# Addressing Sexual Harassment/Sexual Exploitation and Abuse at higher learning institutions

June 2, 2020

By: Pamela Tuiyott-Kamau, Snr Social Development Specialist

**THE WORLD BANK**
IBRD • IDA | WORLD BANK GROUP
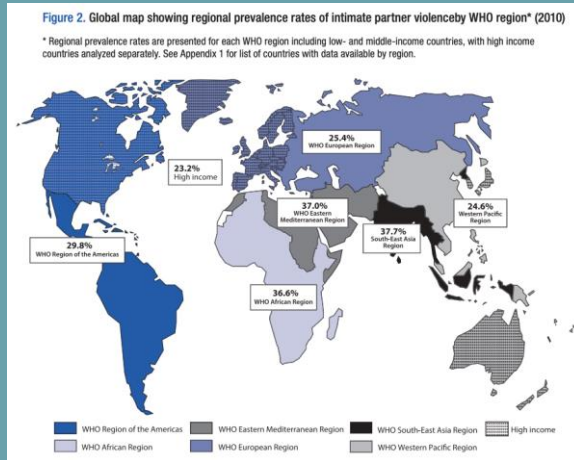
1

## Session objectives

familiarize participants with gender-based violence, sexual harassment and sexual exploitation and abuse

recognize approaches to prevent, mitigate and respond to SEA/SH in higher learning institutions

understand how to work towards safe and secure learning and workplaces

2

Figure 2. Global map showing regional prevalence rates of intimate partner violence by WHO region* (2010)

* Regional prevalence rates are presented for each WHO region including low- and middle-income countries, with high income countries analyzed separately. See Appendix 1 for list of countries with data available by region.

GLOBAL CONTEXT

3

- **Gender-Based Violence (GBV)** is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes:
  - *Acts that inflict physical, sexual or mental harm or suffering,*
  - *Threats of such acts,*
  - *Coercion, and*
  - *Other deprivations of liberty*
  - *These acts can occur in public or in private*
  - *GBV is both a result of gender inequality and a means to maintain unequal power relations between men and women*

- **Types of GBV:** Intimate partner violence, Physical assault, sexual violence (sexual harassment, sexual assault, sexual exploitation and abuse), human trafficking, psychological or physical abuse, denial of resources opportunities and services, female genital mutilation among others

4

# Prevalence and service seeking behaviors

- **High prevalence of GBV:** E.g.47% of women aged 15-49 in Kenya, 44% in Tanzania, 56% in Uganda had experienced physical or sexual violence in their lifetime

- **Service seeking behaviors:** In spite of high prevalence rates, access to formal response services is limited

- On average, less than 3% of women attempt to see doctors or medical personnel for help.

5

# Root causes and contributing factors

- There are many factors contributing to acts of gender-based violence in any setting.  In general, the overriding causes are:

  – *Gender inequality*
  – *Abuse of power*
  – *Lack of respect for human rights*

6

## GBV is a learned behavior

- learned through observation

- learned through personal experience

- learned in culture

- learned in family,

- learned in communities, schools, friends, etc

## It may be aggravated, but not caused by

- illness
- heredity
- alcohol and drugs
- lack of self-control
- economic problems
- anger/stress
- the victim's behavior or problems in the relationship

7

## Impacts are severe:

Physical Impacts: 42% of survivors suffer serious physical injuries; 38% of murders committed by partners; higher rates of infant mortality

Psychosocial Impacts: Increased anxiety, depression, suicide, substance abuse

Intergenerational Effects: Girls 2x more likely to experience violence in adulthood; boys 2.5x more likely to commit violence

Household Impacts: lost wages & productivity, housing instability, out of pocket expenses, inability to work

8

# Why should we be concerned about this in operations supported by the World Bank?

- GBV is prevalent in all the environments in which we work
- If GBV is not addressed, our projects could do more harm than good
- Improve the well-being of women, families, households and communities
- Lessons from the Uganda and DRC inspection panels

9

# SEA/SH risk assessment and response capacity

**PREPARATION**

**ASSESS: Identification and assessment of SEA/SH risk and response / response capacity**

- Conduct social risk assessment at the community level.
- Conduct mapping and assessment of the quality of services for survivors.
- Assess client's ability to cope with SEA/SH risks.
- Assess overall risk level of the project.
- Establish procedures to review and update risk assessments during project implementation.

**IMPLEMENTATION**

**MITIGATE: Establishment of mitigation, reporting and monitoring measures**

- Based on the identified risks, identify the corresponding mitigation measures and implement the suggested actions to mitigate the risk of project-related SEA/SH in the project-affected population.
- Monitor the effectiveness of mitigation measures and adapt as needed.

**RESPOND: Project response actions for SEA/SH cases**

- Provide essential services to survivors.
- Report the case through the Complaints Management Mechanism (CPM), if applicable, preserving the confidentiality and anonymity of information on survivors.
- Cases registered by the CPM are documented, processed and closed.

10

## Key questions for HD Projects

### Health

Does the health sector include referral protocols as part of the management of GBV response?

Are Health service providers trained to manage GBV as a health response

Is there a site specific or national code of conduct for health service providers?

### Social Protection

Are there codes of conduct that have been communicated to all staff involved in the project?

Are there social norms which discourage or suppress the participation of women in some or all of the activities proposed by the program?

Will participation in this program potentially expose beneficiaries to increased risk? (For instance, will travel to programs potentially expose women to harassment or other forms of GBV?)

### Education

Is GBV currently recognized as a line of work in the sector, does it have budget allocation?

Is there training on GBV/SEA prevention and response for education sector personnel?

Are there institution codes of conduct for teachers and administrative personnel?

Are there significantly more male teachers than female teachers in the schools relevant to the project?

11

## Education sector - potential mitigation measures

- Include a well trained guidance counselor (ideally female if only one with access to a safe and private space) in all schools that can enable disclosure and safe referral to services

- Clear and enforced codes of conduct signed by teachers, school staff, inspectors and any other project related staff

- Establish clear Accountability and Response framework for those that breach the CoC, consistently enforced

- Training on CoC for school personnel, students and parents including how to safely and confidentially report cases

- Create and accessible GRMs for students, parents and school staff

- Map services for survivors and put in place a referral protocol for when cases come forward

- Include SEA/SH in teacher, school director and inspector training programs, consider including other forms of GBV children may experience

- Separate quality WASH facilities for women and men/ boys and girls

12

# SAFEGUARDS

# PREVENTING AND RESPONDING TO SEXUAL EXPLOITATION ABUSE AND SEXUAL HARASSMENT IN HIGHER EDUCATION INSTITUTIONS

13

---

**Sexual exploitation:** any actual or attempted abuse of a 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 another (UN Glossary on Sexual Exploitation and Abuse 2017, pg. 6).

**Sexual abuse:** actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions (UN Glossary on Sexual Exploitation and Abuse 2017, pg. 5).

e.g. Sex for grades, promotion, access to opportunities in the workplace

**Sexual Harassment:** any unwelcome sexual advances, request for sexual favors, and other verbal/non verbal or physical conduct of a sexual nature.

**Physical**
- attempt of rape or sexual assault
- unwanted deliberate touching, lining over, cornering, pinching
- Touching an employees clothing, hair and body
- Hugging, kissing, patting and stroking

**Verbal**
- Making unwanted sexual remarks
- Raising sexual topics during work discussions
- Whistling

**Non verbal**
- Pressurizing the other person for sexual favors
- Making unwanted sexual gestures
- Sending unwanted mails, phone calls and SMS

14

Preventing Sexual Harassment and Sexual Exploitation and Abuse should be a top priority

1. It is essential for all Universities to implement **policies and procedures** that prohibit Sexual Harassment and Sexual Exploitation and Abuse

   - Policy should clearly describe the unwanted behavior
   - Policy should make it clear that any kind of SEA and SH is not tolerated by the University
   - Policy should indicate the penalties/sanctions for breach of conduct

   **Codes of Conduct**

   - University staff should sign and be sensitized on codes of conduct
   - Need to ensure minimum quality/explicit language on prohibition
   - Sexual relations with anyone under the age of 18
   - SEA and SH prohibited
   - GBV that the project might exacerbate defined in the national law, both in the workplace and in the community

15

# Disciplinary action for perpetrators in the CoC

Examples of potential sanctions include the following:

- *Informal warning;*
- *Formal warning;*
- *Additional training;*
- *Loss of up to one week's salary;*
- *Suspension of employment (either administrative leave as above or without payment of salary), for a minimum period of one month up to a maximum of six months/suspension from school;*
- *Termination of employment/schooling; and/or,*
- *Referral to the police or other authorities as warranted.*

16

## 3. Retaliation

- There should be no retaliation for anyone who comes forward and no negative consequences

- Reports by third parties should be made in good faith

## 4. Students should be sensitized

- SEA, Codes of Conduct

- Where to report/GRM

- Services available/referral pathway

17

# How are SEA/SH GM different?

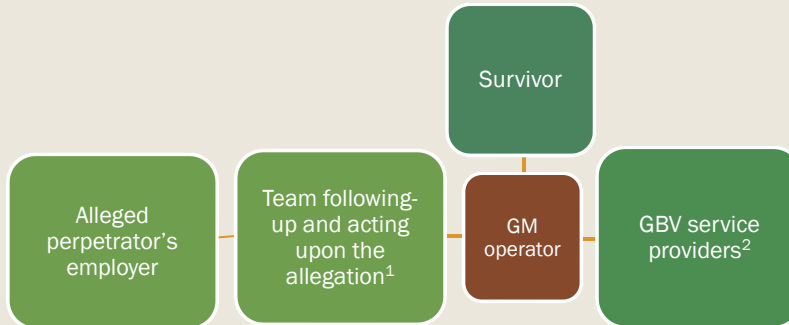| | | |
|---|---|---|
| Objectiveness & independence | Confidentiality, impartiality and transparency | Confidentiality, anonymity |
| Speed & proportionality | Responsiveness & efficiency | Survivor-centricity |
| Simplicity and accessibility | Participation and social inclusion | Survivor safety |

19

## Main actors responding to SEAH complaints

```
                    ┌──────────────┐
                    │   Survivor   │
                    └──────┬───────┘
┌──────────┐ ┌──────────┐ ┌──────┐ ┌──────────┐
│ Alleged  │ │   Team   │ │  GM  │ │   GBV    │
│perpetrator's│following-│ │operator│ │ service  │
│ employer │ │up and acting│ │      │ │providers[2]│
│          │ │ upon the │ │      │ │          │
│          │ │allegation[1]│ │      │ │          │
└──────────┘ └──────────┘ └──────┘ └──────────┘
```

[1]This can be a specially constituted "SEA/SH Committee", composed for instance of representatives of the client, consultant, contractor and local service providers and charged with monitoring SEA/SH response. (Only when the survivor wants a response).

[2] GBV service providers can include: health/medical support, psychosocial support, safety and security-related services, legal and justice-related services and economic empowerment opportunities.

20

# Examples of good practices in SEA/SH GM

- Multiple channels through which complaints can be registered
- Log SEAH cases separately from other cases.
- GM does not include identifiable information in a logbook.
- A separate coding system for names should be created and stored in a locked cabinet. The complaint logbook should also be stored in a different locked cabinet.
- Provide feedback on the case to the survivor only and exercise strong caution before communicating any results beyond the survivor.
- Put in place process to seek survivor's informed consent throughout the GM process.
- Put in place Info sharing protocols to ensue that only those having a role to play in the response to an allegation (i.e. GBV service providers) receive case level information.

21

# QUESTIONS?

23