

SEXUAL EXPLOITATION ABUSE AND HARASSMENT (SEAH) TRAINING MANUAL FOR REGIONAL SCHOLARSHIP AND INNOVATION FUND (RSIF)



Prepared by: Dr. Dan Adino 2022

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LIST OF ABBREVIATIONS

AHUs	African Host Universities
ASET	Applied Sciences, Engineering and Technology
<i>icipe</i>	International Centre of Insect Physiology and Ecology
IPIs	International Partner Institutions
PSEAH	Prevention of Sexual Abuse and Harassment
PASET	Partnerships for skills in Applied Sciences, Engineering and Technology
Rsif	Regional Scholarship and Innovation Fund
RCU	Regional Coordinating Unit
SGBVP	Sexual Gender Based Violence Policy
SSA	Sub-Saharan Africa
SEAH	Sexual Exploitation Abuse and Harassment
WB	World Bank

1 FOREWORD AND ACKNOWLEDGEMENTS

This training manual on prevention of and response to Sexual Exploitation Abuse and Harassment (SEAH) in contexts of institutions of higher education was developed through a rigorous exercise from July 2022 to December 2022. The need for the manual was dictated by the realities of widespread cases of SEAH reported in Universities across the Globe. In such contexts, all forms of exploitation and abuse are likely to occur unless deliberate steps are taken to prevent and respond to them. While most teaching staff in Public Universities are well behaved and conscientious, evidence shows that a few deviant staff may misuse and abuse their positions to sexually exploit and abuse the students. Abuses also occur among staff members themselves. In less common circumstances, staff members may also experience abuse from students.

At the core of this training manual are the processes involved in SEAH reporting, investigations, redress mechanisms and assistance for survivors. The manual thus acts as a comprehensive guide to the Regional Scholarship and Innovation Fund (Rsif) network including the Rsif African Host Universities (AHUs) and the project Regional Coordination Unit (RCU) and an aid to their understanding of the relevant issues around SEAH. Apart from providing information on the subject, the manual also provides information on how to carry out participatory and experiential training on the subject. The strength of the manual lies in the fact that it was pre-tested in the 15 AHUs. Experiences gained from the pre-tests were used to fine-tune the content covered and the training methodology suggested.

We acknowledge the input from staff of the various African Host Universities (AHUs) that participated in the various elements of the process to develop this Manual. We especially recognize the inputs and engagement of the safeguards focal points in AHUs. Additionally, the inputs of the Rsif Coordinator Dr. Moses Osiru and the Rsif safeguards focal point Bonface Nyagah are highly appreciated. Rsif thanks Dr. Dan Adino, who was lead Consultant in the development of the manual. We also thank all those who contributed in any way to the development of this piece of work, Rsif offers its sincerest gratitude especially to the entire *icipe* fraternity.

2 BACKGROUND TO RSIF PROJECT

The Regional Scholarship and Innovation Fund (Rsif) is the flagship initiative of the Partnerships for skills in Applied Sciences, Engineering and Technology (PASET). The World Bank (WB) is supporting the Africa Regional Scholarship and Innovation Fund for Applied Sciences, Engineering and Technology Project in Sub-Saharan Africa (SSA) to address fundamental gaps in skills and knowledge necessary for increasing the use of science, technology and innovation for sustained economic growth in SSA. Rsif aims to support doctoral training and post-doctoral research and innovation in five priority sectors for growth and development across SSA. The Rsif Project was approved by the World Bank in May 2018 and will be implemented over a seven-year period ending 31 December 2025. The Project financing includes an IDA grant totaling approximately **US\$15 million** and support from the Government of Korea (**USD 9 million**). Individual country governments may join the PASET initiative by contributing **US\$2 million** each, which is added to the Rsif General Fund. A total of 15 African Host Universities (AHUs) receive Rsif students and 11 African governments have joined Rsif. The International Centre of Insect Physiology and Ecology (*icipe*) was competitively selected to serve as the Regional Coordinating Unit (RCU) for the Initiative. The Rsif RCU is hosted by *icipe* at its headquarters in Kasarani in Nairobi Kenya and has recruited a team of experts to manage the Project.

The Rsif World Bank Project Development Objective is to ‘*strengthen the institutional capacity for quality and sustainable doctoral training, research and innovation in transformative technologies in SSA*’. The objectives and results will be achieved through two project components; i) Capacity for development for the operation and management of the scholarship, research and innovation fund; and ii) Scholarships and research grants for Applied Sciences, Engineering and Technology (ASET). Rsif is implemented through competitively selected host universities in SSA countries, who also host the doctoral students supported by Rsif and where research and innovation in the ASET fields will be undertaken. Innovative research is in partnership with key stakeholders including industry and will be led by host university faculty and postdoctoral researchers. The host Universities develop strong networks with International Partner Institutions (IPIs) who support research of the PhD students in a sandwich arrangement (Rsif Scholars spend up to two years in IPIs as visiting researchers/ scholars). There are 23 IPIs where the scholars can visit as part of their research work. The scholar’s study in 15 African Host Universities in SSA as shown in the Table 1 below.

Table 1: African Host Universities

No.	UNIVERSITY	HOST COUNTRY
1	Nelson Mandela African Institution of Science and Technology	Tanzania
2	Kenyatta University	Kenya
3	African University of Science and Technology	Nigeria
4	University of Ghana	Ghana
5	Sokoine University of Agriculture	Tanzania
6	University of Port Harcourt	Nigeria
7	University of Nairobi	Kenya
8	University of Rwanda	Rwanda
9	University of Gaston Berger	Senegal
10	Bayero University	Nigeria
11	Université Félix Houphouët-Boigny	Cote.d'Ivoire
12	Haramaya University	Ethiopia
13	Makerere University	Uganda
14	International Institute of Water and Environmental Engineering (2iE)	Burkina Faso
15	University of Abomey-Calavi	Benin

2.1 INTRODUCTION TO THE TRAINING MANUAL

A. Objectives of the Manual

The overall aim of Sexual Exploitation Abuse and Harassment (SEAH) training manual is to enable Rsif to respect and protect the dignity of Rsif staff and scholars principally by training Rsif network staff on SEAH and preventing SEAH from occurring but secondarily by identifying, reporting, investigating and acting on cases that occur. The specific objectives of this manual are to:

- i. Define Sexual Exploitation Abuse and Harassment in the context of higher education institutions and explain its consequences.
- ii. Identify and explain factors that lead to Sexual Exploitation Abuse and Harassment within the higher education institutions
- iii. Explain the six principles of safeguarding.
- iv. Outline and discuss relevant guidelines and mechanisms for reporting, investigating and acting on cases of Sexual Exploitation Abuse and Harassment.
- v. Outline the processes of providing assistance to SEAH survivors.
- vi. Develop the capacity of Rsif Focal Points to carry out training on Sexual Exploitation Abuse and Harassment.

B. Safeguarding principles

The manual is based on the following six principles of safeguarding:

Principle 1: Empowerment

People should be supported and encouraged to make their own decisions. This should be done by:

- i. Making services more personal
- ii. Giving people choice and control over decisions
- iii. Asking people what they want the outcome to be

Principle 2: Prevention

Rsif should work to stop abuse before it happens by:

- i. Raising awareness about abuse and neglect
- ii. Training staff
- iii. Making sure clear, simple and accessible information is available about abuse and where people can get help

Principle 3: Proportionality

When dealing with SEAH situations, Rsif must ensure that it always think about the risk. Any response should be appropriate to the risk presented. Services must be provided in a manner that respects the survivor and in consideration of what is in his/her best interest.

Principle 4: Protection

Rsif team must ensure that they know:

- i. What to do if there are SEAH concerns
- ii. How to stop the SEAH
- iii. How to offer help and support for people who are at risk including survivors and whistleblowers

Principle 5: Partnership

Rsif should work in partnership with other stakeholders. Other stakeholders also have a part to play in preventing, detecting and reporting SEAH.

Principle 6: Accountability

Safeguarding is everybody's business. Everyone must accept that we are all accountable as individuals, services and as organisations. Roles and responsibilities must be clear so that people can see and check how safeguarding is done.

C. Training facts

The modules are arranged in the sequence in which they are expected to be taken and estimated durations suggested. However, trainers will need to exercise discretion and flexibility in adopting the manual to suit the circumstances prevailing. Such circumstances will include the time and resources available, number and category of participants, the training needs of participants etc. The content and processes should therefore be selected appropriately.

D. Target Users

This manual has been prepared to train ToTs drawn from *icip*e and AHUs. The ToTs comprises Rsif safeguarding focal points. The users are assumed to have gone through the same or an equivalent course. The manual may also be adapted and used in similar contexts elsewhere.

E. Preparation of sessional plans

For every session, you need a clear plan which shows:

- Objectives: What you intend to achieve by the session.
- Topics: The content you will cover.
- Steps: The specific activities you and the participants will go through.
- Time: The length of time allocated to each step.
- Resources: The materials / equipment you need for each step.
- Evaluation: Key questions to assess if learning has taken place.

F. Training Methods

- i. Focus Group Discussions
- ii. Resource Persons or Guest Speakers
- iii. Personal Testimonies
- iv. Case Studies and Scenarios
- v. Role Play
- vi. Videos
- vii. Group Exercises

G. Training Materials

- i. Note books and pens for participants.
- ii. Flip chart paper.
- iii. Videos, television set and video player.
- iv. Computer, LCD projector and other accessories
- v. Handouts for participants.
- vi. Reprographic equipment e.g. photocopier, printer, computer etc.
- vii. Marker pens
- viii. Tape.

2.2 PRELIMINARY ACTIVITIES

a. Introduction of participants and facilitators to one another

Introduction is normally done on day one and entails the following steps:

- i. Introduction of facilitators and participants
- ii. Training expectations
- iii. Levelling of training objectives and expectations.
- iv. Setting training rules and regulations.

b. Training expectations

- i. Facilitator asks the participants to share their workshop expectations.
- ii. Facilitators write participant's answers in relation to their expectations on a flipchart and clarify which ones will be covered in the training workshop and the ones which are not to be covered.

c. Training Objectives:

Facilitator to provide an overview of the training workshop and its objectives. By the end of the training, participants should be able to:

- i. Understand and describe what SEAH is
- ii. Understand the link between power, privilege and SEAH
- iii. Explain the causes and consequences of SEAH
- iv. Know how to report allegations of SEAH
- v. Explain basics of case handling and survivor assistance
- vi. Know how to conduct investigation for SEAH related cases

d. Ice Breakers

Option One: From the ice breaking, ask each participant to introduce one person met by name, occupation and any other interesting detail learnt.

Option Two: If there is no time to carry out the ice-breaking exercise, ask participants to let other participants know them

Time table

DAY 1		
Day/Time	Session	Facilitator
8.00 am – 8.30 am	Introductions, Ground Rules, Expectations and Workshop objectives	
8.30-10. 30a.m	Introduction to SEAH	
10.30 am – 11.00 am	Health Break	
11.00 am – 1.00 pm	Understanding Causes & Consequences of SEAH	
1.00 pm - 2.00 pm	Lunch Break	

2.00 pm – 4.00pm	How to prevent SEAH	
DAY 2		
Day/Time	Session	Facilitator
8.00a.m-8. 30a.m	Recap for day one	
8.30am – 10.30am	SEAH reporting	
10.30 am – 11.00 am	Health Break	
11.00a.m -1.00p.m	SEAH Investigations	
1.00 pm - 2.00 pm	Lunch Break	
2.00 pm – 4.00 pm	Group exercise	
DAY 3		
Day/Time	Session	Facilitator
8.00-8.30	Recap for day two	
8.30am – 10.30 am	Providing assistance to survivors	
10.30 am – 11.00 am	Health Break	
11.00 am – 1.00 pm	Referral pathways	
1.00 pm - 2.00 pm	Lunch Break	
2.00 pm – 4.00pm	Post training evaluation	

3 MODULE ONE: INTRODUCTION TO SEAH

Module plan

Session	Topics	Time
SESSION 1:	Introductions, Ground Rules, Expectations and Workshop objectives	30 Min
SESSION 2	Introduction to SEAH	2Hrs
2.1	Define Sexual Exploitation, Sexual Abuse and Sexual Harassment (SEAH)	
2.2	Context Setting / Understanding SEAH	
	Health break	30 Min
SESSION 3	Understanding Causes & Consequences of SEAH	2Hrs
3.1	Causes of SEAH	
	Consequences of SEAH	
Lunch Break		1 Hr.
SESSION 4	How to prevent SEAH	2 Hrs
4.1	Leadership culture & changing behavior	
4.2	SEAH policies & procedures	
4.3	Prevention of SEAH in the Context of Rsif	
Break		

3.1 SESSION 1: INTRODUCTIONS, GROUND RULES, EXPECTATIONS AND TRAINING OBJECTIVES

a. Preliminary activities

- i. Introduce participants and facilitators to one another.
- ii. Outline participants' expectations of the training.
- iii. Outline the training objectives and match them with participants' expectations.
- iv. Agree on training rules and regulations.

b. Training Methods

- i. Focus Group Discussions
- ii. Resource Persons or Guest Speakers
- iii. Personal Testimonies
- iv. Case Studies and Scenarios
- v. Role Play
- vi. Videos
- vii. Group Exercises

c. Training Materials

- i. Note books and pens for participants.
- ii. Flip chart paper.
- iii. Videos, television set and video player.
- iv. Computer, LCD projector and other accessories
- v. Handouts for participants.
- vi. Reprographic equipment e.g. photocopier, printer, computer etc.
- vii. Marker pens
- viii. Tape.

d. Ice breaking

Option One: From the ice breaking, ask each participant to introduce one person met by name, occupation and any other interesting detail learnt.

Option Two: If there is no time to carry out the ice-breaking exercise, ask participants to let other participants know them

3.2 SESSION 2: INTRODUCTION TO SEAH

Sessional objectives

- i. To familiarize participants to key concepts in SEAH

Exercise 1

Divide participants into small groups and assign them to define:

Sexual Exploitation.
Sexual Abuse.
Sexual Harassment.
Vulnerability.
Trust.
Power.

Ask each group to present its definitions and examples.

Present the definitions given by Rsif to clarify the concepts.

Elaborate on the key words in the Rsif definitions

To establish a common baseline of understanding among participants, the facilitator should provide standard definitions of sexual exploitation, abuse and harassment. While going through the definitions it is important to provide practical examples. Ask the participants for practical examples of what situations could look like in reality and have participants name examples.

Sexual Abuse: Sexual abuse is the misuse of sex. It refers to unlawful forceful sexual contact or intercourse. It is abuse of a sexual nature including acts such as rape, attempted rape, defilement, incest, fondling and indecent acts and sexual assault. Forcing, enticing or coercing a vulnerable person to take part in sexual activities, whether or not the vulnerable person is aware of what is happening. The activities may involve physical contact, non-contact activities (such as involving a vulnerable person in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including *via* the Internet).¹

¹ United Nations Glossary on Sexual Exploitation and Abuse, Second Edition. https://hr.un.org/sites/hr.un.org/files/SEA%20Glossary%20%20%5BSecond%20Edition%20-%202017%5D%20-%20English_0.pdf

Sexual exploitation: This refers to the use of one's authority and power position, either explicitly or implicitly to force or cause another into unwanted sexual relations or to punish another for his/her refusal to submit. At the core of sexual exploitation is power and misuse of authority, which may include threats of harm or use of actual physical force.

Sexual Harassment: Sexual harassment is defined as unwelcome advances, requests for sex favours or other verbal or physical conduct of sexual nature by way of words, acts, gestures or comments that would embarrass, humiliate, demean or compromise a reasonable person at whom such advances, requests or conduct are directed. It also refers to the imposition of sexual requirements in the context of a relationship of unequal power. Sexual harassment is the abuse of power and an assault of one's right to dignity, respect and freedom. It can take various forms ranging from verbal, visual to physical forms.

The following factors should be considered in determining whether the unwelcomed conduct constitutes sexual harassment:

- i The conduct was made as a term or condition of an individual's educational progress, living environment, employment, or participation in the institution's activities
- ii Acceptance or refusal of the unwelcomed conduct is used as the basis for or factor in decisions affecting an individual's education, employment, living environment, or participation in the institution's activities
- iii The conduct impacts the individual's academic or employment performance or creates an intimidating, hostile or offensive environment for that individual's work, education, living environment, or participation in the institution's activities.

Sexual harassment may consist but not limited to any or all of these forms:

- i Belittling comments on a person's anatomy
- ii Persistent demands for dates
- iii Sexual jokes, innuendos, noises, lewd suggestions, foul language, obscene gestures
- iv Requesting for sexual favours in return for rewards, favours, exclusions or inclusions
- v Telling lies or spreading rumors about a person's sex life with the purpose of assassinating the character of the person
- vi Unwanted physical contact of any sort which is sexual in nature especially touching of any body parts, brushing against another's body, hair or clothes, kissing, pinching, patting, grabbing or cornering
- vii Displaying to a person pornographic and sexually suggestive pictures and/or sexual objects
- viii Transmitting offensive written telephone or electronic communications
- ix Indecent exposure
- x Indecent curiosity such as peeping, eavesdropping, persistent unwanted brazen questioning into a person's sexual matters

Whistleblower: Refers to an individual who reports a concern regarding wrongdoing. Whistleblowers provide information, based on a reasonably held suspicion that a wrongdoing has occurred.

Zero Tolerance: The institution's commitment to immediate operational response when cases of SEAH occur or get reported.

Terminology: A person affected by SEAH is often called "survivor", especially in cases of sexual abuse.

Survivor: A person who has experienced sexual exploitation or abuse. Survivor is the term

generally preferred in the psychological and social support sectors because it implies resiliency.

Consent: Seeking consent before engaging the other party in any sexual relationship is very important to avoid SEAH from occurring. The consent must be free from coercion or intimidation. The facilitator should emphasize that consent to engage in a sexual relationship with a child is not recognized under national and international law. The age at which an individual is considered an adult and is thus capable of giving a consent vary across jurisdictions.

Unequal Conditions: When two parties do not have the same power and hence one with more power can determine what happens to the other party.

Coercive Conditions: Forcing another person to engage in act or activity in which he or she is unwilling to partake through verbal or physical pressure, threats, force, deception, enticement or manipulation.

Power relations: Unequal power relationships can provide a fertile ground for SEAH to occur. There are four dimensions of power including; 1. Power to be (The capacity such as that acquired through education and professional training), 2. Power over (The ability to make things and decisions non-negotiable), 3. Power with (Derived from a mandate given by a constituency through a democratic process) and 4. Power within (Innate ability or talent).

Trust: Confidence bestowed upon an individual by virtue of the positions they hold for the purposes of providing goods and services to others for example teaching students at the University.

Vulnerability: Conditions and environments that makes individuals open to attack.

Recognizing SEAH

The facilitator to start by showing this video to the participants
<https://youtu.be/m9HVVVmVAM8>

Source²

Recognizing SEAH can prove to be challenging especially in circumstances where the perpetrators hold senior positions and may have the ability to use their powers to sexually abuse people they are meant to protect. It can be very difficult to identify SEAH and in most cases there are multiple elements of power abuse which can make people feel too afraid to speak out. This is why staff and scholars who recognize and report concerns can have a positive impact and make a real difference. It may be that they can notice things that potential survivors cannot or will not speak out about for themselves.

²<https://www.google.com/search?q=sexual+harassment+video+for+students&oq=sexual+harassment+veideo&aqs=chrome.2.69i57j0i13i512i9.22040j0j4&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:0da9d56d,vid:m9HVVVmVAM8>

Example 1: Recognize the signs of SEAH

- “He is a good lecturer with many friends and a good reputation for his work in mentoring students. But I heard rumors that he requests that female students bring to him their class assignment to his private office situated in the neighborhood of the campus.”
- “I didn’t know for sure if anything bad was happening to these female students but I felt that something was not right. I saw that they were nervous and withdrawn around him.”
- “I felt sick about what might be happening to these students but did not know what to do.”
- “I felt uncomfortable in the company of this lecturer. He says really inappropriate things to female students in class but he is just one of those guys who is from another generation.”

Example 2: Conducive context

- Lecturers can exploit and abuse their female students by: awarding more marks to female students who are absent from school, offering to assist students performing poorly in class work, giving targeted students more scholastic materials in exchange for sexual favours and even offering school fees to targets.
- Marking of assignment by lecturers in the office where they summon individual students provides privacy that can be used to sexually exploit and abuse the students.
- Lecturers can also summon students to their residential quarters where they can sexually exploit and abuse them.
- Lecturers can use verbal and non-verbal forms of communication tantamount to sexual harassment.

Example 3: What SEA looks like

- A male University professor attempts to engage in sexual activity with a female student
- A woman gives her consent to have sex with her employer in exchange for a paid staff position.
- A senior member of staff makes sexual remarks about the body, clothing or appearance of staff at the office.

SEAH settings



Sex for Grades’: Moroccan Court Sentences 2 Professors to Prison³

Case Narrative 1: Sex for Grades’: Moroccan Court Sentences 2 Professors to Prison

³<https://www.moroccoworldnews.com/2022/03/347837/sex-for-grades-moroccan-court-sentences-2-professors-to-prison>

Morocco's Court of First Instance in Settat near Casablanca has sentenced two professors from the Hassan I University to a total of two and a half years in prison for sexually extorting female students in return for giving them good grades.

The court sentenced two out of four professors for their involvement in the "sex for grades" scandal on Tuesday and acquitted the others. The Court sentenced Professor "Mohamed. Kh" to one and a half years in prison and fined him MAD 7,000 (\$721), while professor "Abderrahman. M" received a one-year sentence and a fine of MAD 5,000 (\$515). The court also demanded professor "Abderrahman .M" to pay compensation of MAD 60,000 (\$6,185) to his victims "Nadia. Kh" and "Khadija. Kh". The court acquitted the two other professors, 'Mohamed. B' and 'Khalid. S'.

Prior to the trial, lawyer Rachid Naanaai, who defended the professors, stated that the public opinion judged the defendants based on the media uproar before the verdict was even issued.

Since the "sex for grades" scandal became public a number of similar cases have also come to light. The Criminal Chamber of the Court of Appeal in Settat on Monday, March 21 found another university professor guilty of sexually assaulting a female student. Another "sex for grades" scandal took place at Morocco's National School of Business and Management (ENCG) in Oujda at the end of last year.

Police also arrested a teacher last week after a high school student accused him of sexually harassing her in Tetouan. The scandals provoked outrage among Moroccans and women's rights activists, many of whom showed solidarity with the victims.

Source:<https://www.moroccoworldnews.com/2022/03/347837/sex-for-grades-moroccan-court-sentences-2-professors-to-prison>.

Case Narrative 2: One in six students sexually harassed while at university⁴

Almost half of Australia's student population have experienced sexual harassment at least once in their lifetime. One in six students has been sexually harassed since starting at university and one in 12 has been sexually harassed in the past 12 months; and one in 20 students has been sexually assaulted since starting at university and 1.1% have been sexually assaulted in the past 12 months. These are the findings of a new survey released on 23 March, one of the world's largest surveys on sexual harassment and sexual assault experienced by university students. The Social Research Centre's 2021 National Student Safety Survey (NSSS) found that women are far more likely to be sexually harassed or sexually assaulted than men. Also, it found sexuality and gender diverse students are at significantly greater risk than all other groups of being sexually harassed or sexually assaulted. Aboriginal and Torres Strait Islander people, people living with disabilities and people from culturally diverse backgrounds are also student cohorts at greater risk of sexual harassment and sexual assault. Pansexual students were more than three times as likely to have experienced sexual harassment in the past 12 months as heterosexual students. Disabled students were nearly twice as likely to have such experiences compared to non-disabled students. The majority of perpetrators are male. One in 20 perpetrators were university staff members. At the Australian National University (ANU) in Canberra 26.1% of survey respondents reported being sexually harassed at some point during their time at university, twice the national average. Of ANU respondents, 12.3% reported having been sexually assaulted at some point during their time at university, three times the national average. Speaking at the release of the findings, the chair of Universities Australia, Professor John Dewar, apologized on behalf of the body's 39 institutional members to "every student who has suffered sexual harassment or sexual assault or has a friend, family member or loved one who has". He said the situation is unacceptable.

"I am sorry for what you endured. I am sorry for how that may have affected your relationships, your mental health, your studies and your life," he said. "Every person has the right to be and feel safe so that they can learn, work, live and thrive. Every person who attends university has the right to believe they will be treated with respect, dignity and fairness. "He said no instance of sexual harassment or sexual assault should be tolerated, and our institutions must set the tone for what is expected from our future graduates.

⁴ <https://www.universityworldnews.com/post.php?story=20220325075533262>

3.3 SESSION 3: UNDERSTANDING CAUSES & CONSEQUENCES OF SEAH

Sessional Objectives

- i. To understand the causes of SEAH
- ii. To appreciate the consequences of SEAH

Causes of SEAH

Organizational culture can either prevent SEAH from happening or promote the perpetuation of SEAH.

SEAH behaviors are not typically isolated incidents; rather, they are usually a series or pattern of sometimes escalating incidences. Prevalence of sexual harassment in an organization is indicative of an organizational culture which is conducive to SEAH.

Why does SEA happen?

SEAH normally results from situations of power imbalances as a result of gender, age, disability, racial or ethnic discrimination among others.

In this context, of institutions of higher education, often in a position of relative power and privilege in relation to student –lecturer interactions. Those most at risk are often female students. Men can be targeted too.

Majority of SEAH survivors don't report such cases because of fear of victimization, stigma, lack of information on how to report concerns, or lack of structured mechanism to report and address SEAH including survivor assistance and recovery.

Exercise 3: Ask participants to form groups and discuss between themselves the causes of SEAH in organizations and choose one person to report back. They can write on flipcharts and present after.

Make a short presentation on the variety of factors that contribute to SEAH using the table below.

SEAH is a form of power abuse which is a product of conducive situations and contexts where people in positions of power misuse their power without consequence. Incidences of SEAH in a learning environment may increase when professional standards of behavior are not clearly communicated and enforced and so members of the academic staff and students feel less inclined to speak out about concerns. As well, professional standards may exceed the law on SEAH, causing confusion as to which standards to follow.

Table 2: Factors that contribute to SEAH

	Factor	Contribution to Sexual Exploitation and Abuse
1	Awareness and exposure	<ul style="list-style-type: none"> An individual's level of awareness and exposure will determine his/her ability to recognize what is or is not SEAH as well as awareness about human rights. People with lower levels of awareness and exposure are more vulnerable to exploitation and abuse.
2	Poverty	<ul style="list-style-type: none"> Students from poor background. This makes them desperate for any assistance even if it means exploitation. Lack of economic opportunities and employment may make women /girls resort to commercial sex as a way of generating income.
3	Impunity	<ul style="list-style-type: none"> An existence of a culture where SEAH incidences go unpunished. For example, when influential and powerful University administrators or lecturers sexually exploit and abuse students they are more often likely to go free and continue doing so because of fear among the student survivors to report such acts. Impunity can also result from breakdown in the machinery for dealing with SEAH thus creating an environment of lawlessness, disorder and lack of investigation and redress.
4	University environment	<ul style="list-style-type: none"> The students joining the university may face challenge due to peer pressure and other social challenges
5	Power relations	<ul style="list-style-type: none"> The relative voiceless-ness of female students may make it difficult for them to report cases of sexual exploitation and abuse.
6	Structural domination: religious, racial, ethnic, economic etc.	<ul style="list-style-type: none"> Conditions where domination of one section of society by another is legalized or sanctioned, members of the dominated group are likely to suffer the consequences of SEAH. For example, Female Students may feel intimidated by the members of the dominant group and easily be exploited and abused.
7	Legal and religious norms	<ul style="list-style-type: none"> Complicated and legal requirements of proof of sexual violation may encourage perpetrators and also discourage survivors from reporting. For instance, people will avoid taking legal process if a survivor of SEAH need to produce witnesses to prove her/his case given that SEAH are often perpetrated in secretive contexts. Sometimes religious doctrines classify married women who have been raped as adulterers and this may limit their willingness to report.
8	Drug and substance abuse	<ul style="list-style-type: none"> Use of drugs can impair judgment and behavior leading to perpetration of SEAH. The drugs can also be used to make the targets of SEAH easy to exploit by drugging and making them unconscious or helpless.

Consequences of SEAH

3.4 SESSION 4: HOW TO PREVENT SEAH

Sessional objectives

- i. To understand Leadership culture & changing behavior
- ii. To understand the basic components of Prevention of Sexual Abuse and Harassment (PSEAH)
- iii. To note the policies & procedures of PSEAH
- iv. To understand PSEAH in the Context of Rsif

Exercise 6: The participants should acquaint themselves with what they can do to prevent SEAH within their Universities.

Ask participants to share the following:

- What are you currently doing in your programs in terms of PSEAH?
- What could be useful in your program?
- What are you not doing in your University?
- What needs to change?

Leadership culture & changing behavior

Safe organizational culture

Environments built on integrity and respect, where staff and scholars feel able to voice concerns and everyone takes an active role in contributing to safety-related behaviors, help to prevent incidents of SEAH. As well, if they do occur, they can be addressed and dealt with quickly.

Senior leadership, managers, employees and scholars all have a unique part to play in creating a culture of safety.

The long-term goal of PSEAH is to create an environment where all staff, scholars and community members feel safe and respected. Staff and scholars should always be able to access the protection and assistance they need without fear of any form of victimization.

Changing the culture of an organization requires vision, objectivity and a willingness to change. The actions outlined in table 4 below will contribute to creating an environment in which staff and scholars feel safe and SEAH is prevented and addressed.

Table 4: Actions for SEAH prevention

1	Safe practices in recruitment, induction, people management and programming	SEAH prevention policies and procedures should be integrated in contracting and recruitment documents. PSEAH resources should be availed. PSEAH should be integrated into job/role descriptions for all staff.
2	Good governance, accountability and transparency	A PSEAH focal point at top management level can serve to ensure that cases of SEAH are taken seriously and dealt with fairly and consistently.
3	Robust procedures for responding to SEAH incidences and concerns	Standard operating procedures to ensure consistent and regular monitoring of PSEAH including survivor surveys and quality of response.
4	Zero tolerance to SEAH	Organizational standards and culture should include zero tolerance towards: <ul style="list-style-type: none"> • SEAH • Stigma associated with SEAH • Retaliation towards whistleblowers or anyone else reporting concerns • Discrimination
5	Staff and scholars speak out and challenge poor behavior	<ul style="list-style-type: none"> • Receiving no reports, or very few, might be cause for concern in itself. For example, this might imply that reporting mechanisms are not accessible or well-designed for the context. • Leadership communications, briefings and trainings which explain power and privilege and how it can lead to SEAH, as well as how to recognize, respond and report concerns will help encourage reporting. • Safe spaces where staff can reflect and share issues, and leaders are willing to listen and engage in conversations where uncomfortable challenges are raised and not shut down, can help create a culture in which staff and scholars regulate their own behavior and the behavior of colleagues.
6	Gender-equality and equity	Ensuring gender parity and diversity can lower the incidences of SEAH in an organization.

Designating SEAH Focal Points

The main objective of a PSEAH focal point is to help senior management actively prevent and respond to sexual exploitation abuse and Harassment by strengthening PSEAH policy and supporting the development and delivery of a PSEAH action plan.

The PSEAH focal point role includes:

- i. Monitoring and oversight of the PSEAH action plan
- ii. Working in coordination with a PSEAH committees
- iii. Co-leading the development/review of a PSEAH policy
- iv. Holding Code of Conduct briefings with emphasis on PSEAH
- v. Being the internal focal point for SEAH complaints and concerns
- vi. Contributing to developing and updating a guide on referrals to health and other services that SEAH survivors may need, in co-operation with gender-based violence and legal expertise
- vii. Helping to ensure that PSEAH is included in every plan, program activity
- viii. Serving as liaison between the AHUs/RCU/ Donors on SEAH issues.

Good practices

- **Two focal points in the institution - one female and one male**
- **Ensure focus on the underlying issues of gender and inclusion**
- **Focal points should coordinate with a PSEA committees for updated knowledge and, importantly, peer support**

PSEAH policies & procedures

Exercise 7: Divide the participants in groups of five or more and let them discuss the implementation of PSEAH policies in AHUs:

- Which challenges has the University you worked for faced in implementing PSEAH policies and or procedures?
- How can the University mitigate these challenges?
- How can Universities change organizational culture to provide conducive environment for SEAH prevention?

The principles and rules of conduct on which to base a PSEAH policy include: Principles of fair investigation, a survivor-centered approach, zero tolerance towards SEAH and whistleblower protection.

Why PSEAH policies are important

It is essential for PSEA policy to be established so that organizations can address pertinent issues such as the behavior of staff and scholars. Policies provide the basis for communications, compliance and consistent decision-making. They also enable Universities to hold staff and scholars to account when they are in breach of a policy they have signed up to.

Good practice for PSEAH policies and procedures

- **Reflect the philosophy and values of the Institution**
- **Should be domiciled within the division or department of Human Resources to protect sensitive information about personnel**
- **Should be accessible to everyone and easy to understand**
- **Should be fully owned and supported by Senior management within the institution to ensure implementation**
- **Should promote gender equality and equity by addressing specific gender vulnerabilities and imbalances**
- **Should clearly state the standards behavior expected from everyone in the institution with regards to SEAH prevention**

Examples of Social safeguarding documents for Rsif

- i. Gender Policies
- ii. Grievance redress mechanisms
- iii. Child protection policies
- iv. Security and disciplinary policies.
- v. Code of Conduct
- vi. PSEAH Policies

vii. **Table 5: International Human Rights Instruments Against Sexual Exploitation, Abuse and Harassment**

The United Nations Declaration of Human Rights (1948)	Article 3 confers upon everyone the right to life, liberty and security.
International Covenant on Civil and Political Rights (1966)	The provision of Article 3 prohibits discrimination of an individual on the basis of sex
International Covenant on Economic, Social and Cultural Rights (1966)	Article 3 prohibits discrimination of person on the basis of sex. The covenant recognizes that violence adversely affects health and other fundamental human rights.
Convention on the Elimination of all Forms of Discrimination against Women (1979)	The General recommendation no. 19 of the Committee on the Elimination of Discrimination against Women state that gender based violence is a form of discrimination and Article 6 requires States Parties to take all appropriate measures including legislation, to prevent any form of discrimination against women
Convention on the Rights of the Child (1989)	Article 34 of the Convention prohibits the exploitative use of children in prostitution or other unlawful sexual activities and the exploitative use of children in pornographic performances and materials.
The United Nations Declaration and Elimination of Violence against Women (1993)	This declaration affirms that violence against women is a violation of fundamental rights and freedoms of women and impairs their enjoyment of these rights and freedoms.
World Conference on Human Rights (Vienna, 1993).	The Vienna Declaration states that gender based violence and all forms of sexual harassment and exploitation, including those resulting from cultural prejudice and international trafficking, are incompatible with the dignity and worth of the human person and must be eliminated.
International Conference on Population and Development (Cairo, 1994)	The conference adopted a programme of action emphasizing gender equality, the empowerment of women and elimination of all forms of violence against women. It calls upon States to help prevent violence against women, provide rehabilitation for victims and eliminate all forms of exploitation, abuse, harassment and violence against women, adolescents and children.
The Beijing Declaration and Platform for Action (1995)	The Beijing Platform for Action recognizes that the elimination of violence against women is essential to equality, development and peace.
The World Congress	This congress called upon States to give high priority to actions

against Commercial Sexual Exploitation of Children (Stockholm, 1996)	against the commercial sexual exploitation of children and to allocate resources for this purpose. It also calls for provision of social, medical and psychological counselling and other support to child victims of commercial sexual exploitation and their families.
The Rome Statute of International Criminal Court (1998)	This statute lists the following as crimes against humanity: rape, sexual slavery, enforced prostitution, forced pregnancy, enforced sterilization or any other form of sexual violence of comparative gravity
The African Charter on the Right and Welfare of the Child (1999)	The charter prohibits discrimination of all children
Optional Protocol to the Convention on the Rights of the Child (2000)	This protocol calls on States Parties to prosecute fully, under criminal or penal law, all acts and activities involving offering, delivering or accepting, by any means, a child for the purpose of sexual exploitation regardless of where the offence takes place and whether it is committed by individuals or organized groups
Protocol of the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2003).	The protocol, adopted by the Conference of Heads of State and Government in Maputo, Mozambique on July 2003, has the following articles on gender based violence and sexual exploitation and abuse of women and children. Article 3 (3): States Parties shall adopt and implement appropriate measures to prohibit any exploitation or degradation of women.

3.5 PREVENTION OF SEAH IN THE CONTEXT OF RSIF

- Exercise 8: Allow the participants to highlight key SEAH prevention strategies outlined in the Rsif-PSGBVP (All the participants should be given a copy of the policy prior to the training).
- Allow for questions from participants before proceeding to the next session.

Rsif Sexual Gender-Based Violence Policy (SGBVP)

Rsif Sexual Gender-Based Violence Policy (SGBVP) sets *icipe's* commitment to protect all the stakeholders who are involved in the Centre's programme work from any act of Sexual Gender-Based Violence (SGBV) and is anchored on *icipe's* safeguarding policy which sets out the institution's commitment to protect vulnerable persons that the Centre works with either directly or indirectly, from any form of abuse and exploitation that may arise from its work.

In its effort to adhere to the global best practices, *icipe* formulated this policy document which defines categories of SGBV, outlines the procedures for reporting violations, conducting of investigations, sanctions, non-retaliatory mechanisms and establishes the Anti-Sexual Gender-Based Violence Committee (ASGBVC). The policy is designed to create an SGBV free environment within the Centre. *icipe* recognizes that SGBV reduces an individual's dignity, tarnishes institutional image and impedes equal education and employment opportunities.

icipe views SGBV as a barrier to attainment of excellence within the institution's' scholarly work and community service missions. To this end, *icipe* shall have zero tolerance to SGBV at any organizational level, be it formal or informal and/or at an individual level. *icipe* also recognizes that SGBV may occur regardless of the status or position of persons involved. Any form of this vice,

subverts the purpose and objectives of *icipe* and may threaten education, career and well-being of staff, scholars and other stakeholders.

Sexual Gender Based Violence has been the focus for the international community as one of the key gender issues that affect both women and men. Consequently, several international agreements and action plans to control and avert gender discrimination have been adopted by various organizations, institutions and countries.

Rationale

Cases of SGBV are reported regularly by the media across the continent and especially at the Universities. There have been reports on the existence of “Sexually Transmitted Grades” (STG) in public universities. Such reports reveal the existence of relationships between male lecturers and female students as well as cases of female members of staff harassing male students. Complaints of female students and lecturers sexually harassing their male counterparts have also been received. At the same time, there are also reports of male students harassing female lecturers. Various categories of persons have been identified as harassers including students, teaching and non-teaching staff and visitors.

Goal and objectives of the policy

The goal of this policy is to create and maintain a conducive learning and working environment for *icipe* community and provide clarity to all *icipe* stakeholders (scholars, employees, consultants, interns, volunteers and collaborators) on how they should deal with any incidence of SGBV which may occur when they are working for, on behalf of, or in partnership with *icipe*.

The objective of this policy are therefore to:

- i. Protect the basic rights of the parties involved in *icipe* programmes
- ii. Maintain peaceful coexistence and mutual respect among *icipe* stakeholders
- iii. Prevent SGBV through education and awareness creation
- iv. Provide guidelines on reporting procedure for survivors of SGBV including circumstantial evidence
- v. Provide prompt, effective and consistent and fair guidelines for investigating and handling cases of SGBV
- vi. Provide disciplinary procedures, justice and reprieve for the aggrieved
- vii. Sanction offenses related to SGBV
- viii. Ensure that any survivor of SGBV is supported

Scope of the policy

This policy covers:

- i. Employees of *icipe*
- ii. Researchers attached to *icipe*
- iii. Scholars in the course of their engagement with *icipe*
- iv. Contractors and other third-party entities retained by *icipe*
- v. Collaborators

Exercise 9: In a plenary, allow participants to discuss their country’s National penal code in relation to SEAH.

Example of the penal code⁵-

⁵ https://lovdata.no/dokument/NLE/lov/2005-05-20-28/KAPITTEL_2-11#KAPITTEL_2-11

4 MODULE TWO: SEAH REPORTING AND INVESTIGATION

Session	Activities	Time
	Recap from Day 1	30Min
Session 1	SEAH reporting	2 Hrs
1.1	What is a complaint mechanism	
1.2	Complaint handling and documentation	
	Health Break	30min
SESSION 2	SEAH Investigations	2 Hrs
2.1	Investigation procedures	
2.2	Qualifications of investigators	
	Lunch break	1 Hr.
	Group discussion	2 Hrs

a. Training Methods

- i. Focus Group Discussions
- iii. Resource Persons or Guest Speakers
- iv. Personal Testimonies
- v. Case Studies and Scenarios
- vi. Role Play
- vii. Videos

b. Training Materials

- i. Note books and pens for participants.
- ii. Flip chart paper.
- iii. Videos, television set and video player.
- iv. Computer, LCD projector and other accessories
- v. Handouts for participants.
- vi. Reprographic equipment e.g. photocopier, printer, computer etc.
- vii. Marker pens

4.1 SESSION 1: SEAH REPORTING

Sessional Objectives

- i. To outline relevant guidelines for reporting and redress on cases of sexual exploitation and abuse.

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*source*⁶

Complaint mechanisms

Exercise 10: Ask the participants about their understanding of complaint mechanism.

Majority of SEAH survivors do not report violations for a range of reasons, including absence of trusted law enforcement instruments, lack of professional assistance for healing recovery, injustices, fear of reprisal, stigma against those who have experienced or reported SEAH and lack of information about what type of concerns should be reported and how to safely report them. This is why it is so important to put in place complaints mechanisms which are safe and accessible so that AHUs can address cases of SEAH before they escalate.

It is crucial that the process for reporting and responding to SEAH concerns is University-based. Such an approach should comprise trusted channels through which members of staff or affected scholars may safely report complaints and seek help. Doing so will help the University to identify, define and take action to protect those who are vulnerable.

Complaint mechanisms are institutions, instruments, methods, and processes by which a resolution to a complaint is sought and provided. In order to ensure transparency and accountability, RSIF has established a complaint mechanism with a clear set of goals and objectives and a well-defined scope for its interventions and a set of procedures for receiving, recording, and handling complaints during implementation of any RSIF activities.

Qualities of a safe complaints mechanism for SEAH concerns

- i. Should ensure confidentiality and safety of the witnesses and survivors

⁶ <https://www.youtube.com/watch?v=cFVk8FVkvqM>

- ii. Must be easy to access and designed in consideration to all categories of people including; race, nationality, ethnicity, faith, disability, culture, job, political opinion, social status, economic age, sex, sexual orientation, language, class etc.
- iii. Should be gender sensitive gender-responsive

Reporting concerns related to SEAH

Why it is so important

Sometimes it can be very challenging survivors and witnesses to report SEAH incidences. It may take longer time before some cases are reported when people don't have trust in the available SEAH prevention and complain handling mechanisms. A part from building trust in the systems, it is also important to ensure that enough time is allowed for survivors to heal and recover.

It is important to give scholars and staff training and access to a safe reporting mechanism so that all or most of the SEAH cases can be reported by the University members as when they occur. People will also feel comfortable to report SEAH on behalf of University members or colleagues who may feel unable to do so.

Respond: Survivors will confide SEAH incidence in you, only if they trust you with that information. It always advisable for those in charge of social safeguards to build trust through supportive relationships with those who are vulnerable to SEAH, in order to encourage reporting of any concerns. The best way to achieve this is by building a rapport and also through listening. It's also important to understand the level of risks exposure and different needs of people, for example, recognizing the particular needs of female students.

Report: All Rsif partners are obligated to report SEAH, even if the concern is a rumor or a suspicion is raised by an anonymous source. Failure to report a concern about SEAH of a student or staff member could lead to sanctions.

Either the survivor or anyone who witness or get actionable information on SEAH concerns need to make a report as soon as it is considered safe to do so. The safety of the reporter and the survivor must be ensured while also preserving the evidence. **The RULE OF THE THUMB IS DO NOT confront the subject of a complaint. Only report it.**

Don't:

- Probing survivors or asking those reporting many questions
- Trying to investigate the incident at the point of reporting.
- Making any promise you cannot keep.
- Being dismissive, defensive or trying to blame the survivor.

Do:

- Ensure to create a conducive environment by locating a safe place to talk with the survivor or reporter and build trust, confidence and courage in them.
- Listen very carefully to the statement being said to better understand.
- Seek consent of the survivor on what they would like to happen next.

There are instances where survivors do not wish the cases to be reported formally. It is important to note that all reported SEAH cases must be documented even if no further step is required as may be the wish of the survivor. This can be done anonymously and without the

need to share any information that could reveal the identity of the victim/survivor, or witness. In order to protect survivors, we must seek their consent before sharing any personal details or information which could reveal their identity within the report.

Exercise 11: Divide the participants into groups of five and ask them to use relevant examples to discuss grievance complaint management in their respective Universities.

Plenary session: Following the group discussion ask the rapporteurs of each group to provide their findings and allow for a discussion to take place. To moderate this session, use the Rsif Grievance Redress Mechanism as outlined below.

Grievance Redress Process Steps for Rsif

The Rsif has developed a Policy document which includes guidance for establishing a complaints mechanism as part of the University Engagement and Accountability toolkit. If a mechanism already exists within your University, but is not robust enough to receive complaints related to SEA, follow the guidance within the Rsif PSGBVP.

Step 1: Reporting and Receiving Grievances

A communication campaign will ensure that beneficiaries, scholars, staff and other stakeholders know where and how to submit grievances. The Rsif related grievances should be received from different channels including:

Email: The official email for GRM for receiving the grievances is Rsif-grm@icipe.org.

Verbal/ Personal visit: Grievances can be recorded from personal visits to project office at *icipe* or at the AHUs.

Project staff: Grievances can also be filed through project staff including focal persons or individual members of GRC.

Step 2 Recording and processing of grievances

All submitted complaints and grievances will be entered into a database and GRM log book which will be updated regularly. Each complaint and grievance should be ranked, analyzed and monitored according to type, accessibility and degree of priority. A database will be established to track complaints and their resolution. At *icipe* and AHUs levels, all complaints will be documented and archived both physically (hard copies) and soft (computer/electronic database including all scanned documents received or related to the case along the process). Grievance redress log is provided in annex ii.

Step 3: Reviewing and Investigating Grievances

All grievances will need to undergo some degree of review and investigation, depending on the type of grievance and clarity of circumstances.

Step 4: Developing resolution options and preparing a response

Once the grievance is well understood, resolution options can be developed taking into consideration stakeholders' preferences, project policy, past experience, current issues, and potential outcomes.

Step 5: Feedback mechanism

One of the most important steps of the Rsif GRM is to provide clear feedback of outcome to the complainants. The GRM focal points at *icipe* and AHUs levels, are responsible to give feedback to the complainants via email, message or call. The complainants must know that their complaints were

recorded by the Committee and that they are investigating the issue. In case of anonymous complain/grievance, acknowledgement will not be possible. The means through which the complainant has been acknowledged shall also be recorded in the database. In this regard, the complainants shall receive acknowledgement feedback within 10 working days after the issue is reported.

Means of acknowledgment and communicating the grievance redress outcome

Email/ messaging: Either an automatic or manual reply will be sent to the complainants confirming the receipt of their complaints and getting back to them after analyzing it. The complainant, who has sent his /her grievance through email, will receive the final feedback through email.

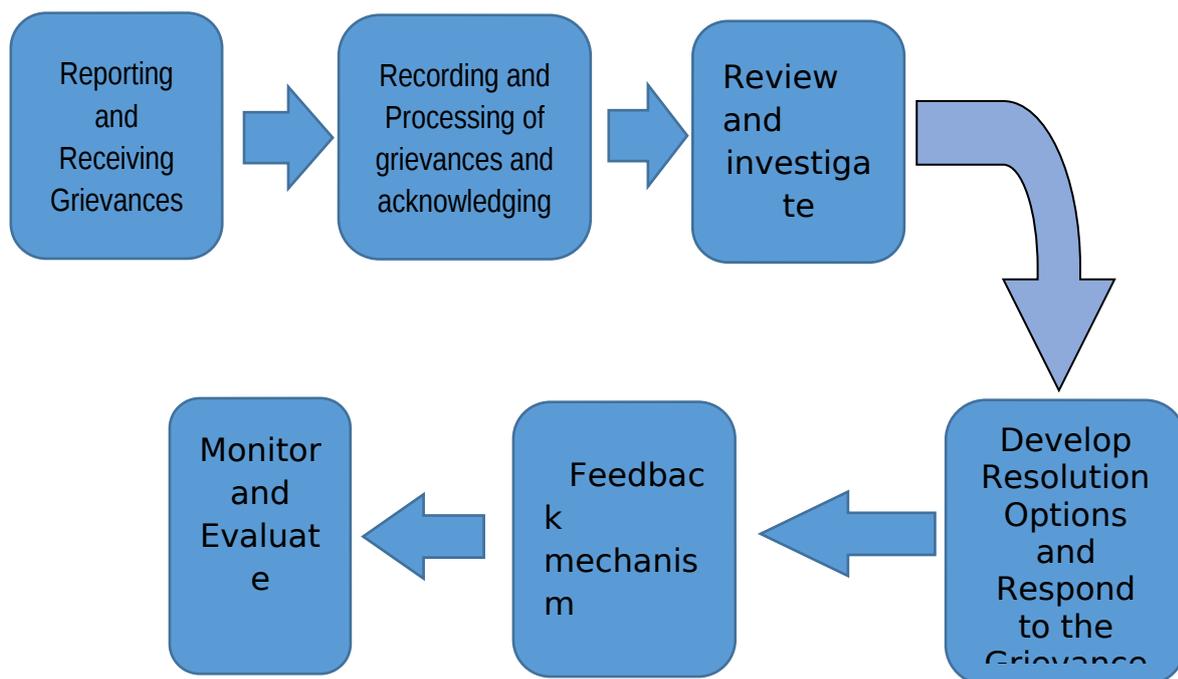
Grievance feedback form: An offline either printed or soft Grievance feedback form will be used. The form is provided in annex iv.

Phone Call: The complainant, who has shared his/her grievance through mobile, will also receive feedback through a call by relevant Focal Point.

Grievance redress timeframe

After the grievance/complain is resolved, the Committees must provide a feedback to the complainant within 60 days from the date the grievance is reported. The Committees must also record the satisfaction of the complainant on the solutions provided in the feedback form. The solutions must also be recorded in the database for reporting to the appropriate authorities.

1: Grievance flow diagram



Reporting Guidelines

- i. The individuals charged with receiving reports (focal points) should be easily accessible to scholars and staff
- ii. The focal point should respect and uphold the dignity of the survivor.
- iii. Information about the survivor should not be shared with others unless given consent by the survivor. However, the need-to-know principle may require that officers responsible for receiving, passing on or investigating complaints are given the information
- iv. Reports should be documented by the person receiving the complaint in a prescribed form providing all relevant details to facilitate investigation
- v. Focal points should not expose survivor/ reporter to multiple interviews as this can be quite depressing.
- vi. University staff/ scholars reporting suspicion or concern should be assured of protection from reprisals or retaliation. However, they should be clearly informed that deliberately filing false reports with malicious intentions against a colleague will be regarded as gross misconduct and will attract commensurate punishment.
- vii. Guarantee the survivor/ reporter/ witness confidentiality in treatment of information shared.
- viii. Ensure the interviewer is the same sex as the survivor reporting (unless the survivor consents otherwise)
- ix. Reporting mechanisms may be integrated into existing University structures (to reduce duplication of structures, promote confidentiality and eliminate stigma of those going to the structures) if this will not compromise reporting.
- x. The process of reporting must be simple, clear and widely known to all scholars and staff
- xi. There should be at least two persons to whom staff and/ or scholars can report cases. At least one of the people should be female.
- xii. Those charged with receiving reports should have had prior training on matters of sexual and gender based violence.
- xiii. Ensure physical security and comfort of survivor / person reporting.
- xiv. Avoid judgment.
- xv. Conduct interviews in private and confidential quarter
- xvi. Keep all written reports securely locked.
- xvii. Seek the agreement of the survivor on follow up of reports filed.

Redress guidelines

- i. Determining appropriate redress for the individual survivor should be based on consultation with the survivor and the University authority.
- ii. The process of determining redress should respect the rights of the accused and survivor.
- iii. Mechanisms should be in place for monitoring survivors to ensure that they do not face any repercussions as a result of having lodged a complaint.
- iv.

Facilitator to remind participants of barriers victims often face to report SEAH. Some barriers are related to

Some survivors normally believe that there is no point in reporting their experiences

Absent or weak structures to support survivors who come forward

Illiteracy

Socio-cultural barriers regarding beliefs and attitudes towards sex hinders victims to disclose their experience with SEAH

No good will from the top management to address cases of SEAH with the seriousness required

Lack of transparency and robust reporting structures

Deep-rooted power imbalances in some organizations

Fear of retaliation from perpetrators of SEAH

4.2 SESSION 2: INVESTIGATING AND RESPONDING TO SEA CONCERNS

Sessional objectives

- i. To enable the participants, understand the Investigation procedures
- ii. To note down the Qualifications of investigators

Show this video to

Source⁷

Investigators with specialist expertise can be contracted to conduct investigations in consultation with the response team and the AHUs' legal representation.

Maintaining confidentiality throughout the process

Coding system should be used to avoid the names of survivors and perpetrators being in the same location as case details

A clear understanding and application of data protection rules and regulations is necessary

Access to the case files should be limited to only those handling the case and the information about the case should only be shared on a 'need to know' basis.

All case related documents should be Password protected

The cabinets containing case files should remain under key and lock.

Why investigation and response are so important

The manner in which a report of SEAH is handled determines the psychological impact on a survivor, as well as during their recovery. It is important to manage the complaints in a timely, fair and appropriate manner, with the safety of survivor and the alleged perpetrator given priority at every stage. The Institution is accountable for the way in which it responds to SEAH.

It is advisable to enlist the support of qualified investigations who are capable of carrying out investigations objectively and professionally. Qualified and objective investigators normally have professional training and experience in conducting SEAH inquiries. Rsif support is available for investigation and response, on a case-by-case basis, when a clear PSEA policy/procedure is lacking; a conflict of interest has been identified; or a survivor is deemed to be at risk, including risk of harassment or threats because of reporting at AHUs. RCU may also be able to provide guidance and support for this step, for example, via Rsif- SGBVP or HR adviser.

⁷ <https://www.youtube.com/watch?v=klnKbyCjA4g>

Investigation process

- i. A simple structured form/book/ register can be used to record the incident
- ii. The case is then referred to the response team who are expected to determine if an investigation will be launched and how to proceed.
- iii. The response team should comprise qualified staff and may include the HR/PSEAH lead, line manager and security staff.
- iv. The team will carry out an initial check to ensure that there is no conflict of interest among members of the investigation team
- v. Assessment is conducted to ensure the safety and welfare of everyone involved in the case, including survivors of SEAH, witnesses and alleged perpetrators.
- vi. Determination of any risks as well as response needs and preferences of the survivor
- vii. Make a formal report to the security agencies /police if the case is in breach of domestic laws or involves a child. This should be done in consideration of the principle of ‘do no harm’ but also in consultation with an adult survivor and legal advice.
- viii. The duties of the alleged perpetrator should be suspended or transferred to another staff until the investigations are completed and an outcome is known. This only applies if a risk of further potential abuse or harm exists upon consultation with the survivor.
- ix. Gather and preserve physical evidences such as phones and laptops which could assist in proving the allegation beyond reasonable doubt.
- x. Witness protection procedures should be put in place to shield the witnesses from any forms of intimidation.
- xi. The investigation must be conducted in a lawful manner and in consideration of key principles and guidelines regulating such investigations. Both the alleged perpetrator and the complainant must be kept informed about progress in the investigation and the outcome upon conclusion.

Outcome

- i. The outcome of the investigation shall be reported to University management, RCU, regulatory bodies and the donors as appropriate.
- ii. Confidentiality of all parties involved in the case will be maintained
- iii. The response team must decide on the appropriate outcome, with reference to the investigation report and recommendations.
- iv. The response team should also refrain from making detailed sanction recommendations, which should be guided by the AHU’s disciplinary procedures.
- v. The allegation may be considered substantiated, unsubstantiated or inconclusive (i.e. insufficient evidence has been found to reach a conclusion).

Learning

- i. A good way of promoting learning is to develop and share anonymized case studies to help raise awareness with staff and scholars on how to recognize and respond to similar concerns of SEAH when they occur in the future.
- ii. Conduct an after-action review/debrief in all cases, with actions identified to help improve the policy and procedure in future, and also to prevent further abuse or harm.
- iii. Maintain a log of cases and outcomes and ensure that sensitive personal data is removed
- iv. Control deficiencies or gaps should be reported separately from the fact-finding/allegation report i.e. in a Management Implication Report or Control Report.

Investigation Guidelines

- i. SEAH investigators should apply effective interview methods in order to get adequate information during investigations
- ii. The alleged against perpetrator should be informed about the investigation process as soon as possible
- iii. Investigation should commence soon after the case is reported and the alleged perpetrator is informed.
- iv. The alleged perpetrator should be given an opportunity during the investigation interview to present his/her facts about the alleged case.
- v. The alleged perpetrator should be granted fair hearing opportunity and confidentiality should be maintained throughout the investigation period.
- vi. The privacy and dignity of the survivor and the rights of the alleged perpetrator must be upheld during investigations.
- vii. The protocols should be applied to interview both witnesses, complainant and the alleged perpetrator as applicable.
- viii. The investigators must make known the outcome of investigations to the survivor, accused and reporting party as applicable

Redress Guidelines

- i. The survivors should be guided to appropriate sources of help according to the referral pathway e.g. medical attention, psycho-social support, shelter and security and economic support upon reporting of the complaint.
- ii. The perpetrators must be subjected to an appropriate punishment by RCU/AHU if the allegations are confirmed to be true at the end of the investigation.
- iii. It is important to accord the survivor an appropriate redress including the option of taking legal action. The person takes the custody of the investigation report and the investigators must be prepared to testify in court if survivor opts for legal action.
- iv. Should the investigations disprove the allegations, the alleged perpetrators must be provided with appropriate redress according to staff rules and regulations within the institution.
- v. An appropriate action should be taken against the person reporting should the investigations confirm that the allegations were filed out of malice. Such actions should adhere to staff rules and regulations and may also include legal actions against such persons.

5 MODULE THREE: PROVIDING ASSISTANCE TO SURVIVORS

Session	Activities	Time
	Recap from Day 2	30Min
Session 1	Providing assistance to survivors	2 Hrs
1.1	Who is a SEAH survivor ?	
1.2	How to handle a survivor?	
1.3	Group Exercise	
Health Break		30min
Session 2	Referral pathways	2 Hrs
2.1	What are the referral pathways?	
2.2	How to choose a referral pathway for SEAH survivor	
Lunch break		1 Hr
	Post training evaluation test	2Hrs

a. Training Methods

- i. Focus Group Discussions
- ii. Resource Persons or Guest Speakers
- iii. Personal Testimonies
- iv. Case Studies and Scenarios
- v. Role Play
- vi. Videos

b. Training Materials

- i. Note books and pens for participants.
- ii. Flip chart paper.
- iii. Videos, television set and video player.
- iv. Computer, LCD projector and other accessories
- v. Handouts for participants.
- vi. Reprographic equipment e.g. photocopier, printer, computer etc.
- vii. Marker pens

5.1 SESSION ONE: PROVIDING ASSISTANCE TO SURVIVORS

Sessional objectives

- i. To learn how to provide appropriate assistance to SEAH survivors

SEAH survivor-centered assistance promotes respect, safety, confidentiality and non-discrimination, ensuring holistic care and support according to the needs and wishes of the survivors.

Why provision of assistance is important

When there is an allegation of SEAH, it is essential to put the welfare of survivors and whistle blowers at the center of our response (and not just focus on the subject of the complaint). This approach helps avoid causing further harm. Remember that the purpose of any assistance, or referrals, is to meet immediate needs that cannot wait for an investigation to be conducted and concluded.

Information sharing with survivors: When allegations of SEAH are made, clearly state and share the Rsiif/AHU approach to providing immediate support for the person reporting an incident of SEAH (regardless of whether the allegations have been confirmed or not).

Consent: It is mandatory to ask adult survivors if they wish to report informally or formally; if their name and other identifying details may be revealed or not; if they seek an internal administrative investigation by the employer of the alleged perpetrator; and if they also wish to report the case to local law enforcement. Survivors may be referred to independent legal counsel, based on a vetted and updated local referral pathway.

Assistance: It is important that RCU/AHUs help survivors gain access to support services through a number of actions. These can include direct transportation, costs for transportation, any fees related to the service as well as follow-up, etc.

The type of assistance is likely to vary and could, for example, include sexual and reproductive health-care services, counseling or legal services. The duration of the period of assistance will also vary based on the nature of assistance needed.

Witness/whistleblower protection: Those affected, including survivors, witnesses and subjects of a complaint, should be protected by a whistleblower/anti-retaliation policy.

A witness protection protocol should be developed through consultations with University stakeholders; local legal experts on gender issues; and local law enforcement agencies.

Witness protection measures should include measures to support a staff member who reports SEAH and fears retaliation, for example the option to work in a different location and access to referral pathways.

Assessment: A preliminary assessment of a person’s needs arising directly from an incident, or an alleged incident, must be carried out as soon as possible. This should be coordinated by the relevant leadership in RCU/AHUs.

5.2 SESSION 2: REFERRAL PATHWAYS

Sessional objectives

- i. To appreciate the importance of referral pathways
- ii. To know how to identify appropriate referral

RCU/AHUs are responsible for providing necessary and appropriate assistance and support to SEAH survivors when any case of sexual exploitation and abuse is reported by a member of Rsif recognized institutions. Encouraging scholars and staff to report concerns without providing adequate protection and assistance could be exposing survivors and those who report SEAH cases at risk of further harm.

Why do referrals need to be timely?

Survivors should be given referrals to health services within 48 hours to allow for prophylaxis in case of sexual abuse and within 72 hours in case of exposure to HIV.

RCU/AHUs may have extensive services for those with short term crisis needs. It is also important for RCU/AHUs to liaise with other agencies handling specific areas of need, who are specialists in their field. Any person who report a case of SEAH should be referred or linked to the appropriate support. Such support may include psychological and psychosocial support, legal assistance, socio-economic support, spiritual services, healthcare (sexual and reproductive healthcare services) and physical rehabilitation as may be required.

Safe referrals should only be made by people who have professional experience in protection and have received training. Referral pathways should be established in advance and the list made available to focal points at RCU/AHU. Survivors should be informed to reach out to the protection experts at RCU/ AHUs for support with the referral steps in order to avoid potential harm.

Steps required to set up a referral pathway

A functional referral pathway should be guided by the survivor-centered approach which means giving priority to the rights, needs and wishes of the survivor. The steps should also guarantee fairness and safety to whistleblowers and subjects of complaint.

RCU/AHUs Role

There is need for all Rsif scholars and RCU/ AHUs staff to understand the role of *icipe* or university in relation to protection concerns. The AHUs who are able to implement a fully-fledged case management program should use their existing structures to provide referral services. At the same time, AHU without established referral services should administer referrals to other specialist agencies who provide relevant case management services. Such agencies may include government institutions, NGOs or international agencies.

Service provision mapping

It is important for RCU/AHUs to be aware of both governmental and non-governmental actors to guide them in the identification of the appropriate service providers. Only existing referral

pathways that ‘do no harm’ should be mapped. Mapping normally include eligibility criteria and procedures as well as referral processes for the survivors to the receiving agency, how the dignity and safety of survivors is ensured, and how the services being outsourced complements or fill the gaps which exist in the services being offered by RCU/AHUs.

Disseminating the referral pathways to staff and scholars

Referral pathways should be well communicated to the staff and scholars who work directly with RCU/AHUs in order to increase uptake and effectiveness. This can be achieved through passing information, Education and distribution of communication materials with the aim of raising awareness among staff and scholars on how best to provide support to survivors.

This should include details on when, how and where to link an individual who requires assistance with support services and how to request referral by staff trained in supporting survivors of SEAH. Rsif members should consider integrating PSEAH policies in the contract for staff or admission letters scholars during the time of onboarding. PSEAH should also be integrated into security and other sector training sessions. Staff and scholars should be made aware that they may direct members of the University community to services on the referrals list but that they should not undertake case management unless they have the skills and it is their specific role in the University.

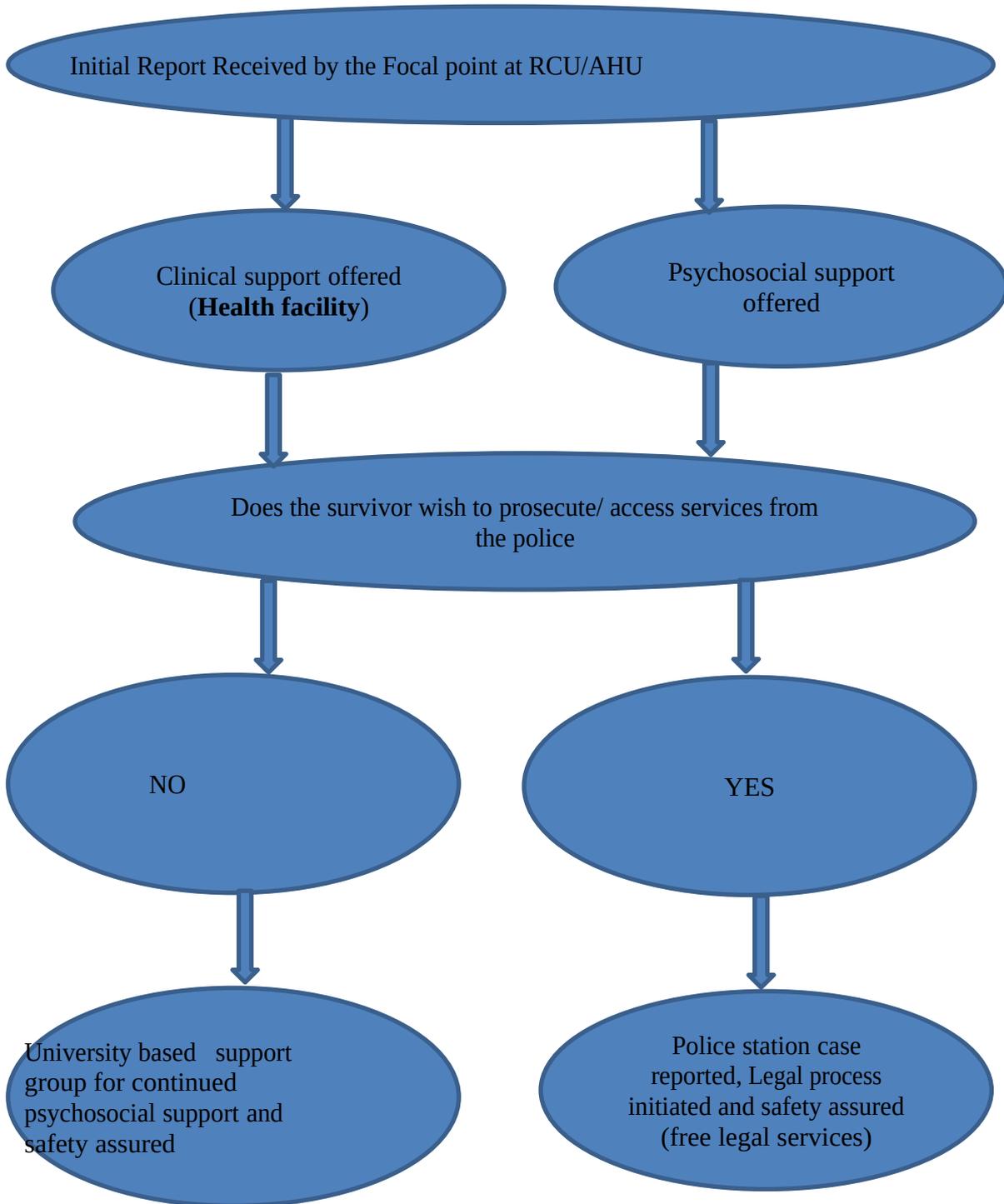
Rights and Access to services

Rsif scholars and RCU/AHUs staff should be aware of which support services are currently being accessed by anyone who need to report SEAH case. There is need to ascertain whether the available services protect the dignity and safety of survivors through confidentiality and privacy, non-discriminatory access, and addressing issues such as social stigmatization of survivors.

Law enforcement

RCU/AHUs should have a summary of legislation governing welfare and protection of children and adults. It is also important for Rsif scholars studying in countries other than their home countries to ask if SEAH is illegal and whether the legislations are enforced. There is also a need for them to establish if there are risks in reporting SEAH concerns to the police.

SAMPLE REFERRAL PATHWAY



6.1 PRE-WORKSHOP TEST

Administer the test below to all participants. Inform them that this is to gauge their entry levels and that a post test will be administered at the end and compared with the pre-test results to evaluate the effect of the training.

Name of Participant.....

	Questions	Answer
1	Briefly define the following terms: i. Sexual exploitation ii. Sexual abuse	
2	State and explain three general factors that can increase the vulnerability of a person to sexual violence including exploitation and abuse	
3	List and explain three ways in which learners can be sexually exploited and abused by lecturers	
4	What do you know about Rsif PSGBVP?	
5	What do you know of the six principles of safeguarding?	
6	What does your University’s code of conduct state about relations between teaching staff and students?	
7	Does your University have guidelines and mechanisms for reporting, investigating and acting on cases of sexual exploitation and abuse of students and University staff?	
8	If you have ever conducted training on sexual exploitation and abuse, what three key methods did you find most useful in doing the training	

6.2 POST-WORKSHOP TEST

Name of Participant.....

	Questions	Answer
1	Define the following terms: 1. Sexual exploitation 2. Sexual abuse	
2	State three general factors that increase the vulnerability to sexual exploitation and abuse.	
3	List and explain three ways in which learners can be sexually exploited and abused by lecturers	
4	List three ways in which beneficiaries can be sexually exploited and abused by aid workers in your sector.	
5	In your view, does your agency have adequate mechanisms for reporting, investigating and acting on cases of sexual exploitation and abuse by agency workers? Briefly explain.	
6	What three methods would you use to conduct training on sexual exploitation and abuse?	

6.3 TRAINING EVALUATION

SAMPLE TRAINING EVALUATION FORM

1. Rate the following aspects of training using the scale below. Use 1-4. one being bad and 5 excellent.

Aspect	1	2	3	4
Content				
Facilitation				
Time management				
Resource materials				
Participation				
Food				
Training hall				
Overall				

2. State the three most important things you learnt from this training.

a) _____

b) _____

c) _____

3. Which topics covered would you like to have further training on?

4. Do you feel adequately prepared to carry out basic training on sexual exploitation and abuse? Briefly explain your answer.

5. List any difficulties you experienced in the course of the training.

6. What do you suggest to overcome such difficulties in the future?

7. Make any other comment on the training.

Name of Accused person (s): Job Title of Accused person(s): _____

Organization Accused Person(s) Works for: _____

Address of Accused Person(s) (if known): _____

Age: _____ Sex: _____

Physical Description of Accused person(s):

Have the police been contacted by the victim? YES, NO If yes, what happened? _____

If no, does the victim want police assistance, and if not,

Has the victim been informed about available medical treatment? YES, NO

What immediate security measures have been undertaken for victim? _____

Who is responsible for ensuring safety plan (Name, Title, Organisation

Any other pertinent information provided in interview (including contact made with other organisations, if any):

Details of referrals and advice on health, psychosocial, legal needs of victim made by person completing report: _____

Report completed by: _____ Name Position/
Organisations Date/ Time/ Location _____

Has the Complainant been informed about the Organisation's procedures for dealing with complaints? YES NO

Date Report forwarded relevant management
Signature / thumb print of Complainant signalling consent for form to be shared with relevant management structure* and SRSR / RC/ HC:

structure*: _____

structure*: _____

_____ Position _____ Signature _____

