



TRANSPORT DRIVER PSEA TRAINING *DAY 1*

DEVELOPED BY THE GLOBAL WOMEN'S INSTITUTE,
INTERNATIONAL RESCUE COMMITTEE UGANDA AND WORLD
VISION UGANDA

2021

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TODAY'S AGENDA

Session 1: Introduction (9:00 – 10:00am)

- Welcome, Introductions & Icebreaker
- Ground rules / Eyes & Ears
- Introducing Empowered Aid
- Pre-Test

Session 2: Key Concepts (10:00am – 1:00pm) *Morning break: 10:30-10:45am *will happen during Session 2*

- Power and Consent
- Gender and Sex
- Gender-based violence (GBV tree)

Lunch: 1:00 – 2:00pm

TODAY'S AGENDA CONT'D.

Session 3: Sexual Exploitation and Abuse (2:00- 3:45pm)

- SEA Definitions
- SEA Stories

Afternoon break: 3:45pm – 4:00pm

Session 4: Principles of Working with Women and Girls & PSEA Referral Pathway (4:00 – 5:15pm)

- Review principles of working with women and girls
- PSEA Responsibilities & Referral Pathway
- Visioning exercise

Closing (5:15 – 5:30pm)

INTRODUCTIONS

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1. Introduction & Icebreaker
2. Expectations
3. Ground Rules
4. “Eyes and Ears”

OVERVIEW OF 'EMPOWERED AID'

- Little known about the magnitude of SEA in humanitarian contexts
- How might humanitarian aid delivery processes increase the risks of SEA within the affected populations?

Goal: mitigate risks of SEA by adapting aid delivery systems to actively reduce power disparities and give women and girls a sustained voice in how aid is delivered.

For more information: <https://globalwomensinstitute.gwu.edu/empowered-aid>

EMPOWERED AID

Phase 1

- To better understand the ways in which distribution of material resources in emergencies may create or reinforce opportunities for sexual exploitation and abuse of women and girls.
- *Ethnographic fieldwork with refugee women and girls*

Phase 2

- To identify, prioritize, and test a range of options for improving current distribution mechanisms and modalities.
- *Implementation science, pilot tests*

Phase 3

- To disseminate, validate and replicate research findings, including networking and training led by women and girl refugee researchers, building on the participatory action approach.
- *Research uptake, dissemination, network-building*

PURPOSE OF THE WORKSHOP

- In this **two-day workshop**, we apply Empowered Aid's findings on how to better understand and reduce the **safety risks and concerns women and girls face during aid distribution processes**
- We will give you a background and understanding of key concepts in Prevention of Sexual Exploitation and Abuse around aid distribution, and understanding of risks that women and girls face and how we can work together to mitigate those risks.

PRE-TEST

PRE-TEST

1. What role does 'power' play in gender-based violence?
2. List the 4 main ingredients of informed consent.
3. What are 3 of the defining characteristics of 'sexual exploitation and abuse'?
4. Name two of the four guiding principles for using a survivor-centered approach.

PRE-TEST

5. Name at least 2 consequences that survivors of SEA and other forms of GBV may face? These could be health consequences, psychological/emotional consequences or social consequences.
6. Why is “Power Over” considered negative use of power?

KEY CONCEPTS

POWER UP!

- *Power is something that is always in our lives. It influences our decisions and choices, yet we rarely think about it.*
- *Please close your eyes for a minute or so.*
 - *Now in your own mind, try to imagine power. (pause)*
 - *What does power look like to you? (pause)*
 - *What images come into your mind? (pause).*
 - *Now please open your eyes.*
- *What was it that you imagined when you closed your eyes?*
 - *Can describe or even act out your images of power*

- Show and explain 4 power drawings
 - *Did you imagine anything like this when you were thinking about power?*
 - *How would you describe this type of power?*
- Write over each the appropriate term and explain:
 - **power within**
 - **power over**
 - **power with**
 - **power to**

1. Read
each
statement

2. Ask,
*Which type
of power is
this?*

1	A 30 year old NGO worker promises his young 17 year old girlfriend a new phone.
2	Poni feels good about herself and knows her rights.
3	The community passes a bylaw to end sexual abuse of girls.
4	Mary and Keji are good friends who support each other in everything.
5	Jokudu tells Christine that she can stay with her if she feels scared at home.
6	Wani forced Anna to eat cold food, because he said the food was cold.
7	Gabi does not feel ready for sex yet, but Taban convinced her he will look for another girlfriend.
8	John feels that he can create change and balance power in his relationship.
9	Rose helps her friend to setup a center for supporting girls who have experienced violence.
10	Peter burns Yeno's shoes, because she did not ask him whether she could buy them.
11	Adare decides she will not let anyone abuse her

INFORMED CONSENT

- Knowing the consequences, and you are fully given a choice
- Ingredients of informed consent:
 - Having all the information and understands the consequences of their action
 - Being both old enough (above 18) and mentally sound enough to understand the agreement and the consequences
 - Being of equal power relationships
 - Given voluntarily and freely

GENDER AND SEX

- Draw two separate circles on a flipchart and write (or otherwise represent) “Men” and “Women” in the circles
- Show the flipchart “Defining Sex and Gender” with visual cues next to it
- Ask participants to say if this is a gender or sex difference

IS THIS GENDER OR SEX?

- Women give birth to babies, men do not
- Men make decisions for the family; women are caretakers for the family
- Women can breastfeed babies, men can bottle-feed babies
- The education of boys is more valuable to society
- Men's voices get deeper when they become adults; women's voices stay the same
- The role of a husband carries higher status than the wife

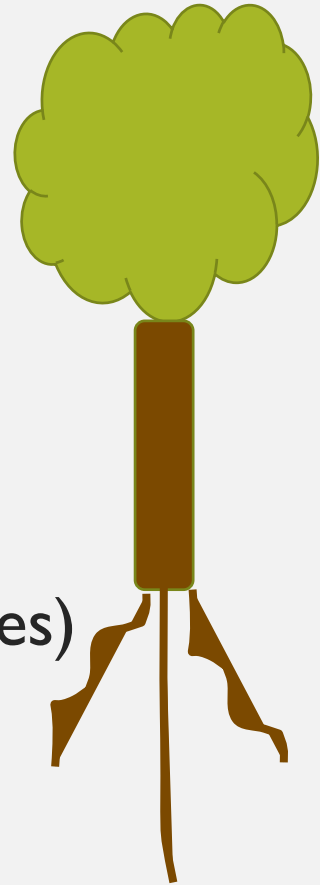
MYTHS VS. TRUTHS ABOUT GENDER & SEX

- Place a set of 3 post-it notes around the room in 3 different colors, green means "I AGREE," orange with "I DISAGREE," and yellow means "DON'T KNOW"
- Read out loud the statements and ask participants to move to stand by the sign that represents their opinion about the statement

- It is important that sons have more education than daughters.
- A woman has to have a husband or sons or some other male kinsman to protect her.
- There are times when a woman deserves to be beaten.
- A man or a boy should have the final word about decisions in his home.
- Violence against women exists in every society in the world.

GBV KEY CONCEPTS: TREE DIAGRAM

- Draw an outline of a tree on a flipchart
- Divide the women into 3 groups and ensure they have post it notes and each group has a **notetaker**
- Ask about types of violence (trunk)
- Then, ask about the consequences of violence (branches)
- Ask about what contributes to violence (contributing factors) and what is **root cause**



sticking post-its on tree

- Violence is a learned behavior, it is not inherent to one's character. How do people learn?
 - Observation
 - Culture
 - Personal history/experience
 - Family
 - Communities, schools, friends
- It is **NOT** caused by:
 - Mental illness
 - Alcohol and drugs
 - Anger/stress
 - Lack of self-control
 - Victims' behaviour
 - Economic problems

GBV IS NEVER JUSTIFIED.

SEXUAL EXPLOITATION AND ABUSE (SEA)

SEXUAL ABUSE

- Share your understanding of Sexual Abuse
- “**Sexual abuse** is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal, manipulative or coercive conditions.”

TYPES OF SEXUAL ABUSE

- List any forms of sexual abuse that they have seen happening during or related to aid distribution
- Rape
- Sexual harassment
- Psychological and/or physical abuse may co-occur
- Unauthorized touches to obtain sexual gratification
- Sexually motivated comments and statements
- Rubbing one's self on another with an intention to obtain sexual gratification

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SEXUAL EXPLOITATION

- Share your understanding of Sexual Exploitation
- “**Sexual Exploitation** is any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including but not limited to profiting financially, socially or politically from the sexual exploitation of another.”

SEXUAL EXPLOITATION

- List any forms of sexual exploitation that they have seen happening during or related to aid distribution
- Humanitarian worker requiring sex in exchange for material assistance, favors or privileges
- IDP chief requiring sex in exchange for favors or privileges
- Driver requiring sex in exchange for a ride to food distribution
- NGO worker demanding sex in exchange for a job offer
- Teacher requiring sex in exchange for passing grade or admission to class
- OVERALL: One person in power getting sex in exchange for something the more vulnerable person needs

KEY POINTS OF SEA

- Sexual exploitation and abuse is a **total violation of women and girls' rights** and subjects them to **health, social and emotional/psychological consequences**.
- It violates international and national human rights standards and laws
- It can have **serious consequences** on the survivor, the aid staff / (alleged) perpetrator, and the organization for whom the humanitarian staff member works
- Many other refugees may suffer as a result of others getting more food or supplies

SEA STORIES: DISCUSSION QUESTIONS

1. What did you think about the role plays?
2. Have you observed that these things happen in your areas?
3. What are some of the concerns you have with the behaviors of the NGO workers, volunteers, contractors, and community leaders in aid distribution?
4. What could the woman or girl do in response to her situation? Where could she go for help? What would the response be?

VIDEO

- What have you seen in the video?
- Take 5-10 minutes to reflect on what you have seen

GUIDING PRINCIPLES

1. Right to Safety
2. Right to Confidentiality
3. Right to Dignity & Self Determination
4. Non-Discrimination

A survivor centered approach is one that places the survivors needs at the center of any decisions or actions taken.

REFERRAL PATHWAY

- Explain local services available and referral pathway for reported SEA (insert local information here)

PSEA RESPONSIBILITIES & REFERRAL

- Use this section to provide an introductory or refresher PSEA training based on your organization's specific PSEA responsibilities and referral pathway.

VISIONING EXERCISE

DEBRIEF & CLOSING

TOMORROW WE WILL...

- Review Empowered Aid Findings
- Discuss Risk Mitigation
- Conduct a post-test

THANK YOU! SEE YOU TOMORROW