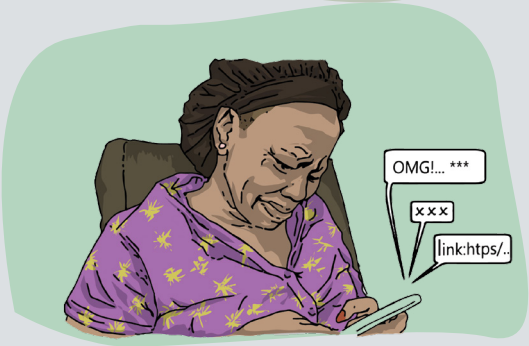




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Sexual
Harassment

Identify | Address | Prevent

Discussion Guide supporting the
'Stop Sexual Harassment at the Workplace'
Video Series



Implemented by



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Foreword

by Amka Africa Justice Initiative

Dear Reader,

Despite having numerous relevant laws and policies, sexual harassment in the workplace remains pervasive in Kenya. Stigmatization of sexual harassment victims limit discussions on the varied forms and elements of sexual harassment leading to a lack of reporting thereby enabling perpetrators to continue unabated. Many work places lack policies and accountability structures for addressing sexual harassment. Further, inadequacy of knowledge on legal framework, the nature of the offenses, prevention and reporting structures inhibit progress in combating the vice.

Amka Africa Justice Initiative believes in empowering communities as a way of improving their ability to access to justice. We are therefore delighted to partner with GIZ Ke and Njoki Ngari & Co. Advocates in preparation of this discussion guide, which we hope will foster meaningful engagements on issues of sexual harassment in the workplace.

This discussion guide offers a summary of applicable laws and policies on sexual harassment in Kenya. It also offers an overview of the justice actors and a proposed reporting mechanism for sexual harassment cases. The forms of evidence recommended in the reporting and investigation of sexual harassment cases are also addressed in the guide.

To further enrich the discussions on sexual harassment, the guide provides links to educative lived reality videos that explore various forms of sexual harassment, prevention and appropriate responses to sexual harassment in the workplace.

We hope that with the awareness created through the use of this guide, everyone will commit to fostering safe, accountable and respectful workspaces free from sexual harassment.

Milka Wahu

Executive Director,

Amka Africa Justice Initiative

Foreword

by GIZ

Dear Reader,

Sexual harassment is a criminal offence. Yet, according to ILO, 17.9 per cent of employed men and women globally said they had experienced psychological violence and harassment in their working life, and 8.5 per cent had faced physical violence and harassment¹.

The groups most likely affected by diverse types of violence and harassment include youth, migrant workers, and wage and salaried women and men. Young women are twice as likely as young men to face sexual violence and harassment. According to the Gender Violence Recovery Centre, between 39% and 47% of Kenyan women experience gender-based violence in their lifetime - among the highest rates in the world². The COVID-19 pandemic aggravated the situation even more - according to a 2022 study by the Center for Disease Control (CDC), the reported cases of Sexual Violence doubled during COVID-19.

This discussion guide is a product of the Agri-Jobs 4 Youth Initiative by GIZ, accompanying our 10-part video sensitisation campaign on sexual harassment at the workplace. The project applies a 360-degree approach, boosting the demand for labour, enhancing the employability of young people, improving the functioning of the labour market, and promoting job matching. Improved framework conditions and strengthened advocacy of young people complement the approach.

Since youth and, especially, young women are one of the core groups affected by sexual harassment at the workplace, we, as a youth employment project, are taking action to sensitise our partner environment on this critical topic. Together with Amka Africa Justice Initiative and Njoki Ngari & Co. Advocates, we have developed this discussion guide to support MSMEs, training Institutions and other partners to table this sensitive topic meaningfully.

We urge everyone, including bystanders, colleagues, managers, survivors, and potential perpetrators, to create a safe and respectful work environment for all. Let us make this a priority at all our workplaces.

Ralf Barthelmes

GIZ - Agri-Jobs 4 Youth,
Project Manager

Agri-Jobs 4 Youth is a joint initiative that runs over a project period from 2020-2025 and is implemented by the German development agency Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). It is implemented in partnership with the Kenyan Ministry of Agriculture and Livestock Development.

1 ILO (2022) Experiences of Violence and Harassment at Work: A first global survey

2 Facts about GBV (gvr.c.or.ke)

Glossary

Basic Terminology

Bystander	<ul style="list-style-type: none">• A person who witnesses <i>sexual harassment</i> or any other conduct that violates institution rules or policies but does not take part in said action.
Bystander intervention	<ul style="list-style-type: none">• A <i>bystander's</i> safe and positive actions prevent harm or intervene when a risk is posed to another person.• Bystander intervention includes recognising situations of potential harm, identifying safe and effective intervention options, and taking action to intervene.
Coercion	<ul style="list-style-type: none">• The use of authority or force to impose an unwanted advance. The act of compelling by force of authority.
Complainant	<ul style="list-style-type: none">• A complainant is a person or entity who initiates a formal grievance or legal action by making an official complaint or accusation against another individual or party <i>sexual harassment (bystander or survivor/victim)</i>.• A complainant typically seeks redress or resolution for a perceived wrongdoing or harm.
Consent	<ul style="list-style-type: none">• An affirmative decision to engage in mutually agreed sexual activity and is given by clear words or actions, free of <i>coercion</i>.• Consent may not be inferred from silence, passivity, or lack of resistance alone.• Consent to one form of sexual activity does not imply consent to other forms of sexual activity, and the existence of a current or previous dating, marital or sexual relationship is insufficient to constitute consent to additional sexual activity.• Assent shall not constitute consent if it is given by a person who, because of youth, disability, intoxication, or other condition, cannot provide their consent lawfully.
Denied credibility	<ul style="list-style-type: none">• Lack of belief, <i>victim</i> is seen as not credible or malicious when <i>reporting</i> the incidents (<i>fear of retaliation</i>).
Dependency	<ul style="list-style-type: none">• The <i>perpetrator</i> holds power over the <i>victim</i>, and the victim depends on the goodwill of the perpetrator.
Fear of retaliation	<ul style="list-style-type: none">• A <i>survivor</i> expects to experience <i>retaliation</i>, a fear that is inhibiting them from <i>reporting (denied credibility)</i>
Futility	<ul style="list-style-type: none">• The <i>survivor</i> is suffering in silence because of a lack of a <i>support system</i> and/or no alternative source of livelihood.
Gaslighting	<ul style="list-style-type: none">• Gaslighting is the subjective experience of having one's reality repeatedly questioned by an authority figure.

Gender Inequality	<ul style="list-style-type: none"> Gender inequality refers to unequal treatment or perceptions of individuals based on gender. It arises from differences in socially constructed <i>gender roles</i> and biologically through chromosomes, brain structure, and hormonal differences.
Gender Roles	<ul style="list-style-type: none"> Gender roles are culturally defined behaviours such as masculinity and femininity. They are expected roles determined by an individual's sex and the associated attitudes, behaviours, norms, and values (<i>social norms</i>). In most cultures, this binary division of gender is roughly associated with biological sex—male or female.
Grooming	<ul style="list-style-type: none"> The common aspect is that a perpetrator manipulates a victim by building trust and rapport and flattering the victim.
Hostile Environment	<ul style="list-style-type: none"> A hostile work or academic environment exists when another person engages in unwelcome and inappropriate sexually based behaviour (<i>physical abuse</i>) or speech (<i>verbal abuse</i>) severe or pervasive enough to interfere with an individual's job or academic performance and render the workplace or academic atmosphere intimidating, hostile, or offensive. Usually, a pattern of this behaviour is required, but one incident can be enough if sufficiently severe or outrageous.
Inevitability	<ul style="list-style-type: none"> The belief that men are allowed sexual entitlement, primarily to women's bodies.
Minimisation	<ul style="list-style-type: none"> The action of making something seem less important or more minor than it is (<i>Normalisation</i>) There is a tendency towards minimising the negative impact of <i>sexual harassment</i>.
Normalisation	<ul style="list-style-type: none"> The notion of: "this kind of (problematic) behaviour" is found everywhere; It is therefore perceived as trivial/unproblematic (<i>Minimisation</i>)
Perpetrator	<ul style="list-style-type: none"> A person (or group of persons) who commits an act of <i>sexual harassment</i> or another type of crime or offence.
Physical abuse	<ul style="list-style-type: none"> Any physical or sexual contact that involves the use or threat of force or violence or any other form of coercion or intimidation. Any physical or sexual contact with a person who is not giving or is unable to give their <i>consent</i>
Power Imbalance	<ul style="list-style-type: none"> A power imbalance is when one person, group, institution, or state has more control or influence over another. A power imbalance can affect decision-making, benefits, advancement, well-being, or communication of the parties involved. A power imbalance can exist in a social setting, a partnership, an organisation, a relationship, or a conversation. A power imbalance is not present when the parties have equal levels and sources of power.

Quid-pro-quo	<ul style="list-style-type: none"> • Quid pro quo translates as “something for something”; in this context, it primarily refers to <i>transactional sex</i>. • Quid pro quo in the context of sexual harassment refers to a situation in which a person in a position of power or authority makes unwelcome sexual advances, requests for sexual favours, or demands for sexual activity from another person. • While quid-pro-quo situations can occur anywhere, they typically occur in a workplace or educational setting, with the implicit or explicit condition that compliance with these advances is a prerequisite for job-related benefits, such as promotions, raises, job security, or educational opportunities.
Reporting	<ul style="list-style-type: none"> • Informing third parties about the <i>sexual harassment</i>. This could be HR, the supervisor, or the authorities. • If that does not yield positive results, the continuous escalation of the report up the chain of command, documenting every single interaction along the way.
Retaliation	<ul style="list-style-type: none"> • Taking or threatening to take an unfavourable action against an individual or withholding or threatening to withhold a favourable action that could discourage a person from making or supporting a charge of harassment or discrimination.
Safe space	<ul style="list-style-type: none"> • A place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.
Sexualisation	<ul style="list-style-type: none"> • Sexualisation is to make something sexual in character or quality or to become aware of sexuality, especially concerning men and women. • Sexualisation occurs when individuals are regarded as sex objects and evaluated regarding their physical characteristics and sexiness.
Sexual harassment	<ul style="list-style-type: none"> • Any unwelcome (<i>consent</i>) sexual advances, requests for sexual favours, and/or <i>physical abuse</i> and/or <i>verbal abuse</i> of a sexual nature. • It is often imposed upon a person in an unequal power relationship through the abuse of authority and may involve an implied reward or threat of deprivation, often creating a <i>hostile environment</i>.
Societal Norms	<ul style="list-style-type: none"> • Societal norms are the unwritten rules of behaviour that are considered acceptable or appropriate by a social group or culture. They are determined by society and transmitted through education, customs, values, and traditions. They aim to maintain order and predictability in social situations. The breach of these norms has social consequences.
Stigmatisation	<ul style="list-style-type: none"> • The action of describing or regarding someone or something as worthy of disgrace or great disapproval as a result of them being <i>victims / survivors</i> (especially young women).
Support system	<ul style="list-style-type: none"> • A network of people who provide an individual with practical, emotional and/or psychological support
Survivor	<ul style="list-style-type: none"> • The term <i>survivor</i> is generally preferred in the psychological and social support sectors to someone who has experienced sexual or gender-based violence because it implies resilience. <i>Victim</i> is a term often used in the legal and medical sectors.

Transactional sex	<ul style="list-style-type: none"> • The exchange of money, employment, goods, or services for sex, including sexual favours and other forms of humiliating, degrading or exploitative behaviour. • This type of harassment occurs when a person in authority, for example, a supervisor or instructor, demands sexual favours in exchange for a job, promotion, grade, or other favourable treatment.
Triviality	<ul style="list-style-type: none"> • The belief the incident might not have been severe enough (<i>normalisation</i>), leading to tolerance of unacceptable behaviour.
Verbal abuse	<ul style="list-style-type: none"> • Verbal abuse is emotional and psychological abuse. It is when someone uses their words to assault, dominate, ridicule, manipulate, and/or degrade another person and negatively impact that person's psychological health. • Verbal abuse is a means of controlling and maintaining power over another person. • Verbal abuse can exist without physical abuse. The effects of verbal abuse can be just as damaging as physical abuse.
Victim	<ul style="list-style-type: none"> • Commonly understood as a person who is, or has been, sexually exploited or abused. • Different definitions of victim trigger different consequences; therefore, it is essential to use them contextually (<i>Survivor</i>).
Victim blaming	<ul style="list-style-type: none"> • The act of blaming the occurrence of sexual assault on the <i>survivor</i> instead of the <i>perpetrator</i>. • For example, recommending that one does not wear revealing clothing, travel alone at night, or engage in sexting implies that such actions provoke sexual assault.



The Legal Situation on Sexual Harassment in Kenya

This guide recognizes that victims of sexual harassment and sexual gender-based violence (mainly women and girls) do not often report violence against them for fear of revenge, humiliation, shame, social stigma, and loss of honour.

Kenyan law, however, prohibits sexual harassment and offers protection to victims. For instance, employers with above 20 employees must have a sexual harassment policy at the workplace. The policy must define what actions constitute sexual harassment and the ways to addressing it such as through disciplinary proceedings against perpetrators. Employers who do not have a sexual harassment policy at work are guilty of a crime and are liable to pay a fine of up to Kshs. 50, 000/- or serve up to 3 months in jail. This means that a victim of sexual harassment can sue their employer if they are sexually harassed at their workplace.

In the sections below, we consider some ways that the law protects the victims of sexual harassment in Kenya.

International Legal Framework

International law conventions and treaties signed or accepted by Kenya become part of the Kenyan law under Article 2(5) and (6) of the Constitution. Listed below are some of the international laws that require the Kenyan government to protect women against violence. They include:

- African Charter on Human and People's Rights (Banjul Charter)
- African Charter on the Rights and Welfare of the Child
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention on Rights of the Child (CRC)
- Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (Maputo Protocol)
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- International Labour Organization (ILO) Convention.

National Laws

Kenya's international law obligations require the government to establish measures to eradicate sexual harassment at the workplace. These measures can be in the form of policies or laws. To address the menace of sexual harassment, Kenya has enacted the following laws:

- **The Constitution of Kenya:** The Kenyan Constitution guarantees the right to equal protection and benefit of the law. The Constitution also protects all Kenyans from discrimination. The Constitution also guarantees the right to fair labour practices. Fair labour practices include the right to a workplace free from sexual harassment: a form of discrimination. Besides that, Article 21(3) of the Constitution
- **Employment Act, 2017:** Section 6(1) of the Kenyan employment act defines sexual harassment occurs where a superior or co-worker asks an employee for a sexual favor, such as sexual intercourse, signing a sexual contract, or any sexual activity in return for favours or better opportunities at work. The use of improper, written or verbal suggestive language also constitutes sexual harassment under the Act.

Section 6(2) of the Act demands that any employer with above 20 employees must make and implement a policy to prevent and remedy sexual harassment at the work place. The policy must define sexual harassment and state the measures to be taken against perpetrators.

- **The Sexual Offences Act, 2006:** Section 23(1) of this Act defines sexual harassment as “unceasing unwelcome sexual advances, request for sexual favors, lewd verbal, or physical gestures by someone in authority”. Sexual harassment is an offence under the Act attracting a jail term of 3 years for convicted offenders and a fine of up to a Kshs. 100, 000/- or to both.
- **Public Officers Ethics Act, 2003:** Section 21 (1) warns public officers against sexually harassing members of the public or colleagues at work. The Act defines sexual harassment as making a request or exerting pressure for sexual activity or favours; intentional or careless physical contact that is sexual in nature. Gestures, noises, jokes or comments, including innuendoes, over another person's sexuality also constitutes sexual harassment.
- **The Penal Code:** sets out the principles for determining criminal culpability and is read together with other laws that criminalize sexual harassment.

Other Kenyan legislation do not directly address sexual harassment. Still, they protect women from discrimination and gender-based violence. These laws protect the rights of women including during employment.

These laws include: **Prohibition against Female Genital Mutilation Act,; Matrimonial Property Act,; Protection Against Domestic Violence Act, 2015; Marriage Act, ; Law of Succession Act and Children Computer Misuse and Cybercrimes Act, 2018, Office of the Director of Public Prosecutions Act, 2013, International Crimes Act, 2008; Criminal Procedure Code, Cap 75; Evidence Act, Cap 80; Witness Protection Act, 2006; Victim Protection Act, 2014; Evidence (Out of Court Confessions) Rules, 2009; Child Offender Rules, Sexual Offences Regulations, 2008, Sexual Offences (Medical Treatment) Regulations, 2012; Sexual Offences Rules of Court 2014; and Victims Protection (Trust Fund) Regulations 4 Act.**

Case Law

Court decisions form part of the law. On that account we highlight below some notable cases on sexual harassment in Kenya.

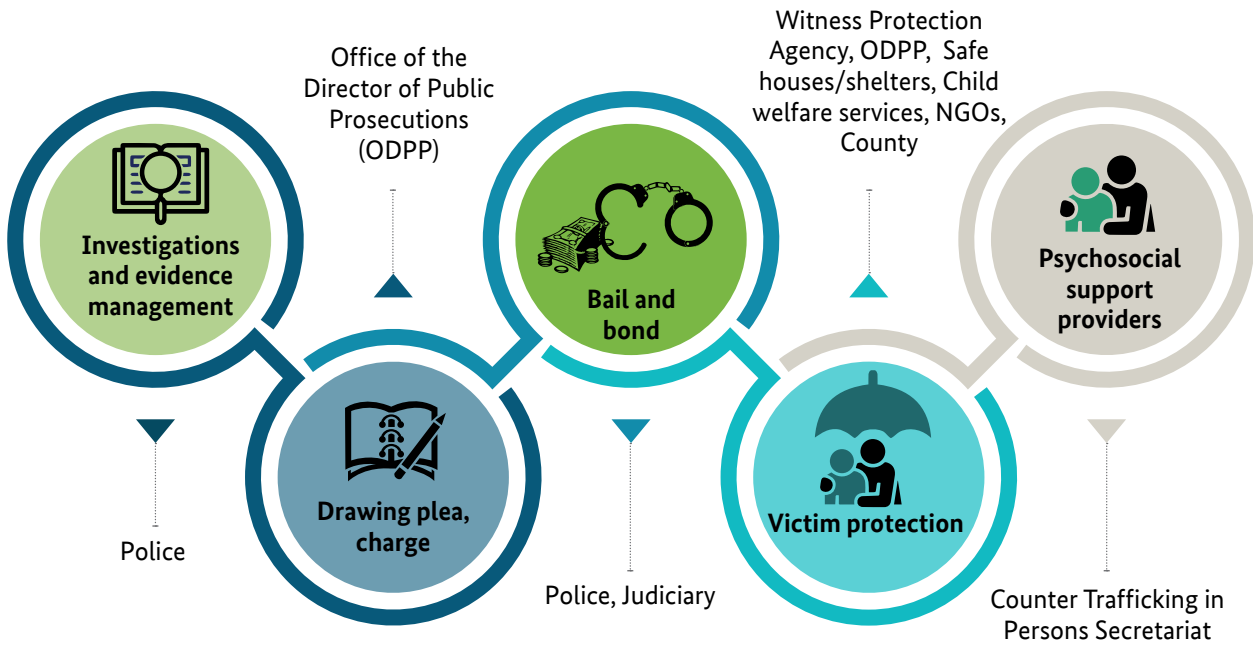
- i. **Ooko & another v SRM & 2 others [2022] KECA 44 (KLR)**
S, an Information Technology Manager at G4S Security filed a case against the company and the Human Resource Director for sexual harassment and unlawful termination. The Court found a connection between a **S**'s dismissal and her complaint over sexual harassment and awarded **S** damages.
- ii. In **GMV v The Bank of Africa [2013] eKLR** the court recognized that gender violence could not be adequately compensated by awarding the 12 months' salary for unfair termination under the [Employment Act](#). That was because termination arising from sexual harassment is not merely unfair termination, but also violates multiple rights of an individual.
- iii. In the case of **Koki Muia v Samsung Electronics East Africa Limited [2013] eKLR** a comparable award was also given. In this case the claimant sued her former company wrongful and unfair termination. She was awarded Kshs 7,152,000/- as compensation for sexual and racial discrimination as well as unlawful termination.
- iv. **ELRC Cause No 147 of 2014, Kenya Union of Commercial Food & Allied Workers v Meru Central Dairy Co-operative Union Limited [2015] eKLR** wherein the Court found the respondent culpable for failing to have in place a Sexual Harassment Policy leading to harassment of a female employee and further ordered the employer (respondent) to issue a policy statement on sexual harassment.

Elements of Sexual Harassment

From the laws and cases we have highlighted above, the following are some of the common elements of sexual harassment:

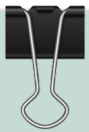
- Perpetrator is in a position of authority or holds a public office.
- Direct or indirect unwanted verbal, non-verbal or physical conduct of a sexual nature; remarks, looks touching.
- Request for sexual favors or any other form of sexual activity that contains or implies a promise of preferential treatment in employment or threatens a detrimental treatment.
- Discrimination consisting of less favourable treatment that arises from rejecting or submitting to the unwanted conduct.
- Discrimination consisting of conduct meant to violate the victim's dignity or to create an intimidating, hostile, degrading, humiliating or offensive environment for him or her.
- Wrongful dismissal or denial of service or victimization for rejecting or submitting to the unwanted conduct.
- Sexual advances that create an offensive working or learning environment for the victim and therefore interferes with the victim's work or educational performance.

Overview of Roles of Justice Actors





Discussion Guides: Tips for Facilitators



Sexual harassment is a sensitive topic. Any topic of a sensitive nature may make even the best of facilitators uncomfortable when exploring the topic with participants.


Our natural reaction is often to shy away from complex or controversial topics or to approach them from a superficial, strained, or half-hearted standpoint. But these topics are often crucially important to raise awareness and lay a foundation for how issues are dealt with in organisations, schools, and the workplace.

We congratulate you for taking this topic seriously and wanting to make a difference in your organisation!

Preliminary Thoughts

Event format

Sensitising staff members or students on sexual harassment is crucial for creating safe and inclusive environments. Whether to organise a single event or a series of events depends on your specific goals and resources. It is essential to consider how a single event or an event series fits within the organisation or institution, e.g. what happens after the event. Here are a few recommendations for both approaches and their advantages, disadvantages, and additional activities.

 Single Sensitization Event:	Series of Sensitization Events:
<ol style="list-style-type: none">1. Efficiency: A single event can efficiently introduce participants to the basics of sexual harassment awareness in a shorter time. It can be used to address a specific topic, maybe even after an incident.2. Cost-Effective: It may be more cost-effective in terms of resources and budget.3. Logistical Simplicity: Easier to plan and execute one event.	<ol style="list-style-type: none">1. Comprehensive Learning: Allows for a more comprehensive and in-depth exploration of various aspects of sexual harassment over time.2. Increased Retention: Participants are more likely to retain and apply knowledge when it is reinforced through multiple sessions.3. Interactive Discussions: More opportunities for interactive discussions, questions, and dialogue among participants.4. Customization: You can tailor each session to cover specific aspects of sexual harassment and address the unique needs of your audience.



Single Sensitization Event:

Series of Sensitization Events:

- | | |
|--|---|
| <ol style="list-style-type: none"> Limited Depth: A single event may not allow for an in-depth exploration of complex topics related to sexual harassment. Retention: Participants may not retain information as effectively in a one-time event compared to a series of events. Limited Interaction: There is less opportunity for ongoing interaction and dialogue among participants. | <ol style="list-style-type: none"> Resource Intensive: Requires more resources, including time, budget, and organisational commitment. Scheduling Challenges: Coordinating multiple sessions to accommodate participants' schedules can be challenging. Participant Fatigue: Participants may experience information overload or fatigue if sessions are too frequent or lengthy. |
|--|---|



Additional activities to consider:

- Guest Speakers:** Invite experts, survivors, or advocates as guest speakers for specific sessions to provide diverse perspectives.
- Case Studies:** Analyse real-life case studies related to sexual harassment during the series to illustrate concepts and stimulate discussion.
- Online Discussion Forums:** Create online discussion forums or groups where participants can continue conversations and share resources between sessions.
- Skill-Building Activities:** In the series, include skill-building activities, such as bystander intervention training or conflict resolution.

In summary, whether to conduct a single sensitisation event or a series of events depends on your objectives, available resources, and the depth of understanding you want to achieve. A series of events offers a more comprehensive and interactive learning experience but requires more significant commitment and resources. Additionally, providing post-event resources and opportunities for ongoing engagement is essential for reinforcing the message and promoting a culture of respect and inclusion.

Cultural Nuances

When moderating discussions on the topic of sexual harassment at the workplace, facilitators must be aware of the cultural context and the varying ways in which sensitive issues are dealt with across diverse cultures. Kenya is a country with diverse cultural backgrounds, and these differences can significantly influence people's perceptions and responses to problems such as sexual harassment. Facilitators should approach the topic with cultural sensitivity, recognising that some participants may come from communities that view sexual harassment differently or have specific cultural norms and values surrounding gender dynamics. By acknowledging and respecting these cultural nuances, facilitators can create a safe and inclusive space for open dialogue, allowing participants to share their experiences, concerns, and suggestions for addressing sexual harassment effectively in the Kenyan workplace.

Safe Spaces

Creating safe and inclusive spaces prioritising participants' well-being is crucial for meaningful discussions. Facilitators should be sensitive to potential trauma triggers and avoid using language or examples that could re-traumatise individuals who have faced harassment. It is essential to underscore that participants are free to exit the conversation at any point if they feel uncomfortable or overwhelmed. Additionally, facilitators should clearly communicate that no one is obliged to share personal information or experiences they are uncomfortable with. Respecting individual boundaries and obtaining consent should be of utmost importance, ensuring that participants have control over their involvement and can contribute to the discussion in a secure and empowering manner.

When discussing sensitive topics, it is essential to acknowledge that people bring their values, experiences, histories, backgrounds, identities, and potential emotional wounds. These conversations can be fraught with risk and can present challenges in group settings, which are not the typical venues for emotional discourse. Such discussions may:

- Evoke feelings of tension, anxiety, awkwardness, fear, or guilt.
- Highlight significant differences in worldviews.
- Expose participants to public scrutiny.
- Place participants at risk of revealing personal biased thoughts, beliefs, or emotions.

Some individuals may fear having their perspectives denied or invalidated, while others may worry about saying the wrong thing. For some, these discussions may trigger pain or trauma. The goal is to create an environment where everyone can actively participate with their diverse experiences and needs. This approach applies to various topics, such as gender-based violence, harmful gender norms, discrimination, race, ethnicity, religion, and other aspects of identity.

The video series, combined with these discussion guides, provides facilitators with a framework for addressing the sensitive issue of workplace sexual harassment. It enables them to lead meaningful discussions about interconnected problems, including power imbalances and gender inequality, which underlie sexual harassment in the workplace. The aim is to initiate reflective sessions using the videos, allowing participants to contemplate and engage with the root issues deeply. This, in turn, can pave the way for creating respectful, inclusive, and accountable workplaces where sexual misconduct is prevented or promptly and appropriately addressed if it does occur.



In a safe space:



- Confidentiality and privacy are upheld in a manner that considers the local context.
- We exemplify and promote active listening.
- All individuals are made to feel acknowledged, respected, and validated in their unique experiences, backgrounds, and identities.
- We encourage everyone to take risks and pose questions.
- We encourage everyone to express themselves personally and draw from their own experiences.
- We promote honest examination of assumptions and behaviors, discouraging any form of shaming or personal attacks.
- Participants are urged to engage at their own comfort level.
- We respect moments of silence; no one is obligated to speak.
- Cultural context and social identity dynamics are taken into consideration.
- Everyone encounters both comfort and discomfort. Spaces for examination, candid dialogue, and self-reflection may be uncomfortable, but they are also where learning takes place.

Participants

Two aspects should be considered when determining the participants: Group size and composition. A good group composition for discussing sexual harassment should aim to create a safe and inclusive environment that encourages open and constructive dialogue.

Group size

The ideal size for a meaningful group discussion can vary depending on the group's context, goals, and dynamics. However, a general guideline is to aim for a group size that promotes active participation, inclusivity, and effective communication.

Type	Small Groups	Medium-sized Groups	Large Groups
# of pax	3-10	11-20	21 +
 Pros	Small groups often allow for more in-depth discussions, increased participation, and greater intimacy.	A balance between intimacy and diversity of perspectives suits various topics and discussions.	Offer a wide range of perspectives, valid for events with a broader audience, and are suitable for presentations followed by group discussions. Allows to sensitise more people in one go.
 Cons	There is a limited diversity of perspectives, which may not be suitable for larger events or topics that require broader input. Might not serve the sensitisation purpose.	May require skilled facilitation to ensure everyone has a chance to participate.	It may be challenging to manage without skilled facilitation, and some participants may be less inclined to speak up in more extensive settings.

The key to a meaningful group discussion is not just the size but also the discussion's facilitation, structure, and purpose.

Group composition

A successful sensitisation session on sexual harassment should create a safe and open environment for participants to learn and discuss this critical topic. Of course, the nature of the institution or organisation in which this discussion should be held determines the group's composition. However, there are a few things to keep in mind:

Diverse Participants: Include individuals from various backgrounds, genders, ages, and experiences with different perspectives on sexual harassment. This diversity can help provide a more comprehensive understanding of the issue.

Men and Women: Ensure a mix of men and women in the group, as both genders can play vital roles in addressing and preventing sexual harassment.

Managers/Supervisors/Trainers: Include individuals in leadership positions who can discuss their role in preventing and addressing sexual harassment within organisations. This also demonstrates that the topic is relevant to all members of the organisation/institution.

Additionally, you can consider inviting additional professionals such as:

Representatives from Support Organizations: Include representatives from organisations that offer support and resources to survivors of sexual harassment, such as crisis centres or advocacy groups.

HR and Legal Experts: Invite HR professionals or legal experts who can provide information on organisational policies, legal implications, and procedures for addressing sexual harassment.

Remember that creating a supportive and diverse group composition is essential for fostering a productive and empathetic discussion on sexual harassment and finding meaningful solutions.

Facilitation

A good facilitator for a sensitisation session on sexual harassment at the workplace should possess a combination of skills, knowledge, and qualities to lead a productive and respectful discussion effectively. The facilitator can either come from within your organisation or be external. Regardless, a good facilitator should be characterised by a few traits:

- 1. Expertise in the Field:** The facilitator should have an interest in and a solid understanding of sexual harassment issues, including relevant laws, policies, and best practices. They should stay updated on the latest developments in this area.
- 2. Experience:** Look for someone with experience conducting sensitisation sessions or workshops on sensitive topics, ideally focusing on workplace issues.
- 3. Neutrality:** The facilitator should be neutral and unbiased, creating a safe space for all participants to share their perspectives without judgment.
- 4. Excellent Communication Skills:** Effective communication is crucial for guiding discussions, explaining concepts clearly, and ensuring that all participants have a chance to speak.
- 5. Empathy and Sensitivity:** A facilitator should be empathetic to the experiences and emotions of participants, especially survivors of harassment.
- 6. Active Listening:** Being a good listener is essential to understanding participants' concerns and needs and responding appropriately.
- 7. Conflict Resolution Skills:** In case of disagreements or conflicts during the discussion, the facilitator should have the skills to address them constructively and maintain a respectful atmosphere.
- 8. Facilitation Skills:** The ability to guide discussions, keep the conversation on track, and manage time effectively is critical.
- 9. Cultural Competency:** Sensitivity to cultural and diversity issues is important, as participants may come from different backgrounds and perspectives.
- 10. Ability to Manage Challenging Situations:** Sometimes, the facilitator may need to manage emotionally charged or difficult discussions gracefully and professionally.
- 11. Awareness of Power Dynamics:** Understanding power dynamics in the workplace and their role in harassment is crucial for facilitating discussions effectively.
- 12. Accessibility:** Ensure that the facilitator is approachable and accessible to participants, both during and after the session, for questions or support.
- 13. Respect for Confidentiality:** The facilitator should respect the confidentiality of participants and not disclose personal information shared during the session.

When selecting a facilitator, consider their qualifications, reputation, and whether they align with the goals and values of your organisation or institution. It is also a good practice to provide the facilitator with background information about the participants and the specific context of the sensitisation session to tailor their approach accordingly.

Using an Employee as a Facilitator:



Advantages:

1. **Familiarity with the Organisation:** An internal employee is likely familiar with the organisation's culture, policies, and specific workplace dynamics, which can make the session more relevant to participants.
2. **Cost-Effective:** Using an internal employee may be more cost-effective, as there may be no need to pay additional fees for an external facilitator.
3. **Accessibility:** An internal employee is readily available and accessible for pre-session planning, follow-up, and ongoing support for participants.
4. **Organizational Perspective:** An internal facilitator can provide insights into how the organisation addresses sexual harassment and can help align the session with the organisation's goals and values.

Hiring an External Facilitator:



Advantages:

1. **Expertise:** External facilitators often have specialised knowledge and experience in conducting sensitization sessions on sexual harassment and can bring a fresh and impartial perspective.
2. **Objectivity:** External facilitators are typically seen as more impartial, which can encourage participants to speak more openly about their experiences and concerns.
3. **Conflict Resolution:** They are skilled at handling conflicts and challenging situations that may arise during discussions, maintaining a safe and respectful environment.
4. **Varied Experience:** External facilitators may have worked with a diverse range of organisations and can share best practices and insights from different contexts.
5. **Customization:** They can tailor the session to meet the specific needs and goals of the organisation or group.



Risks:

1. **Bias and Conflict of Interest:** There may be concerns about bias or conflicts of interest, especially if the internal facilitator is closely associated with the organisation's management or HR department.
2. **Limited Perspective:** An internal facilitator might not bring a fully impartial perspective to the discussion, potentially limiting open dialogue on sensitive issues.
3. **Expertise:** The internal employee may not have the same level of expertise or experience in conducting sensitisation sessions as an external facilitator.



Risks:


1. **Cost:** Hiring an external facilitator may involve additional costs, including fees for their services and potential travel expenses.
2. **Limited Organisational Insight:** External facilitators may lack a deep understanding of the organisation's unique culture, which can affect the session's relevance.
3. **Integration Challenges:** There might be challenges in integrating the facilitator's recommendations or insights into the organisation's existing policies or practices.
4. **Limited Accessibility:** External facilitators may not be readily available for post-session follow-up or ongoing support.

Ultimately, the choice between using an employee or hiring an external facilitator depends on various factors, including the organisation’s goals, resources, and the desired level of impartiality and expertise. In many cases, a combination of both approaches, such as having an internal employee collaborate with an external facilitator, can provide a balanced solution that leverages internal knowledge and external expertise while maintaining a focus on addressing sexual harassment effectively. There is also always room for improvement and the possibility to pilot an event and scale it based on the first experiences collected.

Logistics and Flow

We suggest only choosing one video at a time that is suitable for the organisational context or audience and allowing for at least 60 minutes of discussion. However, the time taken for the discussion should also be closely connected to the number of participants. The venue should be a closed room, not prone to others walking in and out.

Flow of discussion	
1. Introduction	<ul style="list-style-type: none"> • Creating a safe space • Use of an icebreaker • Setting the Scene • Screening the video
2. Fostering the understanding of Sexual Harassment in the workplace	<ul style="list-style-type: none"> • Unpacking the displayed key elements together
3. Jointly exploring the story	<ul style="list-style-type: none"> • Reflecting on behaviours and feelings. • Connect with participants’ reality. • Sharing similar (own) experiences.
4. Responding to sexual harassment	<ul style="list-style-type: none"> • Reflecting on and discussing ways of responding to sexual harassment
5. Preventing sexual harassment	<ul style="list-style-type: none"> • Reflecting on and discussing ways of preventing sexual harassment
6. Conclusion	<ul style="list-style-type: none"> • Summarising the key takeaways • Pointing to resources and entry points for support • Plan for follow-up actions or resources that can support the group’s efforts in addressing sexual harassment effectively.

 **Viewer discretion**

On the one hand, the situations in the videos can provide validation to viewers by recognising problems they might have experienced in their own lives. On the other hand, this can also pose the risk of re-traumatization. It is vital to create a safe space where the participants can share their (own) experiences if they want to and make sure that “what is said in this space stays in this space”. No one should be put in a position to share things they are uncomfortable with.

Methodology



How do we begin the discussions?

Use icebreakers

Employing icebreakers is an effective means to cultivate trust, establish connections, encourage sharing, and nurture comfort – all of which are essential elements in sensitive discussions. The specific icebreaker chosen is less important than the role it plays. Opt for an activity that injects humour and enjoyment into the group. Icebreakers involving physical movement can be excellent, provided they are suitable for everyone’s abilities and comfort levels. The activity could also be a brief game, a collaborative challenge or problem-solving exercise, or sharing amusing anecdotes. These activities should revolve around safe, low-risk subjects.

Establish shared norms and expectations collaboratively

Encourage the group to devise a mutually agreed-upon set of norms and expectations for your time together. This process fosters trust, comprehension, and collective responsibility for creating a safe environment. Examples of these norms could encompass listening to others without interruptions, avoiding judgment, seeking clarification when needed, being fully present by turning off phones and respecting confidentiality. Ensure that everyone consents to abide by these norms. Consider prominently displaying them within the room and revisiting them before and during sensitive discussions to reinforce their importance.

Encourage the sharing of hopes and fears

Commence the conversation by inviting participants to express their hopes for the time spent together, any fears they may harbour, and, significantly, any unique gifts or strengths they bring to the discussion. This can be achieved anonymously through notes posted on a flip chart or wall or by simply inviting individuals to volunteer their thoughts. Dedicate time to acknowledge the hopes and fears that have been identified, periodically checking to see if hopes are being realised and fears are being addressed.

Raise awareness of potential high-risk topics among participants

Before engaging in any dialogue, discuss the varying levels of risk associated with different topics, noting those that may evoke discomfort or pain. Emphasise that participation is entirely voluntary, and individuals can opt-out anytime. While encouraging participants to confront some discomfort for personal growth, it’s important to recognise that everyone has the agency to choose their level of engagement and whether they wish to participate actively. Acknowledge the influence of power dynamics on risk levels. When designing activities, consider risk levels and offer low-risk alternatives for processing. For instance, quiet reflection and personal journaling are relatively low-risk, while sharing in pairs introduces a higher level of risk, and group sharing carries the highest risk. Sequence activities so that the group begins with low-risk dialogues and gradually progresses to high-risk conversations and topics when they are ready.



What techniques might be helpful when (co)facilitating the actual dialogue?

The facilitation methods described below can cultivate a feeling of security and encourage open conversation and mutual comprehension regarding highly sensitive subjects.

Technique	Description
Name feelings	Name feelings and acknowledge emotions, i.e. “I sense this may be frustrating...”
Practice humility	Acknowledge you are not an expert and don’t have answers but are there to listen and learn.
Honor silence	Allow silence and silent reflection, and resist the urge to fill it, even if uncomfortable.
Model vulnerability	Demonstrate vulnerability and encourage participation by sharing personally (if comfortable).
Suspend judgement	Refrain from openly judging or criticising someone’s viewpoint or perspective.
Be comfortable with discomfort	Be comfortable with your discomfort around hard conversations so it isn’t a barrier.
Listen actively	Be present, and listen without interrupting or sharing your views.
Exhibit empathy	Place yourself in someone’s shoes - feel what they feel. Don’t try to fix it, just to understand.
Take perspective	Encourage the group to examine an issue from different perspectives and viewpoints.
Affirm people’s sharing	Use visual (nods) and minimal verbal (“uh-huh”) and other cues to affirm and validate.
Bridge differences	Emphasise learning, connection, and collective understanding to help bridge differences.
Encourage understanding	Use open-ended questions to foster reflection and encourage non-judgmental responses.
Paraphrase to ensure understanding	Paraphrase or restate to ensure everyone understands what is being said.
Clarify misunderstandings	Clarify misunderstandings, promote group understanding, and ensure voices are heard.
Share your own moments of growth.	Be comfortable sharing your own personal moments of growth and learning.
Promote self-care	Continue to promote things participants can do to foster self-care – i.e. stepping outside.
Self-check hot button issues and triggers	Be self-aware about issues that may be triggers for you and how you might respond.
Trust your intuition	Trust when you feel something makes participants (or one person) uncomfortable.
Lean into discomfort	Encourage people to move from comfort to growth zones while avoiding danger zones.



How can we close these discussions in a meaningful and supportive way?

As previously emphasised, discussions around sexual harassment can evoke a broad spectrum of emotions in participants, which may persist long after the conversation concludes. The need to conclude the dialogue in a manner that assures everyone of ongoing support is equally crucial, alongside preparation and facilitation. The following considerations can aid in achieving a meaningful conclusion:

- Express gratitude to all participants for their engagement in the discussion.
- Acknowledge that the conversation may have been challenging and that individuals may continue to grapple with a range of emotions for some time.
- Allocate time and space after the discussion for participants to sit in silence if needed, engage in introspection, or have one-on-one conversations with you, your co-facilitator(s), or fellow participants.
- Encourage everyone to prioritise self-care with compassion.
- If you are available, offer to conduct follow-up one-on-one conversations with participants.
- Promote ongoing dialogue through discussion groups or individual conversations with others.
- Advocate for continued relationship-building among participants and within the community.
- Provide additional relevant and appropriate resources on the topics covered.

Psychosocial Support

As a facilitator, it is important to pay attention to the audience to recognise if someone needs psychosocial support. When someone experiences re-traumatization during a discussion on sexual harassment, facilitators need to be prepared to respond with empathy and sensitivity. This can include offering immediate emotional support, validating their feelings, and reassuring them that their reactions are valid. If needed, facilitators should be trained to recognise signs of distress and be equipped with resources and information on referring individuals to professional support services, such as counsellors or therapists. Creating a culture of trust and confidentiality is vital, emphasising that participants' well-being and mental health take precedence over the discussion itself. By prioritising the needs of individuals who experience re-traumatisation, facilitators can foster an environment that promotes healing, resilience, and empowerment. Please also see the chapter on Directions to Survivor and psychosocial support.



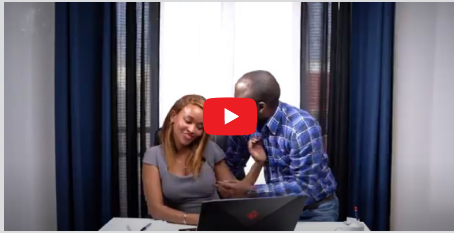
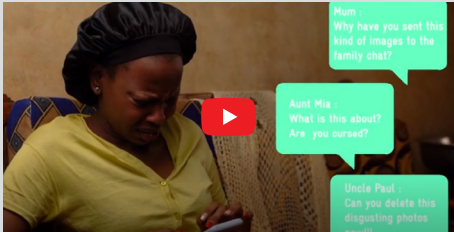
Re-traumatization

Re-traumatization can evoke various signs of distress in individuals who have experienced sexual harassment. It is important to note that each person may respond differently, and signs of distress can vary. However, some common indicators may include:

- **Emotional reactivity:** A re-traumatized person may display intense emotional reactions, such as increased anxiety, fear, anger, or sadness. They may appear visibly distressed, agitated, or overwhelmed.
- **Physical manifestations:** Physical symptoms like rapid heartbeat, shallow breathing, trembling, sweating, or headaches can accompany re-traumatization. Some individuals may also experience somatic complaints or psychosomatic symptoms.
- **Dissociation:** A person who is re-traumatized might exhibit signs of dissociation, which can include spacing out, feeling detached from their surroundings or their body, or experiencing a sense of unreality.
- **Avoidance behaviours:** Re-traumatized individuals may engage in avoidance behaviours, trying to distance themselves from triggers or reminders of the traumatic experience. This can manifest as avoiding specific topics, people, or situations that may elicit distressing memories.



Video Overview & Guide



> It's so normal - no one comes to help



Video



Content Summary

This video tells the story of Dorcas, a young woman who sells food to people working on farms and other blue-collar setups. It shows how the nature of her work involves tolerating the many inappropriate actions of the men who buy food from her. She's forced to endure this behaviour since they are her regular customers and has no other choice. No one around her finds these behaviours problematic, even though she is clearly uncomfortable with the situation. By this, she is forced to accept it as her reality.



Tags

#informal #selfemployment #inevitability #futility #triviality



Key Elements

- **Normalisation:** Dorcas feels uncomfortable being harassed daily but has accepted it as part of her reality.
- **Sexualisation:** Dorcas' customers look at her in sexual terms rather than just her providing her service of selling chai
- **Retaliation:** If Dorcas stands up against her customers, they threaten to spread lies about her, negatively impacting her business.
- **Verbal abuse:** Customers make sexualised remarks towards Dorcas and ask her questions like "Madam, won't you give me something today?"
- **Physical abuse:** Dorcas is being touched against her will

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

YouTube: [It's so normal - no one comes to help - YouTube](#)



Proposed flow of discussion

Introduction

- Create a safe space (see tips for facilitators)
- Start the discussion by showing the video to the participants.
- Ask participants to share their initial thoughts and feelings about the video and their thoughts on the situation depicted

Understanding Sexual Harassment

- Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.
- Define sexual harassment with the help of the glossary.

This story's key elements are:

- Normalisation,
- Sexualisation,
- Retaliation,
- Physical abuse,
- Verbal abuse.

Exploring Dorcas' Story

- Talk about the impact of sexual harassment on the victim, such as emotional distress, anxiety, and fear.
- Ask participants to reflect on the potential impact of sexual harassment on Dorcas, both in her personal and professional life.
- Discuss how everyone around Dorcas has normalised the sexual harassment she experiences.
- Ask participants to reflect on how the normalisation of sexual harassment occurs and how it affects individuals who experience it.

Responding to Sexual Harassment

- Discuss the steps Dorcas could take if she experiences sexual harassment, such as speaking up, documenting the incident, and reporting it to the authorities.
- Connect with participants reality - Sharing similar (own) experiences.
- Talk about the role of bystanders in preventing and responding to sexual harassment and how they could support Dorcas.

Preventing Sexual Harassment

- Discuss what actions can be taken to prevent sexual harassment in the workplace or other settings, such as creating a respectful environment and developing clear policies and procedures for reporting and investigating incidents.
- Ask participants to brainstorm ways the situation in the video could have been handled differently.
- Discuss how societal norms and gender roles contribute to sexual harassment and how they can be challenged to prevent it.
- Ask participants to reflect on their own beliefs and attitudes towards sexual harassment and how they can contribute to creating a safer and more respectful environment.

Conclusion

- End the discussion by summarizing the key takeaways and emphasizing the importance of creating a safe and respectful environment free from sexual harassment.
- Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their own lives and communities.
- Point out available resources for those who experience sexual harassment to get support (e.g. Ombudspersons, legal counselling, or support groups).

Crushing their dreams – The Gate Keeper



Video



Content Summary

June and her colleague Mary are pitching their inclusive business plan focusing on empowering single mothers for funding. However, Calvin has a different partnership model in mind.

Calvin runs a reputable organisation that deals in activities around women empowerment. His work attracts a lot of investment and good publicity and consequently, many young people apply for grant funding. Calvin though is a predator trying to coerce applicants into transactional sex to make their projects come true.



Tags

#accesstoopportunities #maleperpetrator #dependency #fearofretaliation #deniedcredibility #inevitability



Key Elements

- **Coercion:** Calvin is in a position of power over June. He is the one deciding if her project will receive funding and makes that very clear to her.
- **Physical abuse:** Calvin touches June at various occasions in an inappropriate manner
- **Quid-pro-quo / transactional sex:** Calvin wants sex in return for granting her project funding.

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

Youtube: [Crushing their dreams - The Gate Keeper - YouTube](#)



Proposed flow of discussion

Introduction

- Start the discussion by showing the video to the participants.
 - Ask participants to share their initial thoughts and feelings to the video and their thoughts on the situation depicted
-

Understanding Sexual Harassment

- Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.
 - Define sexual harassment with the help of the glossary.
This story's key elements are:
 - Coercion
 - Physical abuse,
 - Quid-pro-quo / Transactional Sex
-

Exploring June and Mary's Story

- Talk about the impact of sexual harassment on the victim, such as emotional distress, anxiety, and fear.
 - Ask participants to reflect on the potential impact of sexual harassment on June and Mary, both in their personal and professional lives.
 - Discuss how Calvin is abusing his position of power.
 - Ask participants to reflect on quid-pro-quo situations and how they affect individuals who experience them.
-

Responding to Sexual Harassment

- Discuss the steps that June, Mary, and other victims could take if they experienced or witnessed sexual harassment, such as speaking up, documenting the incident, and reporting it to a supervisor or HR representative.
 - Connect with participants' reality - Sharing similar (own) experiences.
 - Talk about the role of bystanders in preventing and responding to sexual harassment
-

Preventing Sexual Harassment

- Discuss what actions can be taken to prevent sexual harassment in the workplace or other settings, such as creating a respectful environment and developing clear policies and procedures for reporting and investigating incidents.
 - Ask participants to brainstorm ways in which the situation in the video could have been prevented or handled differently.
 - Discuss how societal norms and gender roles contribute to sexual harassment and how they can be challenged to prevent it.
 - Ask participants to reflect on their beliefs and attitudes towards sexual harassment and how they can create a safer and more respectful environment.
-

Conclusion

- End the discussion by summarising the key takeaways and emphasising the importance of creating a safe and respectful environment free from sexual harassment.
 - Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their lives and communities.
 - Point out available resources for those who experience sexual harassment to get support (e.g. ombudspersons, legal counselling, or support groups)
-

➤ Abusing power relations: Internship struggles



Video



Content Summary

Rose is about to finish her 3-months internship when she hits a roadblock with her supervisor, Dennis. He refuses to sign her paperwork unless she gets intimate with him.

After long deliberation, Rose reports the behaviour to her former employer. She and her allegations are taken very seriously. Not only does she get her report signed, but the employer also changes how the office deals with future interns.

The story highlights the impact of sexual harassment in the workplace and the importance of reporting such incidents to the appropriate authorities.



Tags

#formal # employment #powerabuse #accesstoopportunities
#maleperpetrator #dependency #inevitability



Key Elements

- **Grooming:** Dennis flatters Rose to give her a positive feeling around him, even though his intentions are clear from the start.
- **Coercion:** Rose's supervisor, Dennis, is attempting to coerce her into sexual activity, abusing his power over Rose.
- **Quid-pro-quo / transactional sex:** He asks for sex in exchange for signing her recommendation letter and attachment report.
- **Reporting:** Rose successfully reports Dennis to a senior in the organisation. He reacts adequately, providing support to Rose

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

YouTube: [Abusing power relations: Internship Struggles - YouTube](#)



Proposed flow of discussion

Introduction

- Start the discussion by showing the video to the participants.
- Ask participants to share their initial thoughts and feelings about the video and their thoughts on the situation depicted.

Understanding Sexual Harassment

- Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.
- Define sexual harassment with the help of the glossary.

This story's key elements are:

- Grooming
- Coercion
- Quid-pro-quo/ transactional sex
- Reporting

Exploring Rose's Story

- Talk about the impact of sexual harassment on the victim, such as emotional distress, anxiety, and fear.
- Ask participants to reflect on the potential impact of sexual harassment on Rose in her personal and professional life.
- Discuss how Dennis is abusing his position of power.
- Ask participants to reflect on how quid-pro-quo situations occur and how it affects individuals who experience them.

Responding to Sexual Harassment

- Discuss the steps that Rose took to respond to the sexual harassment, such as reporting it to her former employer, and the potential risks and challenges that she may have faced in doing so.
- Connect with participants reality - Sharing similar (own) experiences.
- Ask participants to reflect on the importance of reporting incidents of sexual harassment and the potential impact it can have on victims and the workplace culture.
- Talk about the importance of supporting victims of sexual harassment and ways in which employers and colleagues can offer support and resources for victims.
- Ask participants to brainstorm ways in which they can offer support to victims of sexual harassment.

Preventing Sexual Harassment

- Discuss what actions can be taken to prevent sexual harassment in the workplace or other settings, such as creating a respectful environment and developing clear policies and procedures for reporting and investigating incidents.
- Ask participants to brainstorm ways the situation in the video could have been prevented or handled differently.

Conclusion

- End the discussion by summarising the key takeaways and emphasising the importance of creating a safe and respectful environment free from sexual harassment.
 - Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their lives and communities.
 - Point out available resources for those who experience sexual harassment to get support (e.g. Ombudspersons, legal counselling, or support groups).
-

➤ Punished for not complying – refusing the bosses advances



Video



Content Summary

Mercy is a hardworking young lady who loves her work at a horticulture farm. She is an account assistant responsible for selling farm inputs. She ends up quitting her job because of her boss. He makes sexual advances to her, and once they are rejected, he forces her to do non-desirable tasks, unrelated to her job description.



Tags

#powerabuse #futility #fearofretaliation #dependency #inevitability



Key Elements

- **Coercion:** The perpetrator, Mercy's boss, is abusing his position of power to get her to do what he wants.
- **Physical abuse:** He touches her whenever he can without her consent, e.g. ambushing her when she stands by the window.
- **Retaliation:** When Mercy does not do what he wants, her boss gives her tasks, including hard labour, punishing her for not following his sexual advances.

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

YouTube: [Punished for not complying - refusing the bosses advances. - YouTube](#)



Proposed flow of discussion

Introduction

- Start the discussion by showing the video to the participants.
 - Ask participants to share their initial thoughts and feelings about the video and their thoughts on the situation depicted
-

Understanding Sexual Harassment

- Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.
 - Define sexual harassment with the help of the glossary.
This story's key elements are:
 - Coercion
 - Physical abuse,
 - Verbal abuse
 - Retaliation
-

Exploring June and Mercy's Story

- Talk about the impact of sexual harassment on the victim, such as emotional distress, anxiety, and fear.
 - Ask participants to reflect on the potential impact of sexual harassment on Mercy, both in her personal and professional life.
 - Discuss how Mercy's boss is abusing his position of power.
 - Ask participants to reflect on how retaliation situations affect individuals who experience it.
-

Responding to Sexual Harassment

- In Mercy's case, she quit her job because of her boss's behaviour. Discuss with the participants what other options Mercy would have had.
 - Connect with participants reality - Sharing similar (own) experiences
 - Ask participants to reflect on the importance of reporting incidents of sexual harassment and the potential impact it can have on victims and the workplace culture as a whole.
 - Talk about the importance of supporting victims of sexual harassment and ways in which employers and colleagues can offer support and resources for victims.
-

Preventing Sexual Harassment

- Discuss what actions can be taken to prevent sexual harassment in the workplace or other settings, such as creating a respectful environment and developing clear policies and procedures for reporting and investigating incidents.
 - Ask participants to brainstorm ways the situation in the video could have been handled differently.
-

Conclusion

- End the discussion by summarising the key takeaways and emphasising the importance of creating a safe and respectful environment free from sexual harassment.
 - Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their lives and communities.
 - Point our available resources for those who experience sexual harassment to get support (e.g. Ombudspersons, legal counselling or support groups).
-

➤ Blackmail – Jealous partner releases revenge porn



Video



Content Summary

Janet's partner is not happy with her successful career. He gets obsessed with the idea that she has an affair with her supervisor. This has awful consequences for Janet. He sends photos that Janet had shared for his eyes only with her family and beyond. Destroying Janet's reputation.



Tags

#genderbasedharassment #stigmatisation #inevitability #futility



Key Elements

- **Sexualisation:** Janet's partner thinks he has a right to her body, e.g. by her sending him erotic photos.
- **Gaslighting:** He makes her believe she might be wronging him through her actions.
- **Coercion:** He threatens Janet to comply with his wishes, exercising a position of power over her.
- **Retaliation:** When she does not comply with him, he publishes her nude photos online to ruin her reputation.
- **Victim blaming (implicit):** Janet had sent erotic photos to her partner; this might spark the impression that she is to blame for what happened to them.

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

YouTube: [Blackmail - jealous partner releases revenge porn - YouTube](#)



Proposed flow of discussion

Introduction

- Start the discussion by showing the video to the participants.
- Ask participants to share their initial thoughts and feelings about the video and their thoughts on the situation depicted

Understanding Sexual Harassment

- Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.
- Define sexual harassment with the help of the glossary.

This story's key elements are:

- Sexualisation
- Gaslighting
- Coercion
- Retaliation
- Victim blaming

Exploring Janet's Story

- Talk about the impact of sexual harassment on the victim, such as emotional distress, anxiety, and fear.
- Ask participants to reflect on the potential impact of sexual harassment on Janet personally and professionally.
- Ask participants to reflect on how controlling behaviour occurs and how it affects individuals who experience it.

Responding to Sexual Harassment

- In Janet's story, her partner's jealousy and obsession led to sharing intimate photos. What are the consequences of revenge porn and sharing private images without consent?
- Ask participants to reflect on the importance of reporting incidents of sexual harassment and the potential impact it can have on victims.
- Connect with participants' reality - Sharing similar (own) experiences.
- Talk about the importance of supporting victims of sexual harassment and how family, friends, employers, and colleagues can offer support and resources for victims.
- Ask participants to brainstorm ways in which they can offer support to victims of sexual harassment.

Preventing Sexual Harassment

- In Janet's case, her partner was the perpetrator of sexual harassment. Discuss what actions can be taken to prevent sexual harassment in private settings and procedures for reporting and investigating incidents.
- Ask participants to brainstorm ways the video could continue.

Conclusion

- End the discussion by summarising the key takeaways and emphasising the importance of creating a safe and respectful environment free from sexual harassment.
 - Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their lives and communities.
 - Point out available resources for those who experience sexual harassment to get support (e.g., legal counselling or support groups).
-

Uncomfortable at work – A woman abusing her authority



Video



Content Summary

James works hard at a passion fruit farm. His boss is very strict and expects hard work from him. However, that's not all she is expecting of him. On various occasions, she makes sexual remarks towards James and even touches him whenever she gets the opportunity. Her behaviour makes James very uncomfortable. He tries to keep the relationship professional. When James tries to tell his colleague how he feels, he laughs it off. It results in his boss demanding sex from James.



Tags

#powerabuse #femaleperpetrator



Key Elements

- **Grooming:** James's boss gives him the feeling he is special (We agreed to call you boss; you are working so hard).
- **Minimisation (implicit):** James is not taken seriously when he tries to open up to his co-worker because if a woman does it, it's not harassment.
- **Verbal abuse:** His boss makes open sexual remarks that clearly make him uncomfortable.
- **Physical abuse:** On multiple occasions, she touches him inappropriately without his consent.
- **Coercion:** Finally, she uses her position as boss to make James sleep with her.

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

YouTube: [Uncomfortable at work - A woman abusing her authority - YouTube](#)



Proposed flow of discussion

Introduction	<ul style="list-style-type: none">• Start the discussion by showing the video to the participants.• Ask participants to share their initial thoughts and feelings about the video and their thoughts on the situation depicted
Understanding Sexual Harassment	<ul style="list-style-type: none">• Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.• Define sexual harassment with the help of the glossary. This story's key elements are:<ul style="list-style-type: none">- Grooming- Minimisation- Verbal abuse- Physical abuse- Coercion
Exploring James' Story	<ul style="list-style-type: none">• Talk about the impact of sexual harassment on the victim, such as emotional distress, anxiety, and fear.• Ask participants to reflect on the potential impact of sexual harassment on James, both in her personal and professional life.• Ask participants to reflect on the issue of male victims of sexual harassment. Discuss the issue of male victims of sexual harassment. How common is this issue? What notion comes with it?
Responding to Sexual harassment	<ul style="list-style-type: none">• James tried to tell his colleague about the sexual harassment, but his colleague just laughed it off. Discuss why his colleague reacted that way and how that could be changed.• Connect with participants reality - Sharing similar (own) experiences.• Ask participants to reflect on the importance of reporting incidents of sexual harassment and the potential impact it can have on victims. Why might men be less likely to report harassment?• Talk about the importance of supporting victims of sexual harassment and how family, friends, employers, and colleagues can offer support and resources for victims.• Ask participants to brainstorm ways in which they can offer support to victims of sexual harassment.
Preventing Sexual Harassment	<ul style="list-style-type: none">• In James' case, his boss was the perpetrator of sexual harassment. Discuss what actions can be taken to prevent sexual harassment in private settings and procedures for reporting and investigating incidents.• Ask participants to brainstorm ways the video could continue.
Conclusion	<ul style="list-style-type: none">• End the discussion by summarising the key takeaways and emphasising the importance of creating a safe and respectful environment free from sexual harassment.• Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their lives and communities.• Point out available resources for those who experience sexual harassment to get support (e.g. Ombudspersons, legal counselling, or support groups).

> Inappropriate excitement over a pregnant colleague



Video



Content Summary

Suzie is six months pregnant and glad her colleagues are happy for her and compliment her. She doesn't mind the attention, except from one colleague.

Abel makes her uncomfortable by telling her such things as 'pregnant women are more attractive' or that 'she is glowing even more.'

In the second part of the video, a story highlights the reality of a pregnant student in an educational facility whose sponsor is pressuring her.



Tags

#genderbasedharassment



Key Elements

- **Verbal abuse:** Sexualized remarks are being made towards the pregnant persons.
- **Sexualisation:** The notion of pregnant women being particularly sexy and interested in sexual interaction.
- **Normalisation:** If she is pregnant already, she must have engaged in sex, so it's okay to ask her for sex.
- **Victim blaming (*implicit*):** She got herself pregnant in the first place, so she must be open to sexual relations.

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

YouTube: [Inappropriate excitement over pregnant colleague - YouTube](#)



Proposed flow of discussion

Introduction

- Start the discussion by showing the video to the participants.
 - Ask participants to share their initial thoughts and feelings about the video and their thoughts on the situation depicted
-

Understanding Sexual Harassment

- Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.
- Define sexual harassment with the help of the glossary.

This story's key elements are:

- Verbal abuse
 - Sexualisation
 - Victim blaming
 - Normalisation
-

Exploring Suzie's Story

- Talk about the impact of sexual harassment on the victim, such as emotional distress, anxiety, and fear.
 - Ask participants to reflect on how Suzie might be feeling and how the harassment might be affecting her pregnancy.
-

Responding to Sexual Harassment

- Ask participants to reflect on the importance of reporting incidents of sexual harassment and the potential impact it can have on victims. Why might men be less likely to report harassment?
 - Connect with participants' reality - Sharing similar (own) experiences.
 - Talk about the importance of supporting victims of sexual harassment and how family, friends, employers, and colleagues can offer support and resources for victims.
 - Ask the group to suggest what actions Suzie should take to devise a mutually agreed-upon set of norms and expectations for support to victims of sexual harassment.
-

Preventing Sexual Harassment

- Ask participants to brainstorm ways the video could continue.
-

Conclusion

- End the discussion by summarising the key takeaways and emphasising the importance of creating a safe and respectful environment free from sexual harassment.
 - Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their own lives and communities.
 - Point out available resources for those who experience sexual harassment to get support (e.g. Ombudspersons, legal counselling, or support groups)
-

> Keep your hands to yourself – Invading personal space



Video



Content Summary

Fred cannot keep his hands to himself and crosses his colleague Christine's physical boundaries, distracting her from her work. He's leaning over, he's touching people's backs, he's lingering with handshakes, he hugs a bit too uncomfortably, he puts hands on thighs, he's smelling people's hair, and all other forms of touch. He almost always follows this up with the most inappropriate words, which make his female colleagues feel harassed.



Tags

#toxicworkplace #formal #employment



Key Elements

- **Physical assault:** Fred seeks his colleague's proximity and touches her at any given opportunity without her consent.
- **Sexualisation:** His behaviours show that he views his colleague from a sexual perspective (e.g. smelling her hair) instead of keeping a professional distance.
- **Reporting:** His colleague calls him out, confronting him with his behaviour and how it makes her feel.

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

YouTube: [Keep your hands to yourself - invading personal space - YouTube](#)



Proposed flow of discussion

Introduction

- Start the discussion by showing the video to the participants.
- Ask participants to share their initial thoughts and feelings about the video and their thoughts on the situation depicted

Understanding Sexual Harassment

- Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.
- Define sexual harassment with the help of the glossary.
This story's key elements are:
 - Physical assault
 - Sexualisation
 - Reporting

Exploring Christine's Story

- What strategies could Christine have used to address his behaviour before it escalated to a point where she was highly uncomfortable?
- How could Fred's behaviour impact the workplace environment and the well-being of his colleagues?

Responding to Sexual Harassment

- Ask participants to reflect on the importance of reporting incidents of sexual harassment and the potential impact it can have on victims.
- Connect with participants' reality - Sharing similar (own) experiences
- Talk about the importance of supporting victims of sexual harassment and how family, friends, employers, and colleagues can offer support and resources for victims.
- Ask participants to brainstorm the consequences for someone engaging in sexual harassment in the workplace.
- How can organisations ensure that the consequences are meaningful and effective?

Preventing Sexual Harassment

- Discuss some strategies organisations can implement to prevent sexual harassment in the workplace.
- How can workplaces support victims of sexual harassment and ensure that they feel safe and comfortable coming forward to report such behaviour?
- What is the role of bystanders in preventing sexual harassment? What can colleagues do to support someone who is experiencing harassment in the workplace?

Conclusion

- End the discussion by summarising the key takeaways and emphasising the importance of creating a safe and respectful environment free from sexual harassment.
 - Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their lives and communities.
 - Point out available resources for those who experience sexual harassment to get support (e.g. Ombudspersons, legal counselling, or support groups).
-

> Just relax; I am just making fun – Harassment through words



Video



Content Summary

A few colleagues are having lunch during their break, and one colleague keeps making inappropriate remarks about his colleague Lin. When Lin joins them, she confronts him with his behaviours. He denies any wrongdoing and claims he was making fun. She would overreact. With the help of flashbacks, Lin goes back to conversations and situations where he verbally abused her. At first, the colleagues at the table are plying down the problem. However, as she continues, they agree that this behaviour is intolerable and offer their support.



Tags

#toxicworkplace



Key Elements

- **Verbal assault:** Kevin makes sexualised remarks towards Lin without her consent.
- **Gaslighting:** He keeps playing his behaviour down, claiming it was all in her head.
- **Normalisation:** He feels he is not doing anything wrong and doesn't see why his behaviour is problematic.
- **Victim blaming (implicit):** When he talks about the way Lin dresses, he implicitly gives her the responsibility for his behaviour towards her (She was asking for it).
- **Bystander intervention:** The video gives an excellent example of how bystanders can support the victim. Lin's colleagues speak up on her behalf and offer her support.

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

YouTube: [Just relax, I am just making fun - harassment through words - YouTube](#)



Proposed flow of discussion

Introduction

- Start the discussion by showing the video to the participants.
- Ask participants to share their initial thoughts and feelings about the video and their thoughts on the situation depicted

Understanding Sexual Harassment

- Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.
- Define sexual harassment with the help of the glossary.

This story's key elements are:

- Verbal assault
- Gaslighting
- Normalisation
- Victim blaming
- Bystander intervention

Exploring Lin's story

- Talk about the impact of sexual harassment on the victim, such as emotional distress, anxiety, and fear.
- Ask participants to reflect on how Lin feels and how Kevin's remarks impact her private and professional life.
- In the video, Lin confronts her colleague, who was making inappropriate remarks about her. How would you have responded if you were in Lin's shoes? What other actions could she have taken?

Responding to Sexual Harassment

- In the video, the colleagues at the table played down the situation but eventually acknowledged that the behaviour was inappropriate. How can bystanders help prevent and address sexual harassment in the workplace?
- Connect with participants' reality - Sharing similar (own) experiences.
- Talk about the importance of supporting victims of sexual harassment and how family, friends, employers, and colleagues can offer support and resources for victims.

Preventing Sexual Harassment

- Ask participants to brainstorm ways the video could continue.
- Reflect on how an organisation can prevent a toxic workplace culture with normalised harassment.
- Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their lives and communities.

Conclusion

- End the discussion by summarising the key takeaways and emphasising the importance of creating a safe and respectful environment free from sexual harassment.
 - Point out available resources for those who experience sexual harassment to get support (e.g. Ombudspersons, legal counseling or support groups).
-

> Drunk consequences – Taking advantage of a colleague’s vulnerability



Video



Content Summary

Vivian, Tony and Muli are colleagues who decide to go on a night out after work. They are having a good time with each other. However, Tony has laid an eye on Vivian for a while. He tries to get close to her, which she refuses continuously throughout the evening. Tony confides to Muli that he wants to make a move on Vivian. Muli is not impressed and points out that in her state, she’s not in a position to make sound judgements, and it is clear that if Tony accepts her seduction, he will be taking advantage of her situation. Tony goes as far as slipping a pill in Vivian’s drink. When he wants to leave with her, Muli stops him and calls Vivian an Uber home.



Tags

#takingadvantage #maleperpetrator #socialsetting #intoxication #hostileenvironment #inevitability #stigmatisation



Key Elements

- **Physical assault:** He repeatedly tries to get near Vivian while dancing, even though she makes it clear she doesn’t want it by pushing him away. Further, he puts a pill in her drink. Violating her bodily integrity.
- **Bystander intervention:** Muli repeatedly reacts to Tony’s inappropriate behaviours, first pointing it out to him and then taking matters into his own hands by speaking to Vivian and calling an Uber for her.
- **Victim blaming (implicit):** Vivian has agreed to go out with her colleagues and got drunk in the process; this might spark the impression that she is to blame for what happened to her.

QR Codes to AMKA
YouTube



[English titles]



[Kiswahili titles]

YouTube: [Drunk consequences - Taking advantage of a colleague’s vulnerability - YouTube](#)



Proposed flow of discussion

Introduction

- Start the discussion by showing the video to the participants.
 - Ask participants to share their initial thoughts and feelings about the video and their thoughts on the situation depicted
-

Understanding Sexual Harassment

- Ask the participants to identify the different types of behaviours shown and how they are manifested in the video.
 - Define sexual harassment with the help of the glossary.
This story's key elements are:
 - Sexualisation
 - Physical assault
 - Bystander intervention
 - Victim blaming
-

Exploring June and Vivian's Story

- Address the topic of victim blaming and why Vivian is not responsible for Tony's actions.
 - Talk about the impact of Tony's behaviour on Vivian, such as emotional distress, anxiety, and fear.
 - Discuss how blaming Vivian for her behaviour will potentially impact how she is dealing with the situation.
-

Responding to Sexual Harassment

- In the video, Muli intervened and stopped Tony from taking advantage of Vivian. What can bystanders do to help victims of sexual harassment in social settings?
 - Connect with participants' reality - Sharing similar (own) experiences.
 - How can a victim of sexual harassment in social settings respond to the situation? What are some effective strategies for dealing with it?
 - Talk about the importance of supporting victims of sexual harassment and how family, friends, employers, and colleagues can offer support and resources for victims.
-

Preventing Sexual Harassment

- Ask participants to brainstorm what can be done to change the culture and attitudes that enable sexual harassment and sexual assault in social settings.
 - Discuss what organisations can do to prevent sexual harassment in social settings? What policies and procedures should be in place?
 - Reflect on what can be done to change the culture and attitudes that enable sexual harassment in social settings.
-

Conclusion

- End the discussion by summarising the key takeaways and emphasising the importance of creating a safe and respectful environment free from sexual harassment.
 - Encourage participants to reflect on what they can do individually and collectively to prevent sexual harassment in their lives and communities.
 - Point out available resources for those who experience sexual harassment to get support (e.g. Ombudspersons, legal counselling, or support groups).
-

Referral Pathways for Survivors and Witnesses of Sexual Harassment and SGBV



Reporting Mechanism

Victims of sexual harassment must know their rights and their options for redress. Victims should be able to choose a reporting mechanism that they feel comfortable with. The reporting mechanism depends on the outcome that the victim desires.

Sexual harassment can be punished through civil and criminal remedies. Civil remedies aim to compensate and or pay damages to the victim. Where sexual harassment leads to a loss of job or opportunity or denial of services a victim may also seek compensation for that loss. The standard of proof (amount of evidence needed to prove the claim) of sexual harassment in the civil justice system is on a balance of probability. Balance of probabilities requires one to prove that from the evidence, something is more likely than not to have happened. If the evidence shows that the matter is unlikely to have happened then the matter has not been proved on a balance of probabilities. Also refer to the Section: Evidence proving sexual harassment.

Criminal law on the other hand punishes sexual harassment through jail terms or fines on the offender. The standard of proof for sexual harassment as a criminal offence is higher - beyond any reasonable doubt. The state becomes the complainant unless a victim applies and is allowed to conduct a private prosecution.

Some of the mechanism available for reporting sexual harassment in Kenya include:

- **Reporting to human resource or management of the company:** The victims should document the individual, times and places in writing for record purposes. The employer should follow through with the complaint and ensure that sexual harassment is eradicated, redressed and does not occur again.
- Where the employer does not adequately and conclusively deal with the complaint then the victim can sue the employer in a civil court for failure to address sexual harassment at the work place.
- **Report to a trusted supervisor or authority figure:** in cases where the perpetrator is of higher authority, a victim can report to a trusted supervisor within the organization.
- **Reporting to the local police:** After reporting to the police, the matter is investigated and appropriate legal action taken against the perpetrator. The perpetrator then takes a plea of guilty or not guilty in a court of law. They may or may not be released on bond or cash bail depending on the gravity of the offence.

- **Prosecution:** The Office of the Director of Public Prosecutions (ODPP) prosecutes criminal cases. The matter is then set up for pretrial, then hearing where the survivor and their witnesses give evidence. If the Court finds that the accused has a case to answer, they are put on their defence. Thereafter, judgement is rendered and if convicted, the perpetrator is sentenced to imprisonment or fined.
- The **Judiciary** is in the process of establishing SGBV Courts in Kenya to enhance access to justice pursuant to Art 27, 28, 53 (c), 54 (1) and 56 of the Constitution of Kenya. With such Courts already operational in SGBV hotspots in Siaya and Mtwapa.
- The **ODPP** on their rapid reference guide on the prosecution of sexual and gender-based violence cases in Kenya 2022 recognises sexual harassment as a form of SGBV. The ODPP requires that SGBV cases are concluded within a reasonable time.
- **Reporting to a toll-free line or support organizations;** There are many organizations that victims of sexual harassment and SGBV can reach out to. Also refer to the chapter Referral Pathways for survivors and witnesses of sexual harassment and SGBV.

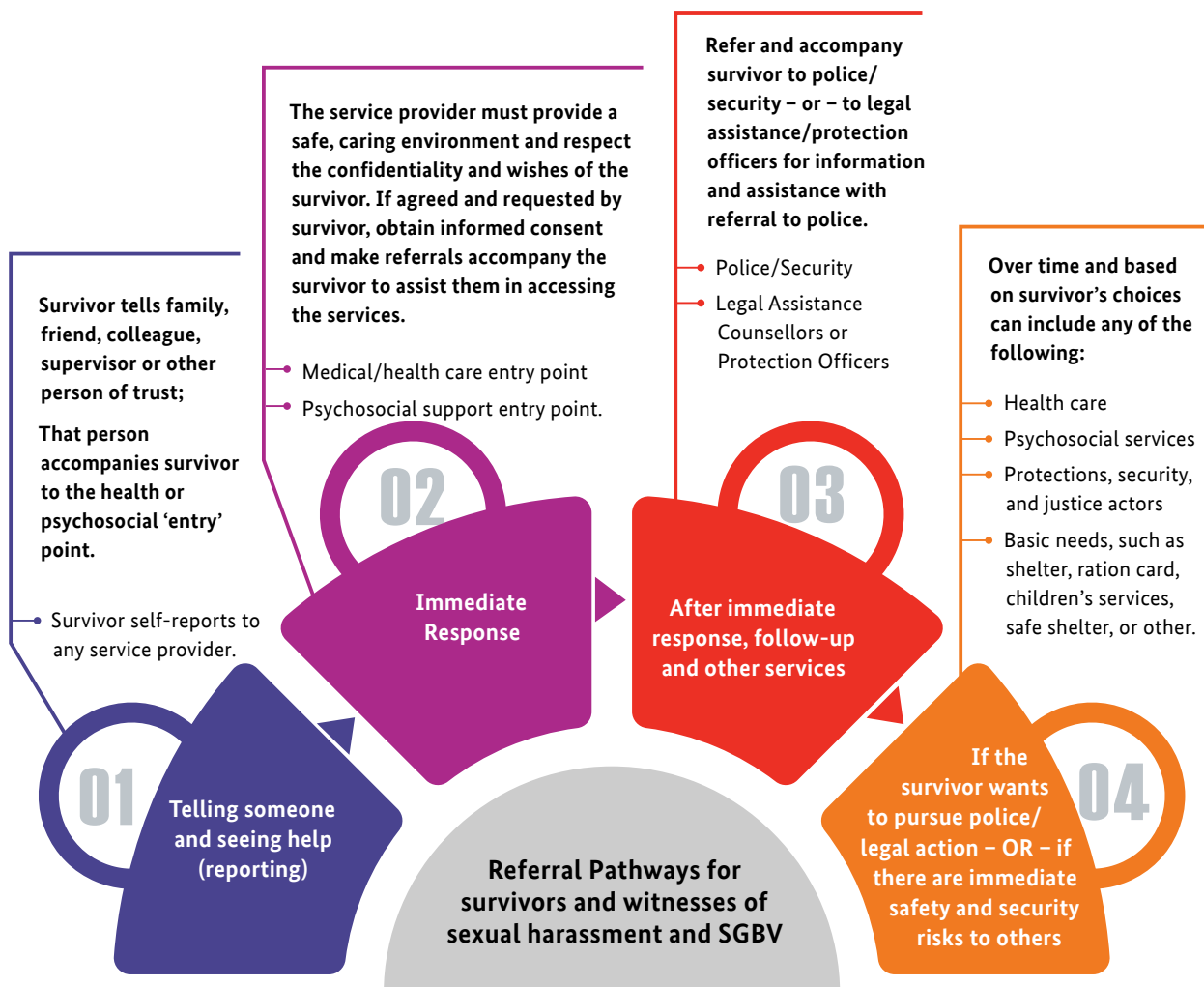
Evidence proving sexual harassment

Evidence required to prove a case may vary on a case-to-case basis. Victims of sexual violence and SGBV may seek guidance from legal professionals to help them through legal processes. Some of the evidence recommended include:

- **Documentation:** written evidence of persistent and unwanted sexual advances or requests from the perpetrator and evidence of rejection of sexual advances or requests by the victim can prove sexual harassment. Documentary evidence may include any written communication such as electronic records, documents, emails or text messages. The evidence may show incidents, dates, times, locations or anything establishing a pattern of harassment.
- Documentation of communication of victim making it clear that the conduct of perpetrator was unacceptable.
- **Photographs or video:** capturing the harassment or the inappropriate behavior.
- **Complaints, reports, letters or emails:** complaining to employers or supervisors or human resource personnel or any authority figure.
- **Witness statements:** Statements from individuals who witnessed the harassment or were told by victim.
- **Statements from other victims:** statements from other victims may help to strengthen the evidence of sexual harassment by showing a pattern of conduct by the perpetrator.
- **Medical notes and or records:** if the victim had to seek medical treatment for physical or mental issues as a result of the sexual harassment.
- **Authority:** Prove or evidence that the person is in a position of authority or holds public office.
- **Discrimination:** Evidence of discrimination or less favorable treatment.
- **Unfavourable treatment at work:** The acts were enough to cause detriment such as demotions, career stagnation, denial of service, failing grades.

Referral Pathways for survivors and witnesses of sexual harassment and SGBV

If you are affected by sexual harassment or SGBV or you have become a witness or confident, the 2014 National Health Sector Standard Operating Procedures on Management of Sexual Violence in Kenya proposes the referral pathway.



Responsible Government Agencies

- i) **Kenya National Commission on Human Rights (KNCHR)** - which is a constitutional mandated commission tasked with investigating and providing redress for human rights violations.
- ii) **National Gender and Equality Commission** - A public institution that investigates complaints from any person who alleges that their fundamental rights against discrimination and gender equality have been violated.
- iii) **Witness Protection Agency** - Provides special protection on behalf of the state to persons who have important information and are facing potential/real risk or intimidation due to their cooperation with the prosecution, the police and other law enforcement agencies.
- iv) **Cybercrimes Unit** - It specializes in the investigation of cyber related crime such as cyber bullying.

Nationwide reporting lines for Survivors of Sexual Harassment and SGBV in Kenya

(Toll-free and available 24/7)

Ministry of Public Service, Youth and Gender Affairs	1195
Childline Kenya	116
AMKA Africa Justice Initiative	0792 119 987 (Not toll-free)
FIDA Kenya	0800 7 312 312
NPS Gender & Child Protection Hotline	0800 722 203

Safe houses

Safe houses in Kenya fall under the Witness protection agency. There are however very limited safe houses in Kenya for victims of SGBV. The government only runs about six safe houses in Kenya. However, Non-governmental organisations such as Usikimye, Undugu Society of Kenya, Human Trafficking Trust East Africa, Maisha Girls, Heshima Kenya also run some safe houses.

List of service providers in Western Kenya

The following lists potential services and organizations in Western Kenya (Bungoma, Kakamega, Kisumu, Siaya and Vihiga) that provide services according to the referral pathway. This list is neither representative of all the counties, nor is it necessarily comprehensive as there is large variation in the awareness around service providers – particularly in rural areas.

Health care				
County	Name of institution	Level	Location	Contact
Bungoma	Bungoma Referral Hospital	County	Bungoma town	County Director Health Wanabisi 0720 422834
Bungoma	Webuye Referral Hospital	County	Webuye	County Director Health 0720 422834
Bungoma	Bumula Sub-county Hospital	Sub-County	Bumyla	County Director Health 0720 422834
Bungoma	Kimilili District Hospital	Sub-County	Kimilli	County Director Health 0720 422834
Bungoma	Naitiri District Hospital	Sub-County	Bungoma North	County Director Health 0720 422834
Bungoma	Cheptais Sub-county Hospital	Sub-County	Cheptais	County Director Health 0720 422834
Bungoma	Kapokwany District Hospital	Sub-County	Kaposkwony	County Director Health 0720 422834
Bungoma	Sirisia Sub-county Hospital	Sub-County	Sirisia	County Director Health 0720 422834

Bungoma	Kimaet health center	Sub-County	Kimaet	County Director Health 0720 422834
Bungoma	Malakisi health center	Sub-County	Sirisia	County Director Health 0720 422834
Bungoma	Kopsiro health center	Sub-County	Kopsiro	County Director Health 0720 422834
Bungoma	Sinoko health center	Sub-County	Webuye East	County Director Health 0720 422834
Kakamega	Matungu SJC	Sub-County	Matungu DCC grounds	Anastasia Munyendo
Kakamega	Rural to Global Organization	Community	Lurambi Youth Empowerment Centre	Catherine Osita <i>cate.ruraltoglobal@gmail.com</i> 0727 880812
Kakamega	Leaf Organization	Community	Lukoye	Donald Onkunda 0746 885101
Kakamega	All public health facilities (MoH)	County	County-wide	
Kisumu	Jaramogi Oginga Odinga Teaching and Referral Hospital (JOTRH) – includes Gender-Based Violence Recovery Centre (GBVRC) (Level 5)	County	Located along Kisumu - Kakamega Road	0733 888579
Kisumu	Rabur Sub-county Hospital	Sub-County	Kisumu-Nairobi Road	0721 532028
Kisumu	Ahero Sub-county Hospital (Level 4)	Sub-County	Kisumu-Nairobi Road	0720 699521
Kisumu	CIHEB DICE	Community	Kisumu Tivoli Center	0790 789951
Kisumu	Health Center in Kadinda	Community	Nyakach Sub-county	0723 810117
Kisumu	Masogo Health Center	Community	Muhoroni	0723 837958
Kisumu	Jamii Thabiti Health Clinic (Private)	Community	Block 10/80 Along Aga Khan Road	
Siaya	AMREF Health Africa	County		Charles Olwamba 0722 487218
Siaya	Centre for Health Solutions (CHS)	County	Siaya	
Siaya	All public health facilities (MOH)	County	County-wide	

Vihiga	All public health facilities (MOH)	County	County-wide	Abigael Osendi, Head, Division of Family Health; Adolescent and Youth 0724 778864
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Justice				
County	Name of institution	Level	Location	Contact
Kakamega	Matungu SJC	Sub-county	Matungu DCC grounds	Anastasia Munyendo
Kakamega	Leaf Organization	Community	Lukoye	Donald Onkunda 0746 885101
Kisumu	Judiciary: Kisumu Law Courts	County	Kisumu CBD	0741 147414
Kisumu	Director of Public Prosecution (DPP) - Government entity	County	Prosperity Building 7 th floor	208099088
Kisumu	Kisumu Gender Technical Committee	County	Kisumu	0724 862135
Kisumu	Ahero Law Courts	Sub-county	Kisumu -Nairobi Rd	0722 552152
Kisumu	Court Users Committee (CUC)	Sub-county	Kisumu CBD	0741 147414
Kisumu	Legal support: Kenya Legal & Ethical Issues Network on HIV and AIDS (KELIN) and community paralegals	Community	Nyalenda Railways Estate Block 9/220 Off Nairobi Road Opposite YMCA.	0716 978740
Kisumu	Federation of Women Lawyers (FIDA)	Community	Kisumu CBD	0707 554806

Security

Kenya Police

	County	Sub counties	Police station	Location
1.			Police HQ	Countrywide 020 240000 or 0721 228989
2.	Kisumu	Kisumu Central	Central police station	Kisumu town
		Kisumu West	Maseno police station	Maseno Area
		Kisumu East	Kasagam police station	Opposite Toyota Kenya
		Muhoroni	Muhoroni police station	Muhoroni town
		Nyakach	Pap Onditi police station	Pap Onditi town
		Nyando	Ahero police station	Ahero town
		Kisumu Rural	Kombewa police station	Near Kombewa market

3.	Vihiga	Hamisi	Jebrook police station	Jebrook Area
		Emuhaya	Embali Police station	Ebuyangu Junction
		Luanda	Luanda police station	Luanda town
		Sabatia	Sabatia police station	Near Sabatia market
		Vihiga	Vihiga police station	Vihiga shopping centre
4.	Siaya	Alego-Usonga	Siaya police station	Siaya town
		Bondo	Bondo police station	Bondo town
		Ugenya	Ukwala police station	Next to Ukwala centre
		Ugunja	Ugunja police station	Near Ugunja market
		Gem	Yala police station	Near Yala market
		Rarieda	Aram Police station	Near Aram market
5.	Kakamega	Butere	Butere police station	Butere town
		Ikolomani	Imulama police station	Near Imulama dispensary
		Khwisero	Khwisero police station	Near Khwisero market
		Likuyani	Matunda police station	On Nangili-Moi's Bridge road
		Lugari	Lumakanda police station	
		Lurambi	Central police station Kakamega	Kakamega town
5.	Bungoma	Malava	Malava police station	Near Malava shopping centre
		Matungu	Matungu police station	Opposite Matungu market
		Mumias East	Mumias town	Mumias town
		Navakholo	Navakholo police station	Near Navakholo centre
		Shinyalu	Shinyalu police station	On Shinyalu-Khayega Rd.
		Kanduyi	Bungoma police station	Bungoma town
		Sirisia	Sirisia police station	Near Sirisia sub-county HQs
		Kimilili	Kimilili police station	Around Kimilili sub county hospital
		Webuye West	Webuye police station	Webuye town
		Mt. Elgon	Kapsokwony	Near Kapsokwony shopping centre

Other places to report:

County	Name of institution	Level	Location	Contact
Bungoma	Chiefs & Village Elders	Community		
Bungoma	Lela Children Home	Community	Kimilili	Annet Mabuka (Mama Lela) 0719 170660
Bungoma	Gustaf Children Home	Community	Kimilili	Kevin Naliaka 0707 377970
Kakamega	Chiefs & Village Elders	Community		
Kisumu	Chiefs & Village Elders	Community		
Siaya	Chiefs & Village Elders	Community		
Vihiga	Chiefs & Village Elders	Community		
Vihiga	BAK Intergration CBO	Security and Psychosocial Support	Lusengeli	Jael Abukuza 0720 759204

Psychosocial support/counselling, shelter and other social support				
County	Name of institution	Level	Location	Contact
Bungoma	Lela Children Home	Bungoma	Kimilili	Mama Lela 0719 170660
Bungoma	Gustaf Children Home	Community	Kimilili	Kevin 0707 377970
Kakamega	Transforming Nations Girls Rescue Shelter	County	Shinyalu, near Shisasari Police Station	Ivy Atieno <i>atienoivy53@gmail.com</i> 0702 092799
Kakamega	Rising to Greatness CBO	Shinyalu and Ikolomani (gold supply chains sub-counties)	Lurambi Youth Empowerment Centre	Elizabeth Mwangi <i>elizabethwm544@gmail.com</i> 0715 918461
Kakamega	Salava Haven	Lurambi Sub-county	Lurambi	Langat Nelly <i>salamahaven@gmail.com</i> 0791 962633
Kakamega	Kakamega Disability Caucus	Kakamega	Kefinco Road opp. Daisy Special School	Lucy mulombi <i>lucymulombii@gmail.com</i> 0726 250599
Kakamega	Women Challenge to Challenge Kakamega Chapter	Shianda	Shianda	Cathreen Shiundu <i>catenamayi@gmail.com</i> 0728 345378
Kakamega	UPEO SJC	Kakamega Central	Lurambi	Yvonne Chepkemoi <i>yvonnechepkemoi17@gmail.com</i> 0725 102736
Kakamega	Wajibika Community Centre	Shimanyiro Ikolomanoi	Shimanyiro Ikolomanoi	Phyllice Lumidi <i>phyllicelumidi2016@gmail.com</i> 0701 264002
Kakamega	Pambazuko la wanawake	Khwisero market centre	Khwisero market centre	Grace Sande 0715 486446 <i>graceamisisande@gmail.com</i>
Kisumu	Women Concern Center	County	Kilo Katuoro road	0700 256989
Kisumu	Plan International, Milimani	Community	Milimani	0709 859000 / 020 2761000
Kisumu	Nyabende Support Program	Community	Ahero	0722 472449
Kisumu	CHADALA	Sub-county	Milimani	0712 869011
Kisumu	Jijenge Youth	Community	Tom Mboya	0798 797733

Kisumu	SRI	Community	Mamboleo, Busia Road, Kisumu	0729 848380
Kisumu	Leaders for Leaders Champion	Community	Mamboleo, Busia Road, Kisumu	
Kisumu	Youth Empowerment on SRHR YESAM	Community	Sub-county	0717 216298
Kisumu	Women Volunteers for Peace WOVOP	Community	Milimani	0111 739250
Kisumu	Ebenezer Children's Home, Ahero	Community		0722 744962
Kisumu	KMET Safe House (Freedom House)	Sub-county	Kisumu	0710 806160
Siaya	Siaya Muungano Network (SIMUN) - Women Rights & Youth Development Organization	Community	Siaya; 200 metres along Siaya Rang'ala next to Aloga motel behind Siaya Institute	Shirleen Adhiambo 0707 389276
Siaya	GLOBCOM	Community	Siaya; Along Siaya Rang'ala Road	Ibrahim 0724 753014
Siaya	Hope Inspire and Mentorship Action (HIMA)	Community	Siaya	Cecilia Gibore 0713 374195
Siaya	YWCA Siaya	Community	Siaya opp. Siaya Referral Hospital	Joyce Onyango 0727 238031
Siaya	AWEPON	Community	Siaya; Along Siaya Rang'ala Road	Mildred Andere 0721 589385
Siaya	Matibabu Foundation	Community	Ugunja	Purity Nafula 0711 509757
Siaya	KEFEADO	Community	Bondo	Jackie Milanya
Siaya	Nyimine Empowerment CBO (NYIECBO)	Community	Bondo	Tracy 0725 948254
Siaya	Ugunja Development Initiative (UDI)	Community	Ugunja	Isaiah 0724404614
Siaya	Kalanyo Youth Development Programme	Community	Gem	Hassan Odhiambo 0713 611703
Siaya	Care Kenya (She Soars project)	Community	Siaya	Mercy Kipng'eny 0714 357595
Siaya	Siaya Young Women Alliance	Community	Siaya	Nancy Juma 0727 337816
Siaya	Siaya Young Generation Alliance	Community	Siaya	Kevin 0702 863309

Siaya	Lending Hnads	Community	Gem	Hellen 0726 104117
Siaya	RHARK	Community	Bondo	Zopher Osumo 0726 389918
Siaya	Mild May Kenya	Community	Bondo	Isaac 0707 220278
Siaya	Stawisha Africa Initiative	Community	Ng'iya along Siaya Kisumu Road	Dan Joshua 0710 628361
Siaya	Youth Alive Kenya	County		Moses Diang'a 0721 330820
Siaya	My Space Alliance	Community	Bondo	Ian Kevin 0741 135825
Siaya	RONA Foundation	Community	Siaya	Roseline 0723 238812
Siaya	NAYA Kenya	County		Immaculate Oliech 0724 034826
Siaya	Asembo Skills for for Hope	Community	Rarieda Sub- county	Grace Ongong'a 0704 008746
Siaya	Ace Africa	County	Siaya	
Siaya	UCAHAEC	Community	Ugenya	Andrew Adala 0720 818120
Siaya	CMMB	County	GEM	Denis Menya 0729 390282
Siaya	ICDEP	Community	Ugunja	Victor Onjoro 0723 212328
Siaya	Tembea Youth Centre for Sustainable Development	Community	Ugunja	Nicholas Ngesa 0727 649967
Siaya	Amani Counselling and Training Institute-Siaya	County	Siaya-Next to Red Cross	Ephraem Ngota 0722 383173
Vihiga	Gender-Based Violence Centre	Sub-County	Vokoli, off the Chavakali- Kapsabet road	
Vihiga	BAK Intergration CBO	Community	Lusengeli	Jael Abukuza 0720 759204
Vihiga	Mercy Home	Community	Luanda	
Vihiga	Shangilia Childrens Home	Community	Vihiga	Alex Owino 0721 306788
Vihiga	Kegoye Chidren's Home	Community	Vihiga	Bishop Wawire 0713 206487
Vihiga	One Family One World	Community	Ebusakami	Beatrice Nora 0710 547954
Vihiga	Julias and Dora Rescue Centre	Community	Maseno	

Vihiga	Gamalenga Children Support Initiatives	Community	Gamalenga/Hamisi	Head, Division of Family
Vihiga	Vihiga County Hamasisho Movement	Community	Vihiga/Mbale	Rina Ageyo 0705 731839
Vihiga	Viehalusa boy/girl child initiative	Community	Vihiga	Getrude Muyeshi 0717 304868
Vihiga	Shining Hope for Communities	Community	Vihiga	Rebecca 0726 510699

Way forward combatting sexual harassment

- **Creating awareness:** educate the public about sexual harassment, its various forms and its effects through trainings and workshops. Train individuals on how to safely intervene and report sexual harassment and SGBV.
- **Developing policies:** by organizations, companies and institutions. Encourage implementation of these policies.
- **Training employees and students:** so that they are able to recognize signs of harassment, how to intervene and report.
- **Creating safe reporting mechanisms:** institutions, companies and organizations should establish confidential channels of reporting sexual harassment.
- **Supporting victims:** Provide a safe and supportive environment for victims for reporting and addressing sexual harassment. Offer counselling, direct victims to where they can access to legal assistance. Partner with organizations that provide such services. Engage men as allies so that they can promote healthy masculinity and importance of consent.
- **Strengthening existing institutions:** through funding and support for organizations running SGBV protection, awareness and prevention programs.
- **Continuing fostering gender equality and challenge societal norms:** that promote the culture of sexual harassment and SGBV.
- **Researching and Data collection:** on sexual harassment prevalence and impact on sexual harassment in order to inform policy decisions, interventions and support.
- **Collaborating:** harnessing support and good will from national and county governments, nonprofit organizations, institution and local communities to create a society that is safe and free from sexual harassment.



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On behalf of



Federal Ministry
for Economic Cooperation
and Development