



**Prevention of Sexual Exploitation and Abuse (PSEA)**

**Introduction**

Storyboard

**Instructional Designer:**

**Nicole Robert**

**Date: April 21, 2020**

**STORYBOARD NOTES:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Title:** | UNICEF – PSEA | | |
| **Learning Unit Title:** | Introduction | | |
| **Date:** | April 21, 2020 | | |
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| --- | --- |
| **General Description** | This storyboard presents the information and activities for the Introduction. |
| **narration** |  |
| **graphics/animation** | The diamond icon **[]** represents the placement or use of an image.  The numbers, such as **[1]**, represent the number of an image when there are multiple images on one screen/in one block.  The “Production Notes” column lists instructions for the production team and indicates suggested images.  Custom graphics will be prepared by ellicom. |
| **NavigatioN** | Linear |
| **INTERACTION** | Includes most available through RISE. |
| **Duration** | 6 to12 min |

**VERSIONS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME** | **DATE** | **FILE NAME** | **DESCRIPTION** |
| Nicole Robert | April 21, 2020 | 19-241973-UNICEF-PSEA\_Introduction\_SB\_v0.1.docx | First version |
| Linguistic Review | April 23, 2020 | 19-241973-UNICEF-PSEA\_Introduction\_SB\_v0.3.docx | LR |
| Nicole Robert | April 23, 2020 | 19-241973-UNICEF-PSEA\_Introduction\_SB\_v1.docx | Updated after LR |
| Melissa Laurent | July 31, 2020 | 19-241973-UNICEF-PSEA\_Introduction\_SB\_v.FINAL\_v5.0 | Final script |
| Abel Henry | Sept 15,2020 | PSEA\_Introduction\_script\_15Sept2020.docx | Minor edits, inversion of the two lessons |

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Module 0: Introduction

**Approximate Duration: 12.5 minutes**

| **Bloc** | **Type** | **Onscreen text / elements** | **Production Notes** | **Duration** |
| --- | --- | --- | --- | --- |
| 0 | Module No. | Introduction  **[]**  (will be the first screen in RISE, followed by “lessons”) | **[]UNICEF ID**    NOTE: An image for the module banner will be created based on an image from the module. | 30s |
| 0.1 | Text - Paragraph  Bullet list | **[]**  Welcome to this course on the prevention of sexual exploitation and abuse by UN personnel.  **Learning objectives**  By the end of this course, you should be able to:  Explain what you can do to prevent sexual exploitation and abuse of the local and displaced population  Define the UN standards of conduct on sexual exploitation and abuse and understand your obligations as UN personnel  Describe how to report sexual exploitation and abuse  Understand the consequences of such abuses  Describe what managers, heads of office and heads of department must do to enforce the UN standards of conduct  **Select the ‘START COURSE’ button to begin the module.** | **[]**UN logo  At top of lesson list |  |
| 0.3 | Lesson List | Keyboard navigation  Prevention of sexual exploitation and abuse (PSEA) | This is auto generated in RISE  No lesson numbers |  |
| 1 | Lesson No. | Prevention of sexual exploitation and abuse (PSEA) | Use the Lesson Title style | **6min** |
| 1.1 | Image - Full width | **[]** | **[]UN logo or flag** |  |
| 2.1 | Text - Paragraph | This course builds on a package originally developed by the UN Secretariat. This revised version was made possible thanks to input from the following agencies:  **[][1]**  **[][2]**  **[][3]**  **[][4]**  **[][5]**  **This course is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License:**<http://creativecommons.org/licenses/by-nc-nd/4.0/> **Requests for translations or adaptations of the course can be sent to**[**agora@unicef.org**](mailto:%20agora@unicef.org)  The course is designed to be applicable to all UN personnel.  This includes all categories of staff, consultants, individual contractors, stand-by personnel, UN volunteers, interns and other persons who work for the UN under an individual contract.  The UN expects any entity with whom it has contractual or other cooperative arrangements to abide by the zero-tolerance policy for sexual exploitation and abuse (this includes institutional contractors—vendors, suppliers—and implementing partners). Provisions to that effect are typically part of the legal terms and conditions of those arrangements. Where relevant, such entities are referred throughout the course as “entities associated with the UN". | Logos of all partner agencies – UNICEF, UNDP, UNHCR, UNFPA and UN Women  **[][1]UNICEF**  Alt text- UNICEF  **[][2]UNDP**  Alt text- UNDP  **[][3]UNHCR**  Alt text- UNHCR  **[][4]UNFPA**  Alt text- UNFPA  **[][5]UN Women**  Alt text- UN Women |  |
| 2.2 | Text - Paragraph with Heading  Interactive - Process | It is part of the mandate of the United Nations to maintain peace and security and to help vulnerable populations in some of the most challenging places in the world.  *Select the arrows to learn more.*   |  |  | | --- | --- | | 1 | **Trust**  **[][1]**  The United Nations’ vision is to reduce and eliminate extreme poverty, to ensure sustainability of economic and social development, to strengthen human dignity and rights and to prevent violent conflicts.  The people and their governments trust the UN for assistance and protection.  The overwhelming majority of people who work and serve in the UN do so with integrity, pride, professionalism and respect for diversity and gender. | | 2 | **Violation of trust**  **[][2]**  Sadly, at times, UN personnel and personnel of entities associated with the UN have violated the trust placed in them by the most vulnerable in society. Sexual exploitation and abuse (SEA) can occur anywhere, both in humanitarian and development contexts. SEA risks are much higher in situations of crisis, where the vulnerabilities and needs of affected populations are the greatest.  Quantifying SEA prevalence remains challenging. SEA is known to be heavily under-reported due to social stigma, fear of retaliation, lack of knowledge and often inadequate reporting mechanisms.  The UN has a zero-tolerance policy for sexual exploitation and abuse. There is no impunity for UN personnel who are found to have committed such abuses. Entities associated with the UN are also expected to take decisive action when their personnel engage in sexual exploitation and abuse. | | 3 | **Measures**  **[][3]**  Over the past years, the UN has put in place a wide range of measures to prevent and respond to sexual exploitation and abuse. These measures are having an impact. There is greater awareness among UN personnel of the standards of conduct and their obligations to prevent sexual exploitation and abuse, including prompt reporting.  Managers, heads of office and heads of department are also more aware of their additional responsibilities to prevent and take action when sexual exploitation and abuse occur. There is greater transparency, accountability and collaboration throughout the UN system, and mechanisms to report abuses are increasingly available at the community level, particularly in humanitarian settings.  Close collaboration with UN implementing partners has also resulted in much stronger collective preventive and response actions. | | 4 | **One is too many**  **[][4]**  But worryingly, acts of sexual exploitation and abuse by UN personnel and personnel of entities associated with the UN continue to happen. And a significant proportion of allegations involve the egregious form of abuse: the rape of children.  For the UN, one incident of sexual exploitation and abuse is one too many. That is why we have prepared this course, where you will learn what you can do to prevent sexual exploitation and abuse of the local and displaced population and how to report such abuses. You will also learn what managers, heads of office and heads of departments must do to enforce the UN standards of conduct. | | In the settings, put a space in the "step label" (hit space bar).  **[][1] Female middle eastern UN personnel with a plain blue tshirts, headscarf, showing young middle eastern boy how to wash his hands. UN employee should be wearing a blue UN vest similar to the ones below. Both are smiling.**    Alt text: UN personnel showing young girl how to wash her hands  **[][2]Asian woman upset, either looking down or with hands over face**    Alt text: Woman looking upset  **[][3] African woman from the back, holding phone to ear, wearing colourful African clothing**    Alt text: Woman talking on phone  **[][4]Image of sad little girl**  Alt text: A girl with sad eyes |  |
| 2.3 | Text - Paragraph with Heading | Quick quiz  Before we move on to Module 1, take this quick quiz to check your understanding of some basic points regarding the prevention of sexual exploitation and abuse by UN personnel and personnel of entities associated with the UN. |  |  |
| 2.4 | Subheading  Quiz - MRQ | Question 1  The UN standards of conduct on sexual exploitation and abuse apply to:  *Select your answers, then click SUBMIT.*  Internationally and locally recruited staff  International and local consultants  United Nations volunteers and interns  Entities associated with the UN   |  |  | | --- | --- | | Correct feedback: | Good work. The UN standards of conduct on sexual exploitation and abuse apply to all UN personnel and personnel of entities associated with the UN. | | Incorrect feedback: | Not quite. The UN standards of conduct on sexual exploitation and abuse apply to all UN personnel and personnel of entities associated with the UN. | | Randomize answers  One (1) attempt for all questions |  |
| 2.5 | Subheading  Quiz - MCQ | Question 2  When must the UN standards of conduct on sexual exploitation and abuse be followed?  *Select your answer, then click SUBMIT.*  At work and on mission  All day, every day, on and off duty   |  |  | | --- | --- | | Correct feedback: | That’s right. The UN standards of conduct on sexual exploitation and abuse must be followed all day, every day, on and off duty. | | Incorrect feedback: | Not quite. The UN standards of conduct on sexual exploitation and abuse must be followed all day, every day, on and off duty. | |  |  |
| 2.6 | Subheading  Quiz - MCQ | Question 3  Is the following statement true or false?  The UN standards of conduct on sexual exploitation and abuse prohibit transactional sex by UN personnel with sex workers, except in countries where prostitution is legal.  *Select your answer, then click SUBMIT.*  True  False   |  |  | | --- | --- | | Correct feedback: | You are right. The UN standards of conduct on sexual exploitation and abuse prohibit transactional sex by UN personnel with sex workers *everywhere*. | | Incorrect feedback: | Not quite. The UN standards of conduct on sexual exploitation and abuse prohibit transactional sex by UN personnel with sex workers *everywhere*. | |  |  |
| 2.7 | Subheading  Quiz - MCQ | Question 4  The Secretary-General of the United Nations defines sexual exploitation as:  *Select your answer, then click SUBMIT.*  Any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes  The actual or threatened physical intrusion of a person in any manner  Non-transactional, consensual sex between adults  All of the above   |  |  | | --- | --- | | Correct feedback: | That’s right. The Secretary-General of the United Nations defines sexual exploitation as any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes. | | Incorrect feedback: | Not quite. The Secretary-General of the United Nations defines sexual exploitation as any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes. | | Do not randomize answers |  |
| 2.8 | Text - Paragraph with Heading  Interactive - Accordion | Your agenda  You will be able to answer the following questions at the end of each of the course modules presented below.  *Select a module to learn more.*   |  |  | | --- | --- | | Module 1: UN standards of conduct on sexual exploitation and abuse | * What are the UN standards of conduct on sexual exploitation and abuse? | | Module 2: Obligations of UN personnel | * What are the obligations of all UN personnel to uphold the UN standards of conduct on sexual exploitation and abuse? * How do you report sexual exploitation and abuse? | | Module 3: Consequences of sexual exploitation and abuse | * What is the impact of sexual exploitation and abuse on victims? * What are the consequences of breaching the UN standards of conduct on sexual exploitation and abuse? | | Module 4: Responsibilities of heads of offices and heads of departments | * What are the specific responsibilities of managers, heads of office and heads of department in addressing sexual exploitation and abuse? * What actions can they take to prevent such abuses? * How should they respond to allegations of sexual exploitation and abuse? | |  |  |
| 2.9 | Statement | The section that follows introduces keyboard navigation controls. If you do not use keyboard navigation, you can close this window and proceed to the next module. |  |  |
| **2** | **Lesson No.** | Keyboard navigation | **Use the Lesson Title style** | **6min** |
| 2.1 | Image - Full width | **[]** | **[]image of hands on keyboard**    Alt text: Hands typing on keyboard |  |
| 2.2 | Text - Paragraph | You can navigate this course by mouse, by keyboard or by touchscreen.  Following is a list of instructions on how to navigate by keyboard.  If you will be using a mouse or touchscreen, you can skip the keyboard navigation lesson and proceed to the next lesson: **Prevention of sexual exploitation and abuse (PSEA)**.  You can use the menu to access the next lesson. |  |  |
| 2.3 | Text - Paragraph with Heading | Basics  If you are using the keyboard to navigate through the course, you will be using the following keys to execute these basic actions.   |  |  | | --- | --- | | Key | Action | | Tab | Move from one object to the next | | Shift+Tab | Move in reverse from one item to the next | | Arrow keys | Scroll through text, navigate between lessons, questions and activities | | Enter/Spacebar | These keys are similar to a mouse click. Use them to activate a selected item on the screen.  Use **Enter** to activate a button or link. Web links will open in a new browser tab. Attachments will download onto your computer.  Use the **space bar** to check off a choice in a quiz question. | | Esc | Exit zoomed images and close markers in an image exploration activity | |  |  |
| 2.4 | Text - Paragraph with Heading | Navigating lessons  Each module is divided into lessons. You can use **Tab** and **Shift+Tab** to move back and forth between lessons.  Jumping to the *next* lesson in the module:   1. Use the **Tab** key until the footer for the next lesson is selected. 2. Press **Enter**.   Jumping to the *previous* lesson in the course:   1. Use **Shift+Tab** until the header for the previous lesson is selected.   Press Enter. |  |  |
| 2.5 | Text - Paragraph with Heading | Images  To zoom into and out of an image:   1. Use **Tab** or **Shift+Tab** to choose the image. 2. Press **Enter** or the **space bar** to zoom in. 3. Press **Esc**, **Enter** or the **space bar** to zoom out.   Try it out with this image:  **[]** | **[]African woman from the back, holding phone to ear, wearing colourful African clothing**      Alt text: Woman talking on phone |  |
| 2.6 | Text - Paragraph with Heading  Interactive - Accordion | Accordions  When you encounter an accordion activity, such as the one below, use the following keys to access the information.   1. Press **Tab** or **Shift+Tab** to choose one of the topics. 2. Press **Enter** or the **space bar** to open or close the chosen topic.   Try it out with this activity:  *Select a topic to learn more.*   |  |  | | --- | --- | | What you will learn | In this course, you will learn what you can do to prevent sexual exploitation and abuse of the local and displaced population and how to report such abuses. | | If you are a manager or head of office | If you are a manager, head of office or head of department, you will also learn about your additional responsibilities to enforce the UN standards of conduct on sexual exploitation and abuse. | |  |  |
| 2.7 | Text - Paragraph with Heading  Interactive - Tabs | Tabs  Tabs have a similar navigation.  Press the **Left**and **Right**arrow keys to view the information in each tab.  Try it out with this activity:  *Select a topic to learn more.*   |  |  | | --- | --- | | Sexual exploitation | “Sexual exploitation” means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. (ST/SGB/2003/13) | | Sexual abuse | “Sexual abuse” means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. (ST/SGB/2003/13) | |  |  |
| 2.8 | Text - Paragraph with Heading  Interactive - Process | Interactive images  When you encounter an activity where you must navigate between images and/or text using on-screen arrows, use the **Left** and **Right** arrow keys on the keyboard to move from one section to the next. Use the **Up** and **Down** arrow keys on your keyboard to scroll through the content of each section.  Try it out with this activity:   |  |  | | --- | --- | | 1 | **Learning objectives**  **[][1]**  In this course, you will learn what you can do to prevent sexual exploitation and abuse of the local and displaced population and how to report such abuses. | | 2 | **Managers**  **[][2]**  If you are a manager, head of office or head of department, you will also learn about your additional responsibilities to enforce the UN standards of conduct on sexual exploitation and abuse. | | (In the settings, put a space in the "step label" (hit space bar).  **[][1]**image from module 2: Block 1.2    **Alt-text:** Woman is at a UN police station making a report about a suspected case of sexual exploitation and abuse.  **[][2]**image from module 2: Block 1.8  Diverse UN personnel are standing in front of the UN building.  **Alt-text:** Diverse UN personnel are standing in front of the UN building. |  |
| 2.9 | Text - Paragraph with Heading  Interactive - Sorting | Sorting activity  With a sorting activity, you must sort cards into different categories. One card is visible at a time.  You must start by placing the first card on display into a category. To do so, follow these steps:   1. Use the **Tab** and **Shift+Tab** or the **Left** and **Right** arrow keys on your keyboard to run through the categories. 2. Press **Enter** or **space bar** on the category that matches the card displayed. 3. Correct answer: the card moves to the category. 4. Incorrect answer: the card shakes, and you must choose a different category.   Try it out with this activity:  *Sort the countries into the correct categories.*   |  |  | | --- | --- | | **Items** | **Categories** | | Tunisia | African countries | | Namibia | | Vietnam | Asian countries | | Indonesia | |  |  |
| 2.10 | Text - Paragraph with Heading  Interactive - Flashcards | Flashcards  Flashcards are cards that have information on both sides. To flip a card, follow these steps.   1. Use **Tab** and **Shift+Tab** to choose a card. 2. Press **Enter** or **space bar** to turn over the card. 3. If there is a scroll bar on the back of the card, use the **Up** and **Down** arrows to scroll through.   Try it out with this activity:  *Select an image to learn more.*   |  |  | | --- | --- | | **[][1]** | Scales depicting justice | | **[][2]** | Caution symbol | | A picture containing table, desk, sitting, computer  Description automatically generated**[][1] Scales depicting justice**  Alt text: Scales depicting justice  **A picture containing drawing  Description automatically generated[][2] Caution symbol**  Alt text: Caution symbol |  |
| 2.11 | Text - Paragraph with Heading  Quiz - MCQ | Multiple choice question  To answer quiz questions, follow these steps.   1. Use **Tab** to land on the first answer option. 2. Use the **Up** and **Down** arrow keys to scroll through the answer options. 3. Press the **space bar** on the answer(s) of your choice. 4. Press **Enter** to submit your answer.   Try it out with this quiz question:  Peru is a country in which continent?  *Select your answer, then click SUBMIT.*  Asia  Africa  North America  South America  Feedback: Peru is a country in South America. | Randomize answer options |  |
| 2.12 | Statement | You have now completed this introductory module. You can close this window and proceed to the next module. |  |  |