concerned.



DISTRACT

One day when Unyo is visiting Mimi, Ma Jan could ask Unyo for help with a problem she is having regarding a dispute with another neighbor.



DELAY

Ma Jan could wait until she can privately speak to Unyo and tell him that she will tell his wife about his inappropriate behavior if he doesn't stop visiting Mimi.



DELEGATE

Ma Jan could ask a village leader (who is at an equal level) to talk to Unyo to intervene.

She could ask a well respected religious leader or teacher to talk to Unyo on her behalf.

Report to authorities?

Scenario Five: Trafficking in Persons

Thiri has been working at an NGO that provides humanitarian aid to the IDP camps for several months now. Recently, Thiri has become disturbed by some of the actions of one of her colleagues, Sunita, because she has been giving additional food to young single mothers and talking to them about job opportunities across the border.

One day Thiri together with another colleague, overhear Sunita telling two young mothers if they leave their children with their relatives, she can help them get well-paying jobs across the border.

Ways to Intervene



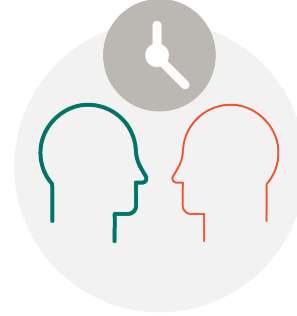
DIRECT

Thiri could directly say to Sunitha I have heard you offering the young mothers jobs across the border and it is inappropriate.



DISTRACT

Thiri can ask to Sunitha for help with something when she is offering the young mothers the jobs.



DELAY

Thiri can wait until Sunitha is alone so she can talk to her privately about her inappropriate behavior.



DELEGATE

Thiri can ask the IDP camp director to intervene on her behalf.

She could ask a well respected religious leader or teacher to talk to Thiri on her behalf.
Report to authorities?

Personal Action Plan

- Please think about one proactive strategy for addressing sexual or physical violence that you are willing to commit to.
- This may be inside or outside work, online or in person, with your children, or something else.

Points to Remember

- Always consider your own safety first.
- Never intervene directly in situations that involve only people you do not know.
- Delegating the intervention may be the safest course of action in some situations.
- It may be hard to step up, but it can make a big difference.
- One person's intervention can cause a chain reaction for others to help as well.

Thank you





Adapting Approaches: Creating a SHEA Prevention and Response Program During the COVID-19 Pandemic

Authored by the Ashley Snell Goldstein, Nicole Patierno, and Kaelan Sullivan

Chemonics' [SHEA Prevention and Response Program \(PRP\) handbook](#) equips staff to prevent and respond to instances of SHEA in the workplace. The COVID-19 pandemic — and its resulting “[shadow pandemic](#)” of intensified violence against women, girls, and vulnerable people — requires that we rethink how to run our businesses, conduct day-to-day operations, and meaningfully support our staff. This addendum builds on the handbook designed for traditional workplace settings by providing recommendations that respond to new realities brought on by the pandemic.

Prevention

The COVID-19 pandemic has exacerbated and even mutated familiar sexual and gender-based threats. Gender-based violence and domestic violence have increased dramatically since the outset of COVID-19,¹ and perpetrators of abuse have found new ways to harass, harm, and exploit.² Organizations committed to staff safety and security should seek innovative responses for staff affected by SHEA.

- **Train staff to recognize signs of domestic violence.** Due to the pandemic, staff may be sheltering in place with a perpetrator of gender-based or domestic violence. The [Women's Funding Network](#) has recently launched the #SignalForHelp campaign, mainstreaming a [one-handed gesture](#) that men, women, and children can use on video calls or in person to communicate that they feel threatened. Staff can learn to recognize this sign and activate their organization's reporting process.
- **Create entry points to access resources.** Despite the necessities of quarantine and a phased approach to office return, it is critical to recognize that for some, the workplace is safer than the home.³ When possible, leadership should consider ad hoc requests for office access in cases where staff require a safe space to access services and consultation away from home.
- **Convene your SHEA leads.** Engage leads to ensure application of regular safeguarding practices and assess whether procedures fit extended work-from-home arrangements. In particular, the SHEA lead should amend their list of local resources related to sexual harassment, exploitation, and abuse⁴ to include new initiatives or processes instituted during the pandemic.

¹ UN Women. (2020). “[COVID-19 and Ending Violence Against Women and Girls](#).”

² Cruickshank, S. (May 13, 2020). “[Pandemic Poses Key Challenges for Preventing Child Sexual Abuse](#).” *Johns Hopkins University Hub*.

³ Workplaces Respond to Domestic and Sexual Violence. (2020). “[When Work is Safer than Home: Supporting Workers Experiencing Violence During the Pandemic](#).”

⁴ Goldstein, A., and Caria, S. (2019). [Sexual Harassment, Exploitation, and Abuse: A Handbook for Building a Prevention and Response Program](#). Chemonics International Inc. (p. 16).

- **Encourage all staff to take advantage of mental-health services benefits.** Staff are likely experiencing increased generalized anxiety from changes and uncertainty brought about by this protracted emergency. This can compound for staff who experience insecurity in their own homes. The stress, fear, and helplessness felt in emergencies increase risks of violence against vulnerable people.⁵ Supervisors should encourage staff to use coping and resilience resources and allow staff the time to seek regular mental-health consultation when necessary.
- **Transition SHEA prevention training to interactive virtual platforms.** Migrate training on topics such as active bystander intervention and staff-care resources to virtual platforms. Offer training via live webinars instead of pre-recorded sessions to allow for interactivity and consider bandwidth requirements and mobile accessibility.

Response

- **Advocate for sexual and gender-based violence response programs as essential and life-saving services.** Programs, partners, and networks [should advocate](#) that public services such as government-run helplines, public-service announcements, and shelters be considered essential during the pandemic. Programs providing technical support to local and national governments should provide policy advice to integrate SHEA-responsive measures in tailored COVID-19 plans and budgets.
- **Provide accurate, actionable information on COVID-19 risks and pathways for care.** Survivors of sexual harassment, abuse, and exploitation may be less willing to seek help, particularly for legal support or health care, because of perceived risks of contracting COVID-19 and transmitting it to their families.⁶ Where feasible, information on referral pathways could be added to existing COVID-19 communications.
- **Ensure reporting mechanisms are available to staff and beneficiaries.** Extreme power inequalities between aid workers and beneficiaries make women and girls vulnerable to sexual exploitation and abuse. Survival needs may increase exploitation and protection risks, particularly for adolescent girls, including as a result of transactional sex as a negative coping mechanism.⁷ Promoting a multilayered reporting system⁸ diversifies choices available to survivors and responds to the needs of the most vulnerable. To maximize reach, organizations should consider all factors that could restrict access (e.g., literacy, mobility, eyesight, language, and mental health) and [tailor systems](#) to staff needs.
- **Host or participate in virtual training events with partners.** Partners may need training and tools to prevent and respond to SHEA during and after the pandemic. Using the [SHEA PRP handbook](#), projects can build partner capacity to create effective SHEA prevention and response programs through virtual training. Some programs may have the capacity to host or facilitate partner training; others can share recommendations and best practices during local virtual training events and seminars.

⁵ Walker, T. (May 1, 2020). "[A Second, Silent Pandemic: Sexual Violence in the time of COVID-19](#)." *Harvard Medical School Center for Primary Care*.

⁶ Peterman, A., et al. (2020). "[Pandemics and Violence Against Women and Children](#)." *Center for Global Development*, Working Paper 528.

⁷ UN Office of the Special Representative of the Secretary-General on Sexual Violence in Conflict. (2020). "[Implications of COVID-19 for the Prevention of and Response to Conflict-Related Sexual Violence](#)."

⁸ DFID Safeguarding Unit. (2018). "[Sexual Exploitation, Abuse and Harassment \(SEAH\) in the international aid sector: Victim and survivor voices: main findings from a DFID-led listening exercise](#)."