



A SESSION ON VALUES, ATTITUDES AND ORGANIZATIONAL CULTURE IN RELATION TO PREVENTION OF SEXUAL MISCONDUCT (SEXUAL EXPLOITATION AND ABUSE AND SEXUAL HARASSMENT)

FACILITATORS' GUIDE



CEB

UN System Chief Executives Board for Coordination

IASC Inter-Agency
Standing Committee



Table of Contents

FOREWORD	4
SESSION PURPOSE AND PARTICIPANTS	5
Session purpose.....	5
Selection of participants.....	5
Group size.....	5
FACILITATION	6
On-line or in-person delivery.....	6
Choice and qualifications of facilitators.....	6
SESSION PREPARATION	7
Technical preparation	7
SESSION OVERVIEW	9
1. OPENING THE SESSION	10
2. SESSION GUIDELINES AND OVERVIEW OF THE SESSION	11
3. VISUALISATION ACTIVITY	12
4. “VOICES” VIDEO AND SMALL GROUP DISCUSSIONS WITH BRIEF FEEDBACK	15
5. COURAGE BY DEGREES	17
6. CONCLUSION	20
NEXT STEPS: FOLLOW-UP AFTER THE SESSION	20
ANNEX I: TECHNICAL INSTRUCTIONS FOR PARTICIPANTS (SAMPLE)	21
ANNEX II: GUIDANCE ON USE OF MENTIMETER	22

Foreword

We have each had the pleasure to host, in late 2020 and early in 2021, a dedicated *session on values, attitudes and organizational culture in relation to prevention of sexual misconduct (sexual exploitation and abuse and sexual harassment)*. We did this in our respective capacities as *former IASC Champion on Protection from Sexual Exploitation and Abuse and Sexual Harassment*, and as *Chair of the UN System Chief Executives Board for Coordination (CEB) Task Force on Addressing Sexual Harassment within the Organizations of the UN System*.

Hosting these sessions was a special experience for us. It is not often that we participate in a meeting with our peers from across the humanitarian sector and the UN system where participants (including ourselves, as host-participants) do not know what to expect, and ahead of which we are told that we do not need to prepare. Instead, we and our fellow participants were provided a safe space and asked to “bring our whole selves” to the session, and be ready to engage openly and honestly; to reflect on our own values, beliefs and unconscious biases and on what we might change within ourselves and within our organizations to eradicate sexual exploitation and abuse and sexual harassment. We felt the session was a meaningful experience and are grateful to our fellow participants for their willingness to engage actively with openness and honesty.

In UNHCR, and in the interagency structures in which we participate, we have turned our personal and organizational commitment into action to eradicate sexual exploitation and abuse and sexual harassment. We have developed policies, action plans, and prevention and response measures. We have dedicated resources to work with and support our teams around the world, including those in very difficult environments, to advance towards our goals. Progress has been made, but much more remains to be done. And one area where we believe we can do more, is in the area of organizational culture.

To this end, we should ask ourselves important, and sometimes difficult questions like, what more can we do to build the open, inclusive, respectful working environments we need, where all members of personnel feel encouraged and empowered to speak up, participate, and raise concerns? As leaders, do our actions, words, and tone fully reflect the values our organizations stand for? Are we conscious of and do we reflect on how our own backgrounds and biases impact us and others? Do we truly see how the interplay between gender and racial inequalities and power dynamics affect our working environments? And, most critically, what do these dynamics mean for the people we strive to protect and assist – acknowledging the continuum between the organizational culture and how we engage with others, especially with the people we serve?

The session we hosted offered an opportunity to start that process of reflection, in a safe space, on such questions. This facilitators’ guide, prepared at the request of participants in the CEB Task Force and IASC Principals’ sessions, is a tool to help you guide these valuable discussions.

It is our sincere hope that these sessions can serve as one humble action amongst many, towards reaching our common goal of eradicating sexual misconduct from our organizations, working environments and sectors.

Filippo Grandi

United Nations High Commissioner for Refugees and former IASC Champion on Protection from Sexual Exploitation and Abuse and Sexual Harassment

and **Kelly T. Clements**

United Nations Deputy High Commissioner for Refugees and chair of the United Nations System Chief Executives Board (CEB) Task Force on Addressing Sexual Harassment within the Organizations of the UN System

March 2021



Session purpose and participants

SESSION PURPOSE

This two-hour reflective session aims to provide participants with the time to deeply reflect and engage on the issues that lie at the root of sexual misconduct, including underlying issues of power imbalance and gender inequality, and pave the way for commitments and follow up action in the area of organizational culture change, to create workplaces of respect, inclusion and accountability, in which sexual misconduct does not happen (or is dealt with appropriately and swiftly, if it does occur).

This session is not a meeting for which participants can prepare with talking points or through substantive preparation. On the contrary, participants are asked to approach this session with an open mind, to come as themselves and as managers/leaders in their organisation, ready to be truly present and engaged.

The session is intended to offer a meaningful experience for each participant individually, as well as to serve as a catalyst for collective thinking and dialogue on how we can jointly advance the work towards eradicating sexual misconduct from our sectors.

The session may provide ideas and serve as the start of a conversation for further action within individual agencies. It is intended to amplify the singular force of individual reflection and unlock the power of looking inward before acting outward.

SELECTION OF PARTICIPANTS

The session has been designed for participants with leadership or management responsibilities within their organization and/or in the humanitarian (or development) sector(s). However, with small adjustments, the session could equally be used with participants working in these sectors who do not have management/leadership roles.

Within an organization, the session could first be used with senior managers, who could then be given responsibility for rolling it out internally, with a view to have as many members of personnel as possible participate in sessions. All members of personnel have a role to play in building or strengthening an organizational culture in which there is no place for sexual misconduct.

GROUP SIZE

In order to allow for meaningful discussions in plenary and in break-out groups, it is advised to keep the group to 25 participants ideally, 30 participants, maximum.

The session includes one activity where participants are asked to hold discussion in small groups. It is recommended to have 3 to 5 participants in each ZOOM (or TEAMS) break-out group (depending on the plenary group size), ensuring diverse representation in each, to allow for meaningful discussions within the groups.

Facilitation

ON-LINE OR IN-PERSON DELIVERY

This session was initially designed for face-to-face facilitation. However, as in-person meetings have not been possible in the last few months for reason of the COVID-19 pandemic, the methodology and facilitation of this session have been adapted for use in a virtual environment. The session has been delivered virtually, using ZOOM technology (noting that TEAMS may also offer an appropriate technical platform).

The online delivery has been a positive experience: the virtual sessions have been found to offer a safe environment for participants, allowing for meaningful and honest exchange.

If the COVID-19 situation changes and face-to-face delivery is possible again, the session could be delivered in an in-person setting. Experience shows that in person dialogue more easily allows for the building of safe environments that are conducive to honest sharing and reflection amongst participants.

However, to reflect the current situation and to capture the experience with online delivery, this facilitators guide covers online delivery of the session. Delivering the session face-to-face would require some adaptations in methodology for some of the activities as described in this guide.

CHOICE AND QUALIFICATIONS OF FACILITATORS

It is strongly recommended to have the session facilitated by two facilitators. In addition to complementing each other, this will allow the facilitator who is not leading the facilitation of a specific exercise to keep an eye on the chat in the virtual environment and on raised virtual hands; so as to ensure all participants get an opportunity to speak and contribute actively to the conversation/discussion. The facilitator who is not the lead facilitator for a specific activity can also keep time.

The subject matter and methodology of the session require facilitators with strong experience in facilitating “difficult conversations” and in experiential learning, including in building and supporting a safe learning environment for participants. Facilitators must be equipped to handle situations where a participant may express resistance to, or hesitation about the methodology and activities used in the session, or instances where participants may disagree strongly. Equally, facilitators need to be equipped to handle reactions of participants who may be distressed or triggered as a result of certain activities or discussions.

In terms of substantive knowledge, it would be appropriate to select facilitators who have knowledge of and experience in one or more of the following areas: diversity and inclusion, prevention of sexual misconduct, abuse of power or authority, gender inequality.

In order to create an environment in which all participants feel welcome and included, it is strongly recommended to keep diversity considerations in mind when selecting the pair of facilitators.

In addition to the facilitators, it may be useful to have a notetaker join the session, to prepare a high-level note of the session. The role of the notetaker should be explained to the participants: the notetaker should not quote or attribute individual contributions, respecting the safe space and confidentiality of the session. The note taker is present in the plenary sessions only and does not participate in any of the activities. Note also that the presence of observers is not encouraged.



Session preparation



This guide is intended for use by facilitators only; it should not be shared with session participants.

TECHNICAL PREPARATION

Online platform (in case of online delivery):

Past sessions have been organized using ZOOM as the preferred online platform. ZOOM allows for a large gallery view, meaning that a large number of participants is visible to facilitators and fellow participants on one screen. The use of a ZOOM meeting ID and pass code should make it possible to ensure that no uninvited persons join the session. Technical guidance and log-in details should be shared ahead of the session with all participants (see Annex I for sample technical guidance for participants).

TEAMS may also serve as an appropriate technical platform, using the Teams breakout room function and the gallery view option for plenary sessions.

Use of Mentimeter

Mentimeter (www.mentimeter.com) has been used to facilitate one specific exercise (*Courage by degrees*, see page 16). In this exercise, the free-of-charge¹ Mentimeter platform allows participants to vote on a sliding scale to rate how they feel about something by degrees from 1 to 5. The tool allows the facilitators to share the results of this voting exercise on screen in real-time as participants vote, allowing for the opportunity to immediately begin discussions on the results. See annex 2 for technical guidance on the use of Mentimeter.

Substantive preparation

It is recommended that the facilitators familiarize themselves with key policies and practices related to the prevention of and response to sexual misconduct within the organization (including, for example: reporting mechanisms, number of SEA and SH cases reported and followed up, guidance on applying victim-centred approach, information on speak-up culture and retaliation, etc.). In addition, it is recommended that the facilitators are familiar with or seek information/speak with members of personnel on the organizational culture, including the organization's standards of ethics and conduct, values and ethical principles.

A senior manager acts as host for this dialogue. (See also "Opening the session", page x), and while he or she opens and closes the dialogue, and should understand the flow of the session as a result of preparatory discussions with facilitators, they should not know the details of each activity, so that they can also engage actively as a participant.

When the session was delivered to a mixed, interagency group of senior leaders, the facilitators held confidential one-on-one 30-minute preparatory conversations with most of the participants. These conversations explained the nature of the session (without describing specific activities) and allowed to make a start with reflecting on participants' experiences, views and their role and engagement in strengthening an organizational culture

¹ If entities intend to use Mentimeter more than once, then they will need to take out a subscription.

in which there is no place for sexual misconduct. These preparatory conversations helped the participants to feel comfortable with the experiential nature of the session, and confirmed to them that there was no need for substantive preparation for the session; they just needed to commit to fully participate as themselves and engage openly and honestly with the exercises and discussions.

The confidential preparatory one-on-one conversations also allowed the facilitators to get to know the individual participants and supported them in having a clear impression, ahead of the session, of participants' level of interest, comfort and engagement with issues of organizational culture and prevention of sexual misconduct. It also allowed them to gauge where certain sensitive topics might be a source of discomfort for individual participants and aided them in navigating those areas during the session appropriately and with sensitivity.

When the session is delivered to groups of participants from within the same organization, confidential preparatory one-on-one conversations with participants may not always be necessary or may not be feasible (in light of the heavy time investment needed).



Session Overview

(⌚ 2 HOURS)

1. OPENING THE SESSION

Senior manager sets scene and objectives; introduces the facilitators and shares a personal reflection/story (⌚ 15 MINS)

2. SESSION GUIDELINES

Facilitators provide overview of the session (⌚ 5 MINS)

3. VISUALISATION ACTIVITY

Activity to tap into and reveal unconscious biases, followed by plenary with debrief (⌚ 25 MINS)

4. VOICES VIDEO (⌚ 5 MINS) AND SMALL GROUP DISCUSSION (⌚ 30 MINS)

Video (⌚ 5 MINS) discussion in small break-out groups (⌚ 15 MINS) and brief feedback from 3-5 people (⌚ 10 MINS) to explore how they feel about the video and what survivors would expect of them as leaders

5. COURAGE BY DEGREES

Interactive exercise using statements to explore what levels of courage are required to act (⌚ 30 MINS)

Discussion on how differences in perspective, rank, and privilege influence the courage required to act and how leaders can use their power to support others to act

6. CONCLUSION / WRAP-UP (⌚ 10 MINS)

Senior manager makes concluding remarks, presents summary and call to action around how participants will use their power and privilege to bring about change

1.

Opening the session

(⌚ 15 MINS)

OBJECTIVES:

- Setting the scene
- Creating an atmosphere of trust and open dialogue

KEY MESSAGES:

- Preventing sexual misconduct (sexual exploitation and abuse and sexual harassment) is a priority for our organization
- Sexual misconduct lies in deeply rooted power imbalances and gender inequalities, which indeed are also very present in our organizations and in the environments and contexts in which we work.
- Our organizational culture plays a large role in whether we, as an organization, succeed in preventing, surfacing, and responding effectively to sexual misconduct
- You, as leaders/managers have a particularly important role to play in building an open and respectful organizational culture in which sexual misconduct does not happen and all personnel feel empowered to speak out and take action if something does happen
- (Any other organization-specific key messages)

METHODOLOGY:

Invite a senior manager in your organization to share some reflections, on why it is important for your organization to reflect on organizational culture, and your own roles in creating or reinforcing an open, respectful organizational culture, in which sexual misconduct does not happen (or, if/when an incident does happen, it is effectively addressed, with full respect for the victims).

If the senior manager is comfortable to do so, she/he may wish to share some personal reflections on an experience of having been affected by or having dealt with a situation in which others were affected by sexual misconduct.

The senior manager who opens the session should also introduce the facilitators, and the notetaker (if it is decided to produce a high level note).



2.

Session guidelines

(⌚ 5 MINS)

OBJECTIVES:

- Introducing the session by providing an overview of activities
- Establishing ground rules, in particular: **confidentiality/Chatham House Rules**

KEY MESSAGES:

- Do not be afraid of some discomfort; seek honest self-reflection
- Listen carefully, while suspending your judgement, be curious
- Respect the “safe space” – do not quote/attribute what others share in the session outside the session
- Be prepared to challenge yourself and others
- Be willing to accept lack of closure on complex discussions in this time frame
- For virtual sessions, encourage participants to have their cameras on throughout.

METHODOLOGY:

- For the participants to understand the flow of the session, the facilitators can provide the following session overview (either showing the overview on a slide (slide 1 below), or just verbally introducing the activities that jointly make up the session)
- In order to create a curious and positive atmosphere, encourage active and honest engagement and participation, and ensure a safe and confidential environment, the facilitators introduce ground rules for the session (slide 2 below). Facilitators should also invite participants to add and use the chat for comments and observations.

OVERVIEW OF 2 HOUR SESSION

- Welcome
- Overview of the session and guidelines
- Visualisation activity
- Video and discussion
- What courage does it take to bring about change?
- Conclusion - Power and privilege in transformative action

GROUND RULES

- Turn judgement into curiosity
- Turn disagreement into shared exploration
- Turn defensiveness into self reflection
- Turn assumptions into questions

STOP – PAUSE – REFLECT – ACT

3.

Visualisation activity

(🕒 25 MINS)

OBJECTIVES:

- To recognize that everyone has their own unconscious biases operating in the background that influence how they see the world and people around them, and their behaviours and attitudes.

KEY MESSAGES:

- Remind participants that all of us have unconscious biases and that these biases have an impact on our expectations of others, our attitudes, actions and behaviours.
- Biases are the product of our background and our experiences in life, and it is important to be aware of them and how they impact us and others.
- We each need to work proactively to challenge our biases and ensure they do not cause us to act in discriminatory ways.

METHODOLOGY:

Facilitator uses storytelling and guided visualization to help participants uncover and explore some of their unconscious biases. The facilitator walks participants through an eyes-closed visualization without any hints of gender, race, sexual orientation, age, disability, visible signs of religion, or other identity markers and has the participants visualize what and who they see in their mind as they proceed through the story. (Introduction to exercise – 🕒 2 MINS)

Then the facilitator asks the group to open their eyes, and asks them what and who they saw. Allow the conversation to flow and participants to fully develop what they visualized without directing them.

After a few minutes, the facilitator can start to ask more specifically about the gender, race, age, disability, sexual orientation etc. of the persons they visualized. This serves the purpose of helping each participant realize that that are operating with certain preconceived notions about people and their roles and capacities.

TIPS FOR THE FACILITATORS:

- Speak clearly and slowly
- If delivered in-person change your place, walk around the room
- If you are doing this virtually and asking participants to close their eyes, you can suggest that for the visualization only they may wish to turn off their cameras
- You may play calm music softly in the background, during the visualization if you like
- The second facilitator should keep time and keep an eye on the chat (and draw the main facilitator's attention to interesting observations/comments raised in the chat). The second facilitator can also help ensure that all participants interested in contributing get the opportunity to speak.

Facilitators start the exercise without giving an indication of process or purpose of the exercise. You can adjust the story as you wish but never provide clues as to specific characteristics of the people encountered.



INSTRUCTIONS TO PARTICIPANTS AND READING OF VISUALIZATION SCENARIO: _____

(⌚ 8 MINS)

I know your work lives are always incredibly busy, but this exercise offers a chance, for just a few moments, to put down your phones, and relax. I would like to ask you to please close your eyes, feel your back against the chair, and your feet on the floor. And take a few deep breaths, in and out and in and out.

Please close your eyes and take a deep breath.

I would like you to imagine that it is a workday morning. You just finished your breakfast and your first meeting of the day is with the CEO of a large company that has expressed an interest in supporting your organization. You will meet with the CEO, explain about your organization's work and how your organization works with the private sector, and start exploring ways of working together in the future. This is important to you and you are very focused on making this meeting succeed!

The weather is nice, bright and sunny, and you decide to walk to your appointment; the company's office is not very far from your place, and if you take the car it will probably take longer, as there are huge traffic jams during the morning rush hour.

*You close the door behind you, and start walking down the street, towards your appointment. You pass the local bakery shop where you always buy your bread, the smell of the freshly baked bread wafts towards you. You notice the **owner**. You wave, and you note that **their spouse** is engaged in some type of work inside. You wait at the traffic light and when the light turns green you cross the street at the pedestrian crossing. Just to the right of you, in a side street, you see some people gathered – you stretch your neck to see what's happening; it appears a **police officer** is reprimanding someone; it looks like the person is resisting being arrested. People are standing still and are watching what is going on. You hurry along as you do not want to be late, and a few minutes later you arrive at the company's building where you have your scheduled appointment with the CEO. It is a tall shiny new building. **Someone** is sitting just by the entrance and calls out to you for some change to get something to eat. You ignore the person, and focus on your upcoming meeting; you remember to put on your mask and hurry inside the building. On your left side after the entrance is a desk with **security personnel**. They check your identification and let you enter the foyer of the building; they direct you towards the elevator and tell you to get off at the eighth floor. You take a squirt of hand-sanitizer from the security desk and walk over to the elevator bank and wait for the elevator to arrive. The doors open, a **maintenance worker** steps out, and you step to the side to let the maintenance worker pass with a cart full of cleaning supplies. You enter and push the button for the eighth floor. You reach the eighth floor, and get off. At the end of the corridor, you are greeted by the **CEO's assistant**, who confirms your appointment and shows you to the office where your meeting will take place. The assistant asks if you want a coffee; you gladly accept the offer; you want your coffee black - no milk, no sugar. The door closes and you sit on the couch. Then the **CEO** enters; you get up to introduce yourself.*

Open your eyes. Let's explore what you witnessed; the places and the people you saw on your journey. There are no right or wrong answers for this visualization; we see what we see, and that is okay!

Remember waving at the bakery owner? What did they look like? What about their spouse?

Who did you see next?

DEBRIEFING:

(⌚ 15 MINS)

Ask participants to turn their cameras back on if they had them off during the visualisation. Ask the participants who the first person was they saw (the baker). Ask someone to describe this person. Indicate that there are no wrong answers; you see who you see and that is fine! Ask someone else to describe what their baker looked like.

Explore each person encountered—give this time to allow participants to describe and develop key elements of the identities of the persons they visualized. As the discussion moves on (a few minutes into the debriefing), ask about gender; or note, if the participant describes someone as a man (or woman) that the gender was not mentioned in the story. Why does the participant think they saw the baker/police officer (etc.) as a man (or a woman)? Ask participants about other characteristics, such as skin colour, (dis)ability, etc.

Explain how our own backgrounds and experiences shape how we saw each person in the story. We were not given any specific clues as to what they might look like, but created images, based on our own expectations of who each person would be.

Also reflect on diversities not visualised by the participants e.g. disabilities, wearing of a headscarf, age, etc. And consider diversities which one may not always see (such as sexual orientation). Consider the characteristics of the persons in positions of authority? What characteristics did you see and which ones did you not see? (e.g. diverse groups other than your own).

It is important not to ask why or make any judgment or blame anyone for what they visualized. This is simply an ice breaker which allows the facilitator to ask relevant questions regarding biases, stereotypes and resultant behaviour in forthcoming exercises and to make a start with having participants reflect on where they come from, how their experiences in life have influenced who they are and what they expect to see in the world around them, and in the people around them, their values, norms and behaviours.

We all have biases and it is useful to remind ourselves of this often, and to find ways in the work that we do to have checks and balances that ensure our biases do not adversely impact our decisions or our interactions with others.

To connect this activity with the broader theme of the session, reflect with the participants on how our biases might impact on our work to prevent and respond to sexual misconduct. How might our biases impact on this work, and in particular our views on victims/survivors of sexual exploitation and abuse and sexual harassment, as well as perpetrators? Do we have any pre-conceived views on victims/survivors? Or do our biases affect our views on perpetrators, shaping who we perceive as more likely to perpetrate misconduct and perhaps making it hard for us to believe, for example, if there are allegations against someone we know and like? How might our own lived experiences also influence our response to cases we become aware of?

Close the session by asking participants to reflect on what they will do to manage the unconscious biases they have become more aware of and how they will maintain their commitment to this.



4.

“Voices” video (⌚ 5 MINS) and Small Group Discussions (⌚ 15 MINS) with Brief Feedback (⌚ 25 MINS)

OBJECTIVES:

- To shift the focus to sexual misconduct, both SEA and SH.
- To allow participants to think of the many different environments and situations in which sexual misconduct can occur.
- To allow participants to listen to different experiences of victims and thereby put themselves in the shoes of the victims.
- To allow participants to reflect on the devastating impact sexual misconduct can have on victims.

KEY MESSAGES:

- All our efforts to eradicate sexual misconduct from the humanitarian and development sectors are, in the end, about protecting people. That is why we need to put victims first (and apply a victim-centred approach).

METHODOLOGY:

- The “Voices” video is available [here](#).

- The facilitator should flag here that the video contains testimonies of sexual exploitation and abuse and of sexual harassment. Contents of the video may be triggering or sensitive to some.
- Facilitators should indicate where, in the organization, support is available to participants.



- The “Voices” video (4 minutes and 11 seconds) has 5 voices that each share an experience of sexual misconduct (either sexual exploitation and abuse or sexual harassment). The video does not show the persons but has abstract animations. The five testimonies are based on real situations, affecting either humanitarian workers (sexual harassment) or beneficiaries (sexual exploitation and abuse).
- Facilitators should turn off their camera, so as to make sure their image is not visible on screen during the screening of the video.
- Explain that participants will be asked to reflect on two questions in small groups for 15 minutes. These questions are: (1) How are you feeling following the video, and (2) what would survivors expect of you as a leader?
- Explain that the participants will automatically be sent into pre-determined small ZOOM/TEAMS breakout groups of four/five persons (or, in a face-to-face setting, will be divided in small groups for tabletop discussions). After 15 minutes, everyone will be automatically returned to the plenary ZOOM/TEAMS meeting.

- Once everyone is back in the plenary room, remind participants to keep/put their cameras [back] on.
- Seek brief feedback from 3 - 5 people on the discussions they had in their small groups (10 mins), potentially asking how the video made them feel so as to ensure a grounded rather than abstract discussion. Invite participants to also use the chat function for sharing their feelings about the video and thoughts about the discussion.
- The facilitator who is not leading the debriefing should keep an eye on the chat and make sure that people seeking the floor are given a chance to speak.

TECHNICAL GUIDANCE:

- Make sure to test the use of the video in ZOOM/TEAMS before the actual session. Pay particular attention to the sound; make sure the sound is functioning properly.
- Ask all participants to turn off their cameras during the video. The facilitators should also turn off their cameras (to avoid being visible in the corner of the screen during the video and thereby distracting the participants from the video).
- Prepare for use of ZOOM/TEAMS breakout rooms.
- Pre-assign participants to the break-out groups with consideration to diversity and anything else known about the relationships/personalities that will lend itself to a good mix in the small groups.



5.

Courage by degrees

(⌚ 30 MINS)

OBJECTIVES:

- To identify actions that everyone (as member of personnel of a humanitarian/development organization, or specifically as manager/leader) can take to contribute to:
 - a) the prevention of, mitigation of and response to sexism, discrimination or, in particular to sexual misconduct by fellow workers
 - b) the strengthening of equal and healthy relationships in the workplace.
- To reflect on how much courage it takes to act, and on how we can contribute to a working environment in which it is easier for others and ourselves to act.
- To reflect on different kinds of courage; there is the courage it requires to work in war or disaster situations, in duty stations which may be dangerous and isolated. Many in the UN or in the humanitarian sector display this kind of courage. But there is also a different kind of courage: moral courage, courage to speak up, courage to question behaviour of others, irrespective of their position or power. This exercise allows for reflection on what it takes to display that kind of courage.

KEY MESSAGES:

- Speaking up and taking action to prevent or respond to sexual misconduct, discrimination, sexism or other transgressions often takes courage.
- Many factors impact how much courage it takes to speak up or act (including, for example, contractual status, seniority, fear of retaliation, past experiences, etc.).
- At first sight, certain actions may appear easy to take, but, upon reflection, participants often realize that speaking up is not always easy.
- We can take steps to make it easier for others in our organizations to find the courage to act, including by using our authority appropriately, setting the right example and by contributing to open, inclusive and respectful working environments.

METHODOLOGY:

Facilitation steps:

Introduction (🕒 5 MINS)

1. Explain that there are many actions we can take to contribute to the prevention of, mitigation of and response to sexual misconduct (and to sexism, discrimination, or related inappropriate behaviour or misconduct) and to encouraging equal and healthy relationships in the workplace. Some of these actions will take more courage than others.
2. Explain to the participants that they will see a number of action statements on their screen. For each statement, they are asked to reflect on how much courage it would take for them to take action. They can indicate the amount of courage (anonymously) by assigning a value from 1 (no courage) to 5 (lots of courage) to each of the statements, through [Mentimeter](#).
3. Facilitators provide a link to [Mentimeter](#) and a password (see annex 2 for preparatory steps to include the courage statements in Mentimeter).

Reviewing and responding to courage statements (🕒 10 MINS)

In preparation of the session, facilitators can choose the statements most applicable to their audience, or adapt the statements to make them more relevant. It is recommended to use no more than eight statements, in one or two rounds.

4. Participants log onto [Mentimeter](#) on their mobile phones (or on their laptops, but this is not recommended as they are participating in the ZOOM/TEAMS session using their laptop).
5. Using [Mentimeter](#), participants respond to “courage” statements, ranking each statement on the continuum of “no courage” to “some courage” to “lots of courage”.

Revealing aggregate scores and plenary discussion (🕒 20 MINS)

6. Facilitators welcome everyone back from [Mentimeter](#) and reveal the aggregate scores and the spread of scores. Open the floor for participant responses, encouraging participants to discuss why they rated the statements as they did.
7. Facilitators ask questions and encourage debate and dialogue. If doing the exercise in two rounds, open discussion after the first round and then go through the same process with the second round of statements.
8. Facilitators should pay close attention to participant reactions, whether online or in-person, and actively encourage dialogue and debate.
9. Facilitators close discussion after 8-10 min plenary discussion and conclude with the following questions:
 - a) Which scenarios felt easy to respond to and is this true both at work and in their personal lives?
 - b) Which scenarios were difficult for them and why? What support do they need to take proactive action on the difficult issues?
 - c) Did some of the scenarios initially seem easy to act on, but, upon reflection, were considered more challenging? You may consider asking if anyone has personal experience they may wish to share; what are their reflections on this, how much courage did it take and how did they find the courage to act. What actions did they take?



- d) What steps are they challenging themselves to take?
 - e) How might individuals at different levels in the organisation, or with different contract types, or with greater vulnerability and less power, respond to these same scenarios?
 - f) How might you use your power as a leader to support them, and make it easier for them to act?
10. Facilitators ask all participants to write in the chat one action they're going to challenge themselves to take to address SH & SEA in their spheres of influence.
 11. Facilitators encourage participants to take a look at the commitments in the chat and offer 3-5 participants a chance to briefly share their commitments.
 12. Facilitators share this list with the senior manager responsible for the opening and closing of the session, so that she/he can incorporate these into closing remarks.

Questions/statements (to choose from/adapt):

FIRST ROUND QUESTIONS

- Tell a male colleague that the joke he made is sexist and inappropriate
- Apologise to a colleague with whom I was inappropriately flirtatious
- Tell a peer that I think she/he is racially discriminating against some co-workers and must stop
- Dismiss a senior colleague who is also a friend for sexual harassment even when he has made it clear he will challenge the dismissal in a tribunal
- Support an intern to bring a sexual harassment case against a senior representative of a major donor

SECOND ROUND OF QUESTIONS

- Let a colleague who works under my direct supervision know that I think she/he is abusing her/his authority
- Establish and actively support a men for gender equality working group
- Suspend a partnership when the organisation demonstrates it does not hold its staff accountable for sexual exploitation and abuse
- In a meeting, point out to male colleagues that men are dominating the conversation and need to give others space to talk
- Refuse to sit on a panel discussion covering a critical part of my organisation's work unless it is gender balanced and diverse

6.

Conclusion

(⌚ 10 MINS)

OBJECTIVES:

- To wrap up the session, thank the participants for their active participation; encourage participants to continue on the journey they started with their participation in this session.

KEY MESSAGES:

- This is only the beginning, we have so much more work to do, to ensure our organizations are safe for everyone who works with us and for beneficiaries and others interacting with our organizations.
- Creating an open, inclusive environment in which everyone feels safe and empowered to speak up, starts with knowing ourselves, being aware of our own biases, being open and vulnerable, and setting a good example for those around us.

METHODOLOGY:

- The senior manager who opened the session (and participated together with the other participants) will say a few words in closing.
- She/he can reflect on the exchanges, drawing out concrete action points and follow-up actions.
- She/he can thank the participants, as appropriate, for their active engagement, their willingness to share and be vulnerable, and for their commitment to do more in this area.
- If appropriate, she/he can commit to specific follow-up actions on behalf of the organization.

Next steps

Follow-up after the session

The session is intended to be a starting point for further conversation and action.

The commitments from the “courage by degrees” exercise and commitments from the closing can serve as the connection to follow up actions.



Annex I

Technical Instructions for Participants (SAMPLE)

Session on values, attitudes and organizational culture in relation to prevention of sexual misconduct (sexual exploitation and abuse and sexual harassment)

[date]

TECHNICAL INSTRUCTIONS FOR PARTICIPANTS

Platform:

- The event will be organized as a Zoom² meeting.
- Please ensure your Zoom app is up-to-date by downloading the latest version from <https://zoom.us/support/download> (this applies even if you have previously installed the app, as it does not update automatically).

Login

[date, time]:

- Login link: [[provide zoom link](#)]

Meeting ID: XXX Passcode: XXX

- If you would like to test your audio and video connection before the event starts, the event room opens 60 minutes in advance.

Technical setup:

- **Microphone/headset:** Unless you know that your internal mic and speakers work well in Zoom, we recommend that you instead use a headset with a microphone. Please use a wired rather than a Bluetooth set. Learn about how to connect a USB headset at <https://rb.gy/r3iwa7>
- **Audio settings:** The recommended audio settings for Zoom to ensure that you are coming through clearly are available at <https://phap.org/zoom-settings>
- **Internet connection:** Please ensure your internet connection is working. If possible, use a wired network connection. If using WiFi, try to be close to your router or access point.
- **Camera placement:** Please ensure that there is no bright light behind you (such as a window) as this may shadow your face. Consider lifting your computer (or separate webcam) by, for example, placing it on a stack of books to be more in line with your face.
- **Location:** Please ensure – if possible – to be in a location with no background noise to allow participants to focus on your remarks instead of distracting sounds.
- **Exercises:** We will run at least one exercise using Mentimeter (www.mentimeter.com). If possible, have a smartphone at hand so that you can participate in this without having to hide the Zoom meeting on your computer screen.

² These sample instructions cover the ZOOM platform, but could be adapted for use of TEAMS as the preferred virtual meeting platform.

Annex II

Guidance on use of Mentimeter for facilitators

For the Courage by Degrees exercise, you will need to use a Likert Scale through Mentimeter. A Likert scale is a type of rating scale that measures how people feel about something by allowing participants to rate statements on a scale by degrees of low to high.

You will need to create a Mentimeter account at [Mentimeter.com](https://www.mentimeter.com).³

To set up a scale for the exercise, start a **New Presentation** in the **Home** screen.

On the right side, select **Scales** as the type of question for your slide.

In the box titled **Your question**, type **How much courage does it take?**

Fill in the **Statements** section with the statements you want participants to rate the level of courage required to act on.

A **maximum of 8 statements** can be included in each slide. Each statement has a **150-character limit**. You can use multiple slides to break up the statements or to include more than 8 statements.

Result layout must be set to **Sliders**.

It is recommended for the purposes of this exercise that **Dimensions** be set at 1-5 range. For the **Custom low label**, type **No courage** in the box and a **Low value** of 1. For the **Custom high label**, type **A lot of courage** in the box and a **High value** of 5.

Save the Mentimeter slide(s) and share with the facilitator or presenter by clicking the **Share** button on the top right corner.

By sharing the presentation, a **voting code, QR code, and direct link** will be created to share with participants before starting the exercise. This will allow them to vote on the statements by computer or mobile phone and illustrate the results on the scale in real time.

If using a voting code (a series of numbers), participants will need to go to Mentimeter.com and enter the voting code in the box marked **'Enter voting code'** at the top of the screen. Otherwise, use the link or QR code generated.

The code will be valid for **2 days**, after which the presentation will need to be shared again to create new access codes.

³ If entities intend to use menti-meter more than once, then they will need to take out a subscription.



CEB

UN System Chief Executives Board for Coordination

IASC Inter-Agency
Standing Committee