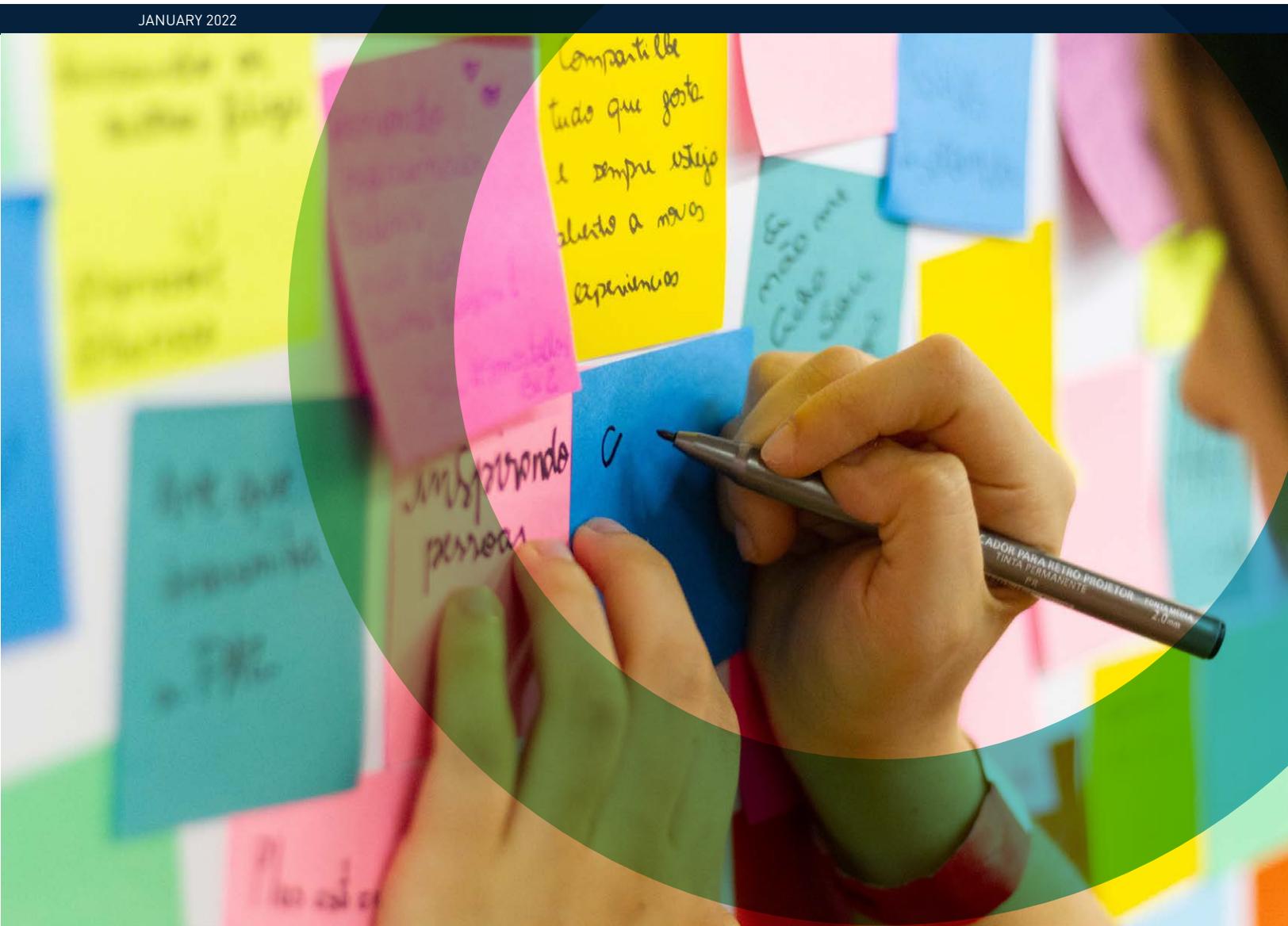


Case study scenarios:

A HOW-TO GUIDE FOR PSEA TRAININGS

JANUARY 2022



FOREWORD

This document was created to help organizations provide their staff, volunteers, and partners with opportunities to discuss and understand the prevention of sexual exploitation and abuse using case study scenarios as a training tool. Digna's overall objective is to support Canadian organizations in the international development and humanitarian sectors to improve their ability to prevent and address sexual exploitation and abuse within their organizations. This is done in coordination with organizations, their institutional partners and program participants, particularly women and girls. Through Cooperation Canada, Digna provides guidance for Canadian organizations to uphold and live out their Leaders Pledge for the prevention and elimination of sexual misconduct.

To further its role in providing expertise in the prevention of sexual exploitation and abuse, Digna tasked its Training Working Group with creating a training guide on using case study scenarios for Canadian organizations in the international development and humanitarian sectors.

This guide does not provide all the answers, but instead seeks to support trainers, organizational leaders and PSEA focal points in leading discussions to promote understanding of everyone's role in balancing power:

- between program participants and those who make decisions about providing aid and services;
- between those who are employed by organizations and those who make employment decisions; and
- between those who are marginalized and those who hold systemic privilege.

We hope it will raise deep and meaningful conversations that enable organizations to affirm what they are doing well and identify improvements in how they work to prevent harm. We also hope this document will empower organizations' staff to speak up within their structures and advocate for strengthened policies and procedures that provide appropriate checks and balances to the power inherent in organizational decision-making.

To enhance this consideration, the Training Working Group provides an appeal for intentional consideration to protect traditionally equity-seeking groups including LGBTQ2I, Indigenous, ethnic and religious minorities, and disabled persons, among others.

Credits

This guide was developed by Tracey Foster, with the support of Digna's Training working group members: Brianna Parent Long, Martin Parent-Roy, Marie-Eve Rheault, Valérie Savaria, and input from Digna's advisory committee.

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PURPOSE OF THIS DOCUMENT

This guide outlines considerations for using case studies as a training tool and describes situations where case studies can be used as a method. The guide also highlights the strengths and limitations

of this method and offers guidelines for using this tool effectively to promote learning and create an educational environment where participant safety is effectively established and maintained.

WHY USE CASE STUDIES?

Preventing Sexual Exploitation & Abuse (PSEA) involves a range of different measures including policies and procedures, training and senior leadership support and understanding. Promoting in-depth discussion about the issue of SEA and the factors that enable it to happen is key to prevention. Case studies can be a useful tool to promote discussion, facilitate learning and increase an organization's ability to identify PSEA framework development needs and actions to build capacity to prevent exploitation and abuse.

Case studies provide an opportunity for participants to gain insight into the feelings of the characters who are experiencing the situations or events firsthand. This method allows participants to empathise with the characters and put themselves in the situations of others. Case studies may also enable participants to look at a situation from another's perspective or experience a dilemma they have not yet experienced personally. Case studies promote learning by relying on experience, personal insights and discoveries to guide understanding. Compared with other training tools, case studies may allow participants to better integrate what was taught because the information is more realistic and relevant when applied to a specific situation.

Case studies can be used in any discipline when trainers want participants to explore how what they have learned

or know could apply to real-life situations. Case studies can also be used to explore or illustrate a feminist perspective when they highlight gender inequality as well as issues, concerns and perspectives of women, aspects of masculinity and the belief in knowledge as emancipation.¹

Cases come in many formats, from a brief outline of a scenario with a simple "What would you do in this situation?" question, to a detailed description of a complex situation with accompanying data to analyze. The decision to use a simple scenario-type case or a complex detailed one will depend upon the specific training objectives and the audience.

Most case studies require participants to answer an open-ended question or develop a solution to an open-ended problem with multiple potential solutions. This format offers participants a chance to consider aspects of the situation and determine a course of action or make decisions. The purpose of the case method is to help participants apply what they know, develop new ideas to manage a situation or solve a particular problem. The exercise may focus on:

- the approach the participants use and/or
- the decision-making factors and/or
- evaluating a proposed solution and/or
- determining an appropriate course of action.

1. Tickner, J. A. (2005). What is your research program? some feminist answers to international relations methodological questions. *International Studies Quarterly*, 49(1), 1-21.; Brisolara, S., Seigart, D. M., & SenGupta, S. (Eds.). (2014). *Feminist evaluation and research : theory and practice*. Guilford Press.

CONSIDERATIONS IN DECIDING TO USE CASE STUDIES

Before a trainer decides to use a case study, they should ask the following questions:

- Is there a possibility that the case study content may be triggering or emotional for some participants? How will you ensure safety both within and after the session for participants who may be affected?
- Will participants be comfortable with the situational ambiguity and requirement for active involvement?
- Does the technique align with the objectives of the training? Is the method suitable for achieving the intended outcomes and for the audience?
- Does the trainer have the facilitation skills necessary for safely and competently facilitating a sensitive discussion that may be triggering for some participants?
- Is the method appropriate for the size of the participant group?
- Does the method require that participants already possess a certain level of knowledge or skill? If so, how can you determine whether participants have the required foundational knowledge or provide it to them in advance?
- Does the method seem appropriate given the amount of time allotted for the entire session? How much time will it take for the trainer to explain the activity and how much time will be required for the actual case study activity including time to read the case study, time to discuss, time to present a summary of the discussion back in the large group and time to clarify, discuss further, draw out additional learning and answer related questions?
- Should the type of case study be a simple scenario with a “what would you do?” prompt or a more detailed case study requiring greater analysis and a more detailed action plan?

CAUTIONS WHEN USING CASE STUDIES

SAFETY OF PARTICIPANTS:

Sexual exploitation and abuse are sensitive topics for most people. A trainer needs to be able to make the training session a safe space for learning. Although case studies are designed to provide a real-life example for participants to analyze and consider, a trainer must be aware of the potential for participants to be triggered by the content. Where possible, support resources such as a crisis line number or Employee Assistance Program contact details should be provided. The trainer should also provide a content warning in advance of using case studies. This could include a brief session outline that clarifies the topic and focus of the training and indicates that case studies will be used that cover sensitive situations including sexual exploitation and abuse. It may also be useful to ask

participants for input on learning needs, concerns and safety considerations in advance of the session.

CONFIDENTIALITY:

When basing case studies on actual examples from the organization, extra attention and care should be used to ensure that the case studies do not identify or potentially identify the real individuals involved. A trainer should never knowingly use a case study that is close to a participant’s own experience. It is better to use organizational experience as a basis from which to create a fictitious example that will not compromise confidentiality and privacy.

CONTENT:

A trainer should invite key stakeholders to review case studies to ensure that they do not create or reinforce stereotypes or misconceptions about sexual exploitation, abuse or survivors. Ideally, case studies should be developed with the collaboration and involvement of local colleagues in countries of operation and with employees whose positions are focused on gender equality, diversity and inclusion. PSEA case studies may raise many questions about organizational policies, procedures and PSEA best practices. A trainer should be able to respond to those questions, or if unable to respond, should be honest about that and either commit to providing a response after the session or provide suggestions of websites or other resources that may be able to provide the required information.

When using case studies for the purposes of exploring the prevention and response to sexual exploitation and abuse, a base level of understanding of key terms is important. Here are some resources that could be used to meet that threshold:

- [Global Affairs Canada requirements](#): includes definitions of Sexual Exploitation, Sexual Abuse, Sexual Harassment
- [IASC core principles](#)
- [Safeguarding Essentials](#): a one-hour online course that could be used as a pre-requisite
- [Developing and modelling a positive safeguarding culture](#): A tool for leaders A discussion-based tool to support leaders of organisations to understand what a positive safeguarding culture looks like.
- [IASC Communications Package on Addressing Sexual Misconduct](#). A simple tool to guide senior managers in holding a one-hour discussion with staff on SEA.

GUIDELINES FOR USING CASE STUDIES IN TRAINING

In the most straightforward application, the presentation of the case study establishes a framework for analysis. It is helpful if the statement of the case provides enough information for the participants to figure out solutions and then to identify how to apply those solutions in other similar situations.

Depending on the learning objectives, the trainer may encourage participants to follow a systematic approach to their analysis. For example, participants could work together to brainstorm:

- What is the goal of the analysis e.g. decision making, exploring issues, identifying alternatives?
- What is the context of the problem?
- What is known and not known?
- What key facts should be considered?
- What alternatives or possibilities are available to the decision-maker?
- What would you recommend — and why?

THE USE OF ACCOMPANYING READINGS

Case studies can be especially effective if they are paired with a reading assignment that introduces or explains a concept or an analytical framework or tool that applies to the case study. If the concept, framework or tool is straightforward and easy to apply and understand, the discussion can focus on the results and applicability of the concept or tool. If the concept or tool is more

complex, the trainer may need to walk participants through its application and the interpretation of the results in more detail. This can be done with a demonstration case study before the participants begin to work with additional case studies or can be done after the participants have shared the results of their discussion and analysis to reinforce learning.

ADDITIONAL WAYS TO WORK WITH CASE STUDIES

WRITE A DIFFERENT OUTCOME

After reading a case study together or independently, the trainer may ask participants to write a different ending to the case study. For example, if the case study highlights a situation that ended well, ask participants to write about what would happen if the characters did not do what was proposed. Ask participants to detail what could go wrong or ask them to consider what might derail the next steps or the eventual outcome. Writing a different outcome prompts participants to consider the whole story and not just the parts that are presented to them. Writing a positive outcome that is built on good practice and awareness may also help participants to leave the session behind and be less likely to hold on to difficult emotions and reactions.

ASK QUESTIONS:

Ask the participants to read the case study independently and interview each other after reading about their thoughts, feelings, ideas or concerns related to the case study. Another approach could involve partic-

ipants listing what is known and not known from the description provided and generating a list of questions to follow up and gather more information. Trainers can also have participants draft a set of questions they would like answered related to the case study. If they could interview the author, what would they ask? Ask them to also consider why those questions are important?

HOW TO USE CASE STUDIES IN ONLINE TRAINING:

Interactive case studies can be useful in online training. The trainer can embed links to reference materials, appendices, and background information. Instead of dense blocks of text, these links can open Google docs, websites, blog posts, articles, photographs or videos. When conducting online discussions, using breakout rooms or other ways to promote smaller-group discussions may support more engagement from participants. There are also ways of getting participants to reflect and respond to questions in writing, by using engagement tools such as polling, Mentimeter or other software.

LEADING THE CASE STUDY DISCUSSION

A trainer who wishes to use case studies in PSEA training for their organization should ensure that they have done sufficient preparation and research on the organization's PSEA framework including reviewing the PSEA policy and procedures to be able to clarify points of confusion and ensure that the training supports internal systems and processes. Any gaps in the existing framework should be transparently discussed. Co-developed participation ground rules and guidelines at the outset will also help ensure that discussion is respectful, collaborative and safe.

Decision cases may be more interesting for participants than descriptive ones. To begin the discussion, the trainer can start with an easy, straightforward question that all the participants should be able to answer readily. However, some of the most effective case study discussions start by asking the participants to take a position. Trainers may ask a participant or group member to read the case study aloud and then share

their initial analysis. Other trainers may guide the discussion with questions that move participants from problem identification and analysis to solutions and evaluation of options. A skilled trainer facilitates the discussion to keep the group on track and moving at a reasonable pace. The trainer may respond to questions directly or invite participants to share their responses and ideas first and then reinforce the correct answers.

The trainer should involve as many participants as possible in the discussion but not force participation or put any one participant "on the spot". To engage all the participants as fully as possible and build comfort for participants who prefer a smaller group format, the trainer can divide the whole group into several smaller groups. The groups can be given a specific amount of time (e.g. 10 or 20 minutes) to discuss how to answer a question related to the case. The groups can be asked to keep notes of their discussion and to identify a spokesperson or representative to share the results of the discussion with the rest of the large group.

TRAINER SKILLS

Trainers should have strong facilitation skills and the confidence to support participants sensitively and skillfully in understanding all the issues related to PSEA. Trainers should be familiar with trauma-informed facilitation and have experience and comfort in creating safe spaces for difficult and delicate discussions. Self assessment questions for the trainer could include:

- How might this subject matter affect me?
- Where am I in terms of processing my own experiences in this area?
- Am I the best trainer for this group, at this time?
- If not, who else might I connect the organization with instead?
- If I go ahead, what can I do to prepare for this session?
- Specifically, how might this subject matter be triggering for participants?
- Am I equipped to handle disclosure?
- How will I ensure safety for participants within the session?
- What can I do for my own self-care after this session?

SAMPLE SESSION OUTLINE

1.5 HOUR SESSION:

By the end of the session participants will have had an opportunity to:

- Discuss 2 case studies that highlight some issues in preventing and responding to sexual misconduct.
 - Review case studies using intersectional analysis.
 - Understand the power imbalances that may exist within organizations.
 - Consider how to work sensitively with the communities you serve using an inter-cultural perspective.
-

25 MINUTES:

- Session introduction, objectives and agenda
 - Use this time to set the scene, provide a content warning, highlight support mechanisms available to participants, and cover background information (i.e. definitions, organizational context and PSEA policies). It is also a good idea to set ground rules for the discussion to ensure an open, collaborative and safe space for learning.
-

5 MINUTES:

- Case study introduction.
- There are two different case studies to be discussed using small-group discussions. Each group will review the assigned case study and consider the following questions:
 - What PSEA issues are raised in this case study?
 - What is known and not known about the situation that is outlined?
 - What issues come up when you apply an intersectional lens?
 - What issues about power or power imbalances are raised?

- How does this case study connect to the communities you serve?
 - What would you suggest as next steps?
 - Small groups will identify a note taker who will keep notes of their discussion.
 - Small groups will identify a spokesperson who will share a summary of their discussion in the large group.
 - Small groups will have 20 minutes for the discussion.
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20 MINUTES:

- Small group discussions to share experiences, discuss the case and identify the key issues and considerations using the discussion questions.
-

30 MINUTES:

- Large group report back on the individual groups and open discussion to identify additional issues or considerations.
-

5 MINUTES:

- Discussion of additional questions, summary of key learnings and discussion of future learning needs
-

5 MINUTES:

- Closing
- Use this time to highlight the support mechanisms available to participants again, and identify next steps (i.e. how will the organization apply the learnings from this activity?).

CASE STUDY EXAMPLES

CASE STUDY 1:

You just delivered a Gender Equality session for all staff in your organization that seemed to be well-received. The session evaluations are positive and it appeared that participants found the session useful and thought-provoking. One of the evaluations includes an unsigned, hand-written note in the comments section. The note says “This organization is not a safe place for women. I have witnessed how some of our male senior leaders treat women and it is unacceptable. Something should be done about this.”

Discussion questions

1. What are the issues in this example?
2. What are your obligations
 - a. as a Gender Equality Advisor?
 - b. as a manager?
 - c. as a colleague?
3. What actions would you take?

Trainer notes

PSEA challenges identified:

This case study is a great opportunity for participants to explore the role of leadership in creating and maintaining an organizational culture that supports PSEA and upholding [IASC Core Principle 6](#). The challenge with this example is that there is no obvious complainant because the note is anonymous. It is also not clear exactly what behaviour makes the organization unsafe or exactly who the respondents might be so it is not possible to connect it with the definitions of sexual exploitation, abuse or harassment from what is indicated. This situation certainly raises concerns and the need for action but this is not a situation that can be easily investigated because there are no specific details.

Discussion topics to include:

- **Reporting mechanisms and procedures:** This might be an excellent opportunity for the organization to ensure that the internal reporting mechanism is promoted and that the anonymity, confidentiality and the removal of potential barriers to use of the system are reinforced.
- This might also be an opportunity to highlight the need for the organization to implement mandatory [PSEA training](#) with all staff, if it is not already done.
- **Power dynamics:** the role of gender, position, age, and other factors in creating spaces for SEA, and how to address this as an organization.

CASE STUDY 2:

During a visit to a program, Mohammed, one of the organization's drivers, tells you that he regularly picks up David, an expatriate colleague from a well-known bar in the city, and that he often has a young woman with him. It is rarely the same woman twice. The driver thinks that David is paying them to have sex with him. The driver is asking you what he should do as he is unhappy about having to drive them but is also worried about his job.

Discussion questions:

1. What are the issues in this example?
2. What are your obligations
 - a. as the Gender Equality Advisor?
 - b. as Mohammed's confidante?
 - c. as David's colleague?
3. What actions would you take?

Trainer notes

PSEA challenges identified:

This case study raises important considerations about power and privilege and organizational codes of conduct. There does seem to be enough information to investigate and depending on the skills and training of staff within the organizations it could be done internally or with a trained, experienced external investigator if that expertise does not exist within the organization. Mohammed may need to be reassured that raising a concern is the right step and that if complaints are made in good faith there will be no retaliation against the whistleblower. As the gender advisor, it would be important to pass this concern along using the internal reporting system. This case study illustrates SEA Core Principles 1, possibly 2, 3, 5 & 6 and appears to fit the definition of sexual exploitation, especially considering Mohammed doesn't know the age of the young women.

Discussion topics to include:

- Codes of conduct
- Whistleblower policies
- Legal and cultural contexts around transactional sex, and how this is defined by your organization's code of conduct. You can use <https://www.nswp.org/sex-work-laws-map> to understand sex work law in each country. The discussion should contextualize the sexist nature of these laws and standards in the sector around PSEA and sex work. It is important to discuss that people engage in sex work for many reasons, and look at reasons women, men and gender diverse people engage in sex work and the power relationships behind it.

CASE STUDY 3:

You receive an email from Ana, a woman program participant you met on your last visit to Colombia. Ana writes that she has been thinking a lot about the PSEA session you delivered and wants to raise a concern. She says that Susan, the Country Manager, has repeatedly asked her to go out for drinks. She has gone a couple of times but says that she always feels uncomfortable. She says that Susan is very affectionate and often tries to hug her. She wants it to stop but is afraid that she might lose her ability to participate in the program if she says something to Susan.

Discussion questions:

1. What are the issues in this example?
2. What are your obligations
 - a. as the PSEA Advisor?
 - b. as Ana's confidante?
 - c. as the Country Manager's colleague?
3. What actions would you take?

Trainer notes

PSEA challenges identified:

This situation will be guided by the organization's existing reporting mechanism, employee code of conduct and PSEA policy. This scenario raises issues of power, privilege, culture, social norms and personal limits and boundaries. This may well be a situation that prompts an investigation. Ana needs to be reassured that she has done the right thing by raising a concern and it might be useful to explore what Ana would like to have happen next if the PSEA policy offers any option before an investigation such as conflict resolution. This may fit the definition for sexual exploitation on the basis of differential power. This example links to IASC Core principles 1 & 6.

Discussion topics to include:

- Reporting mechanisms and procedures: This might be an excellent opportunity for the organization to ensure that the internal reporting mechanism is promoted and that the anonymity and confidentiality of the system is reinforced.
- Power dynamics: the role of gender, position, age, and other factors in creating spaces for SEA, and how to address this as an organization.
- Survivor support: This situation involves the person who is directly impacted. How will you as individual, and an organization, support her going forward? How will you ensure your response is survivor-centred?
- LGBTQ+ rights: What repercussions might Ana face as a woman being solicited by another woman? Are there considerations for her safety, or any legal or cultural consequences? What if it was a different country?

CASE STUDY 4:

Lucie is a volunteer cooperant in Senegal. During her volunteer assignment, one of the managers of the local partner she works with starts making comments about her physical appearance, followed by a few jokes of a sexual nature. He stands very close to Lucie when he talks to her and she feels uncomfortable. She diplomatically tells him that she doesn't like his comments. He replies that it is only to compliment her and continues to make the same remarks to her, sometimes with subtle threats. Lucie's placement continues for another 3 months. She decides not to put in a complaint at that time, believing that it could make the situation worse. Later when Lucie has returned to Canada, after her placement, she denounces the actions of the manager to the designated person in her organization. Lucie indicates that there was no witness to the situation because the acts were always carried out when the two of them were alone.

Discussion questions:

1. How should the organization handle this complaint?
2. What action should it take with the partner whose employee is the subject of the complaint?
3. What are the risks involved in this situation?
 - a. for Lucie?
 - b. for your organization?
 - c. for the subject of the complaint?
 - d. for the partner organization?

Trainer notes

PSEA challenges identified:

This situation will be guided by the organization's existing complaint handling procedures, partner code of conduct/agreement and PSEA policy. This scenario raises issues of power, privilege, culture, social norms and personal limits and boundaries. This may well be a situation that prompts an investigation. Lucie needs to be reassured that she has done the right thing by raising a concern and it might be useful to explore what Lucie would like to have happen next, if the PSEA policy offers any option before an investigation such as conflict resolution. This example appears to fit the definitions of sexual abuse and sexual harassment. It links to SEA Core Principles 1 and 6.

Discussion topics to include:

- **Definitions of SEA:** because this situation involves a partner and a volunteer from a Canadian organization, does it fit the definition of SEA? What implications might this distinction have for the organization? Does this partner also work with communities that would be vulnerable to his actions?
- **Complaint handling procedures:** The complaint handling procedure should be clear, transparent and timely.
- **Partner preparation and partnerships agreements:** This might be an excellent opportunity for the organization to review their partnership agreement and partner training procedures.
- **Power dynamics:** the role of gender, position, age, and other factors in creating spaces for SEA, and how to address this as an organization.
- **Survivor support:** This situation involves the person who is directly impacted. How will you as individual, and an organization, support her going forward? How do you ensure that your response is survivor-centred?

CASE STUDY 5:

You are invited to the wedding. The groom is a teacher from a school where your partner organization implements a project. At the wedding you learn that the teacher is marrying one of his students, who is leaving school because of her marriage. This teacher receives supplemental income from your organization, and the education programme has a focus on encouraging girls to stay in education. The girl's friends tell you that it is normal for teachers to have relationships with students.

Discussion questions:

1. What are the issues in this instance?
2. What are your obligations
 - a. as a manager in the education programme?
 - b. as the facilitator of the school improvement committee?
3. What actions would you take?

Trainer notes

PSEA challenges identified:

This scenario raises issues of power, privilege, culture and social norms. It also raises important issues about how PSEA policies and procedures apply to program partners and the need to ensure that either the local partner has a robust PSEA policy in place or agrees to abide by the PSEA policy of the implementing organization. Implementing organizations have an obligation to ensure that training is provided when the local partner is adopting the implementing partner's PSEA policy. This example appears to fit the definitions of sexual exploitation and sexual abuse and may link to child protection depending on the age of the student. This example may link to IASC Core principle 2.

Discussion topics to include:

- **Working with partners:** This might be an excellent opportunity for the organization to review their partnership agreement and partner training procedures.
- **Legal and cultural context:** age of consent, marriage, etc.
- **Organizational procedures for partners:** for validated breaches of Code of Conduct/PSEA
- **Child Protection policy:** will the partner lose funding, what might be some other implications?

CASE STUDY 6:

Ana is 29 years old and she is carrying out a volunteer cooperation assignment in Togo with the Ministry of Public Health. She begins to befriend David, one of the employees of the Ministry in another department. After some time, they develop a romantic relationship. They decide not to talk about it to the other cooperants and to their country representative for fear that they will end Ana's assignment. However, rumors start to circulate, as they are always together in the office, during their breaks and in their free time. The country representative decides to discuss the situation with Ana, and she admits having had a romantic relationship for several months with this employee of the partner organization.

Discussion questions:

1. What are the issues in this instance?
2. What measures should the organization take in such a case?
3. Does this constitute Sexual Exploitation? Abuse? Why or why not?

Trainer notes

PSEA challenges identified:

This scenario raises important issues about power, privilege, culture, social norms, safety and security as well as consent. The situation resolution may differ depending on whether the organization has a Code of Conduct that clearly prohibits relationships with local colleagues. It might be interesting to ask participants if their view of the scenario would change if the cooperant was a man and the employee was a woman.

Discussion topics to include:

- Codes of conduct: Does the organization have one? If so, is it explicit about relationships with local colleagues? How is the Code of Conduct introduced to volunteer cooperants?
- Volunteer training: What training is provided on the Code of Conduct if there is one? What training is provided pre-departure and on arrival about local culture and norms and the potential issues with romantic relationships with local colleagues?
- Placement location: Might this situation be different if the volunteer cooperant is in a large city or a much smaller community?

CASE STUDY 7:

Simon, 33, is a volunteer cooperant in Cameroon. As part of his assignment, he provides employability training to young entrepreneurs. He gets along particularly well with Naomie, who is 25. One day, after a day of training, Simon and Naomie start discussing various topics unrelated to the training. They discover they both love hiking, and Naomie offers to accompany Simon on the weekend. They begin to develop a friendly relationship. While talking to his country representative, Simon mentions that he sometimes does activities with one of his learners in a totally friendly way. The country representative asks the PSEA focal point of the organization for advice on what to do in such a situation, considering that it is a friendly relationship with a program participant.

Discussion questions:

1. What would be the position to be adopted by the organization?
2. What are the measures to be taken in this situation?

Trainer notes

PSEA challenges identified:

This scenario might depend on the organizational Code of Conduct that is in place. The scenario also raises issues of power, privilege, culture, social norms, safety and security. Depending on the cultural norms there may be security risks for either party even though the relationship does not seem to be a romantic one. If Naomie's family and friends raise objections Simon can return home but Naomie may have suffered long-lasting damage to her reputation and social standing within a local community. This example links to SEA Core principle 4.

Discussion topics to include:

- **Codes of conduct:** Does the organization have one? If so, is it explicit about relationships with local colleagues? How is the Code of Conduct introduced to volunteer cooperants?
- **Volunteer training:** What training is provided on the Code of Conduct if there is one? What training is provided pre-departure and on arrival about local culture and norms and the potential issues with romantic relationships with local colleagues?
- **Placement location:** Might this situation be different if the volunteer cooperant is in a large city or a much smaller community?
- **Gender** and power dynamics: What are the issues here using a gender lens? What additional aspects might arise if taking an intersectional lens?

CASE STUDY 8:

Louis has been working as a volunteer in Benin for several months with a partner educational institution. The educational institution offers training to young people between 16 and 18 years old. Over time, he notices that one of the teachers, Ayo, is often chatting with the same student in the hallways. Their conversation seems quite friendly. One day, Louis overhears a snippet of their conversation. He understands that Ayo gave the student a cell phone. Louis is surprised and subtly asks another colleague if Ayo is teaching people in his family or people he knows personally, but he is not. Louis is not sure how to interpret the situation. A few days later, he sees Ayo leaving the premises of the establishment by car with the student.

Discussion questions:

1. What are the issues in this instance?
2. What are Louis' obligations as a volunteer?
3. What actions would you take?

Trainer notes

PSEA challenges identified:

This situation raises issues about local partner selection, partnership agreements and the need for implementing organizations to ensure that the local partner organization either has a robust PSEA policy or agrees to adopt the PSEA policy of the implementing organization. The scenario also raises issues of power, privilege, culture, social norms as well as safety and security. Where the implementing organization has local staff, they can be very helpful in supporting Louis in a situation like this but the organizational response should be guided by clear PSEA procedures including reporting and investigation mechanisms. This example seems to fit the definition of sexual exploitation and possibly sexual abuse. It raises issues within SEA Core Principles 1, 2, 3, 4, 5 & 6.

Discussion topics to include:

- Working with partners: This might be an excellent opportunity for the organization to review their partnership agreement and partner training procedures.
- Definitions of grooming and child protection policies and procedures.
- Reporting mechanisms & whistleblower policies.

CONSIDERATION OF THE NEEDS OF EQUITY SEEKING GROUPS & INTERSECTIONALITY

The Constitution of Canada provides specific protections against government action or laws that violate fundamental individual rights and freedoms. These are articulated under the Charter of Rights and Freedoms (Charter). The Charter articulates Canada's commitment to the protection of individuals regardless of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. More recently, the Supreme Court of Canada extended these protections to sexual orientation and gender. It is important to always keep these protections in mind. However, this can be particularly challenging when a program participant country or partner organization may hold different values than those protected under the Canadian constitution and human rights law.

Organizations can navigate these sensitive areas more effectively when they develop and maintain clear protections, policies and procedures that ensure that sexual exploitation and abuse is prevented for all individuals, regardless of race, national or ethnic origin, colour, religion, sex, age, gender, sexual

orientation, mental or physical disability. Additionally, many organizations are developing equity, diversity and inclusion action plans that address not only protection but also underrepresentation of equity-seeking groups. Movements to decolonize aid are also part of this desire to address historical and present day injustice, disadvantage and power imbalances. In addition to considering violation of fundamental rights and freedoms and underrepresentation, organizations should also be considering [intersectionality](#). This term was coined by Kimberlé Crenshaw to examine and understand the interconnectedness of race, sex and other aspects of identity in systems of oppression. Case studies should be carefully reviewed to ensure that they do not stigmatize or marginalize groups or individuals and that they reflect the broadest range of human experience. Taking time to ensure that the learning environment is safe and inclusive for all participants, providing trigger warnings and ensuring that support is available for participants who may be triggered is also part of the consideration of these vital areas.

RESOURCES AND BACKGROUND INFORMATION

DEFINITIONS:

Sexual exploitation:

Sexual exploitation means any actual or attempted abuse of position of vulnerability, differential power, or trust, for sexual purposes, including but not limited to, profiting monetarily, socially, or politically from the sexual exploitation of persons of concern.

Sexual abuse:

Sexual abuse means the actual or threatened physical intrusion of a sexual nature, whether by force, or under unequal or coercive conditions.

Sexual harassment:

Sexual harassment is any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another. Sexual harassment is particularly serious when it interferes, is made a condition of employment or creates an intimidating, hostile or offensive environment.

THE IASC SIX CORE PRINCIPLES RELATING TO SEXUAL EXPLOITATION AND ABUSE:

The Six Core Principles

1. Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
2. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defense.
3. Exchange of money, employment, goods, or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior is prohibited. This includes exchange of assistance that is due to beneficiaries.
4. Any sexual relationship between those providing humanitarian assistance and protection and a person benefiting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work.
5. Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.
6. Humanitarian workers are obliged to create and maintain an environment that prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have responsibilities to support and develop systems which maintain this environment.

RESOURCE LIST

1. Handbook for Coordinating Gender-based Violence Interventions in Emergencies, Gender-based Violence Area of Responsibility- GBV Sub Cluster/UNFPA (2019) , pg. 38 https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2019/06/report/handbook-for-coordinating-gender-based-violence-interventions-in-emergencies/Handbook_for_Coordinating_GBV_in_Emergencies_fin.01.pdf
2. Safe recruiting Based on IASC, PSEA-MOS, January 2016; IASC, Summary of IASC Good Practices: Preventing Sexual Exploitation and Abuse and Sexual Harassment and Abuse of Aid Workers, May 2018.
3. Inter-Agency Standing Committee (IASC) secretariat (Revision of 12.09.2019) as revised from UN Secretary General (SG) Bulletin.
4. How would a case study look from a feminist perspective? Ellen Wallin, Halmstad University, SE International Marketing Programme <http://www.diva-portal.se/smash/get/diva2:1056931/FULLTEXT01.pdf>
5. Brisolara, S., Seigart, D. M., & SenGupta, S. (Eds.). (2014). *Feminist evaluation and research : theory and practice*. Guilford Press.
6. Tickner, J. A. (2005). What is your research program? some feminist answers to international relations methodological questions. *International Studies Quarterly*, 49 (1), 1-21.