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| **Session 15: Protection from Sexual Exploitation and Abuse** | **1 hour 30 minutes** |
| **Note:** This session is primarily knowledge based (explaining what protection from sexual exploitation and abuse (PSEA) is and providing context for how it applies to humanitarian assistance) and partially attitude oriented (heightening awareness of the importance of PSEA and the reporting of violations of it). There is minimal skill work, in the form of locating relevant guidance in the Sphere Handbook. The session also covers sexual harassment and abuse (SHA), gender-based violence (GBV), and the importance of creating effective reporting mechanisms. It includes:  1. **PowerPoint presentation** – with trainer’s notes in the “Notes View”, which explain the key themes on the slides, and provide instructions for activities and their debriefing.  2. **Several small group** **exercises**, including one with a video case study, where participants locate actions and guidance in the Sphere Handbook for protecting people from sexual harassment, exploitation, abuse and violence. |  |
| **Learning objectives**  By the end of this training, the participants will be able to:   * Define sexual exploitation and abuse (SEA), and actively advocate against it * Distinguish between sexual harassment and abuse (SHA), SEA, and gender-based violence (GBV)/sexual GBV (SGBV), stating how they are interrelated but require different strategies for protection and response * Refer others to sections in the Sphere Handbook that provide guidance on PSEA | |
| **Key messages**  There are five key messages of the session that you should highlight. The goal is that participants will absorb and be able to restate these key messages with colleagues after the training.   * SHA occurs in workplaces in every sector. * SEA is any actual or attempted abuse of power or trust for sexual purposes by those involved in humanitarian programmes against people in a position of vulnerability. * GBV is any harmful act based on socially ascribed gender differences. It occurs globally due to inequality between men and women and is intensified during crises. * The Sphere Handbook includes guidance for protection from SHA, SEA, and GBV. * Managers must be held accountable for informing staff, setting a high standard, and acting on reports and findings of violations. | |

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| **Concise session plan (this is a medium-paced session)** | **Timings** |
| 1. **Introduction and learning objectives** (slides 1–2) | 5 min |
| 1. **Definitions of SEA, (S)GBV and SHA** (3–9) | 20 min |
| 1. **Where do these abuses occur? Part 1** (10–11) | 5 min |
| 1. **“To Serve with Pride” video excerpt and debrief** (12–13) | 20 min |
| 1. **Where do these abuses occur? Part 2** (14–18) | 30 min |
| 1. **Summary, conclusion and** a**dditional resources** (19–22) | 10 min |
| **Other files and preparations you may need**    **Files:** There are no additional files for this module – but **STP 13 Chapter Icons.docx** prints will be useful for assigning technical sectors to groups. | |
| **General norms for all Sphere training sessions**   * Apply the principles of adult learning by using an active learning approach in your session design and facilitation. See the **STP Facilitator’s Guide** for more such information and tips. * Remember that different sessions in this package have different content and therefore different approaches to training based on that content. Content has been simply classified as relating to **skills, knowledge, and attitude**. Most sessions include some aspect of each, in different ratios.   + **Skills**-based content results in the participant being able to do an activity or perform a skill. It is best taught by practice, hands-on application, and repetition.   + **Knowledge**-based training results in the participant knowing certain information. This can be measured by quizzes, discussion after the session, or the participant’s ability to explain the content to someone else.   + **Attitude**-based content is intended to change the way participants think about certain topics or the way they approach humanitarian work. This content is about encouraging, convincing, and eliciting buy-in from the group to the extent possible. * Communicate to participants core messages that they will be able to retain and apply **– not** everything you want to tell them. What they need to know to be able to successfully use Sphere in humanitarian response is always less than what you want to tell them and more than they can remember. * Use the learning objectives to guide you if you need to prioritise some elements of the session for the sake of time. * Always use the activities (e.g. case study, role play, plenary discussion, matching game, photo or video analysis) during the session. Participants will learn more by doing, and be much more interested, than if they are lectured at. * Decide how you will share the responsibilities if you have a co-trainer. * You are encouraged to use the session plans and activities from this package for your topic or to modify and develop your own – as long as the learning objectives are met. * Have a plan B (and C) to mitigate unexpected challenges (power failure, more or fewer participants than planned, last-minute room changes, etc.) * Although estimated timings are provided in the notes, consider your group’s size and discussion style, and do the required maths to determine feedback and debriefing time needed. Six groups of four people with each person speaking for 2 minutes = 48 minutes if everyone speaks! It would take 24 minutes if one representative speaks for each group for 4 minutes. * Close your session on-time with an activity wrap-up, summary, debrief, or challenge to action.   **Sphere Training Package surveys**  The Sphere Training Package is updated every few years. Your feedback is highly valuable during and between revisions for monitoring use, and for assessing the quality of the sessions and their suitability for different audiences.   * If you recently delivered training using one or more sessions from this training package, please complete this survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG> * If you recently finished working through this training package for private study, please complete this survey: <https://www.surveymonkey.com/r/STP2019studiersENG>   **Participant feedback**   * However long or short your training event, Sphere recommends asking your participants for feedback. If using a paper questionnaire, you may use your own form or adapt the one provided in the file **STP 20 Evaluation Form Template.docx**. If you have Wi-Fi at the training venue and everyone can access a phone or PC, you may prefer to use an online survey. Sphere has a central post-event participant survey which you can test here: <https://www.surveymonkey.com/r/spheretesten>. Contact [learning@spherestandards.org](mailto:learning@spherestandards.org) to request a unique way of collecting survey responses (SurveyMonkey calls this a “collector”) or tailored version for your event.   **Sharing a training report**   * If you have recently organised or facilitated a workshop, please send an event report to [learning@spherestandards.org](mailto:learning@spherestandards.org). This may be shared via Sphere digital platforms so please don’t include private or sensitive information. The file **Training event report template.docx** included in this package may be used as a template if your organisation doesn’t provide one. | |
| **Tips for local modification**   1. If you do not have access to power or equipment to present PowerPoint slides, print the slides on A3 paper in advance and conduct the session as a live event. 2. If you cannot play the included video during the training, watch them in advance and provide one or two of the examples depicted therein as case studies for discussion. The debriefing can still be done in the same manner. Note that a live presentation may take longer than the video, so you will need to adjust session length accordingly. | |