01 TOOLS FOR SAFE AND DIGNIFIED PROGRAMMING THAT ARE APPROPRIATE FOR AND ACCESSIBLE TO THE TARGET AUDIENCE

1.2 Safe and Dignified Programming Training Pack

To increase the knowledge and capacity of local DRR and humanitarian actors on safe and dignified programming

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01 Tools for Safe and Dignified Programming That Are Appropriate for and Accessible to the Target Audience

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Safe and Dignified Programming Training Pack

Purpose:

This training is designed for local disaster risk reduction (DRR) and humanitarian staff. It aims to increase their knowledge and capacity on Safe and Dignified Programming, including:

- Concepts of Safe and Dignified Programming and how to apply them to disaster preparedness and recovery work
- Key tools and resources related to Safe and Dignified Programming and how to apply them to their work
- Identification of gaps in Safe and Dignified Programming and how to create action plans to address them

This training builds on the content of the 1.1 Safe and Dignified Programming Foundations Training. If participants have already completed this training, facilitators should adapt certain exercises according to the guidance.

Participants:

Community disaster planners and officers, including:

- Village-level DRR planners and coordinators
- Officers of homeowners' associations
- Community emergency responders
- Civil society actors
- Protection actors
- Representatives of women's groups and people with disabilities (PWD) associations
- Members of community-based organizations conducting DRR needs assessments at the community level

Time:

Four days

Handouts (HOs):

- HO 1.1: Summary of the Universal Declaration of Human Rights
- HO 1.2: Sex and Age-Disaggregated Data (SADD)
- HO 1.3: Sex/Age/Diversity–Safety/Access/Dignity (SAD–SAD)
- HO 1.4: Safe and Dignified Programming Framework
- HO 1.5: Example Safeguarding Policy
- HO 2.1: Protection Risks
- HO 2.2: Gender-Age Marker
- HO 2.3: Information-Sharing Template
- HO 2.4: Information and Communication Questions in Rapid Needs Assessments
- HO 2.5: Feedback Channels
- HO 2.6: Feedback Channel Pros and Cons

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- HO 2.7: 12 Steps to Setting Up Complaint-Handling Mechanisms
- HO 2.8: Inter-Agency Standard Committee (IASC) Six Rules
- HO 2.9: Developing a Referral Pathway for Essential Protection Services
- HO 2.10: WHO Psychological First Aid Pocket Guide
- HO 3.1: Action Plan Template

Training tools (TTs):

- TT 1.1: Power Walk Characters
- TT 1.2: Protection Triangle Puzzle
- TT 1.3A: Pan Island Preparedness (Scenario A: Earthquake)
- TT 1.3B: Pan Island Preparedness (Scenario B: Flooding)
- TT 2.1A: Pan Island SitRep (Scenario A: Earthquake)
- TT 2.1B: Pan Island SitRep (Scenario B: Flooding)
- TT 2.2: Character and Feedback Cards
- TT 2.3: Agree/Disagree Cards
- TT 2.4: Sexual Exploitation and Abuse Scenarios
- TT 2.5: Examples of Code of Conduct Breaches
- TT 2.6: Referral Web Nametags
- TT 2.7: Safe Response Cards
- TT 2.8: Dos and Don’ts of Psychological First Aid

Materials:

- Sticky notes and pens
- Flipchart and markers
- Box (for suggestions)
- Vouchers (sticky notes or pieces of paper)

Online resources:

- Catholic Relief Services (CRS). *Protection Mainstreaming* [Video]. 2017.
- Washington Group on Disability Statistics. *Question Sets*. 2022.
- Al Jazeera English. *UK threatens to cut Oxfam aid over staff sex scandal* [Video]. 2018.
- Infoasaid. *Communication is Aid* [Video]. 2011.
- On sexual exploitation and abuse: Jaqueline UNDP. *To Serve with Pride* [Video].[1]
- Jean I., Hagens C., Anderson A., Archambault A. *CRS Feedback, Complaints and Response Mechanisms Guide*. CRS; 2021.

[1] In other languages: Arabic/Chinese/French/Russian/Spanish.

Training outline:

The workshop consists of three parts:

1. Concepts of Safe and Dignified Programming
2. Components of the Safe and Dignified Programming Framework
3. Action planning

Training Guide timeline:

For a detailed list of sessions, activities and timings, please see the A 2 S&D Training Guide Timeline.

Pre-reading:

Participants should be asked to review the Safe and Dignified Programming Framework (HO 1.4) before the first session.

Introduction

Opening Session: Welcome and Introductions

Time:

- 45 minutes

Handout:

- Agenda

Materials:

- Sticky notes and pens
- Suggestions box with slips of paper and pencils
- Flipchart and markers

Preparation:

- Stick a piece of flipchart paper to the wall

EXPECTATIONS, 5 MINUTES	
Exercise	**GIVE** sticky notes to participants as they arrive in the training room. **ASK** them to write down their expectations and concerns about the training and stick them on the flipchart. They do not need to write their name. Just before the session begins, group the expectations and concerns according to any themes that emerge.

WELCOME EVERYONE TO THE WORKSHOP, 10 MINUTES	
Presentation	**INTRODUCE** yourself (name, organization, position, background) and the purpose of the workshop. **EMPHASIZE** that: - This is a safe space for learning from participants' practical experiences and knowledge. - There are no right or wrong answers because Safe and Dignified Programming is not a rigid skill and must be adapted to different contexts. **ENCOURAGE** participation from everyone in a comfortable and informal atmosphere by suggesting the use of simple language wherever possible.

INTRODUCTIONS AND ICEBREAKER, 10 MINUTES	
Exercise	**ASK** participants to stand in a circle. **GIVE** one participant a ball, and ask them to say their name, role and either what their dream job was as a child or what is their secret talent. **ASK** the participant to throw the ball to another person in the circle and repeat until everyone has been introduced.

TRAINING OBJECTIVES AND AGENDA, 10 MINUTES	
Presentation	**SHOW** a flipchart with the objectives of the training and **EXPLAIN** they are for: ▪ Participants to understand the concepts of Safe and Dignified Programming, Psychological First Aid and protection/safeguarding disclosures ▪ Participants to become familiar with key tools and resources related to Safe and Dignified Programming, Psychological First Aid and the prevention of sexual exploitation and abuse (PSEA), and how to apply them to their work ▪ Participants who work in DRR and humanitarianism to conduct capacity assessments, review gaps in their organizations' Safe and Dignified Programming and create action plans **EXPLAIN** that the phrase "Safe and Dignified Programming" will be used throughout the training, but that some people may use "protection mainstreaming." The phrases refer to the same concept in that "protection mainstreaming" means implementing all work in a safe and dignified way. *[For those who have completed the Safe and Dignified Programming Foundational Training:* **EXPLAIN** *that while some content is the same, this training will be an opportunity to review concepts and further strengthen their understanding. There will also be opportunities for former participants to facilitate some sessions.]* **EXPLAIN** that the training will be conducted through presentations, exercises, plenary discussions and small group work. **HIGHLIGHT** that this training will not qualify participants to develop or implement protection programs. Instead, Safe and Dignified Programming helps humanitarians improve what they are already doing. **HIGHLIGHT** that they do not need to copy down what is in the handouts as these can be shared by email. **SHOW** a flipchart page on the workshop outline and agenda, mentioning breaks and end time. **IDENTIFY** a timekeeper to give warnings 5–10 minutes before any scheduled breaks.

RULES AND HOUSEKEEPING, 5 MINUTES	
Brainstorm	**ASK** participants what "rules" they would suggest to make sure the workshop runs smoothly. You can also suggest some to help, such as: ▪ Treat others with dignity, even if we disagree. ▪ Respect others' opinions. ▪ Be open to new ideas. ▪ Ask questions and be curious. ▪ Listen to one another and speak one at a time. ▪ Respect confidentiality. Everything said in these conversations should stay in the room unless there is a safety issue. ▪ No one should be forced to join in the conversation. ▪ Participants can refuse or withdraw from activities without consequences. ▪ Turn off mobile phones and laptops. ▪ Raise hands to ask questions. ▪ Always be on time after breaks. **WRITE** these on the flipchart and stick it onto the wall. **EXPLAIN** to participants the location of the nearest fire exits and bathrooms.

PARTICIPANT FEEDBACK CHANNELS, 5 MINUTES	
Presentation	**EXPLAIN** that feedback is important to improve the training and that all feedback is welcomed. Suggestion Box **PLACE** a labeled suggestion box in an easily accessible part of the room next to slips of paper and pencils. **ASK** participants to write down and post any feedback (positive or negative) during breaks and at the end of each day that could improve the workshop. They can do this anonymously if they prefer. **EXPLAIN** that suggestions will be reviewed at the end of each day. **SHARE** what actions (if any) have been taken because of feedback each day, and why (or why not). Car Park **WRITE** "Car Park" on a piece of flip chart paper. **STICK** this somewhere in the room. **EXPLAIN** that any issues that are raised that are not linked to Safe and Dignified Programming or that require more time than is available in a session will be "parked" here. These ideas can be followed up on at the end of the day or after the workshop, as appropriate.

Part A: Concepts of Safe and Dignified Programming

Session 1: Understanding Protection

Time:

- 1 hour and 25 minutes

Objectives:

- Participants understand the broad concept of protection
- Participants understand who we are protecting and why

Key messages:

- In its broadest sense, protection is about respecting rights.
- We are all born equal and with human rights; however, we do not all have access to those rights.

Handout:

- HO 1.1: Summary of the Universal Declaration of Human Rights (one copy per participant)

Training tools:

- TT 1.1: Power Walk Characters (one copy total)
- TT 1.2: Protection Triangle Puzzle (one per group of three–five participants), optional activity

Materials:

- Sticky notes
- Flipchart and pens

Preparation:

- Cut out TT 1.1 Characters and TT 1.2 Slips.
- Ask participants who have completed the Safe and Dignified Programming Foundations Training to facilitate the 1.3 Power Walk exercise, providing notes as necessary.

1.1 DEFINING PROTECTION, 10 MINUTES	
Presentation	**Purpose** Introduce the concept of "protection" **Process** **SHOW** a flipchart with the definition of protection. **ASK** a volunteer to read it out: ■ "Protection is everything you do to make sure people's fundamental rights are respected and people are free from violence, coercion, discrimination and deliberate deprivation." **EXPLAIN** that when a state is unable or unwilling to protect people's rights, the international community often takes responsibility for ensuring that the rights of individuals are respected. Some actors have a mandate to protect certain rights, but a range of actors also play a role, from individuals to non-governmental organizations (NGOs). **EXPLAIN** that protection refers to the primary responsibility of states to protect the rights of people within their territory. This means having: ■ An accountable government ■ A functioning legal system ■ A well-trained police force ■ An army that protects civilians from attacks **SHOW** flipcharts and **GIVE** an overview of the key actors responsible for protection (select the most relevant ones for your group's context): ■ **The International Committee of the Red Cross** has a legal mandate to protect those affected by conflict under the Geneva Conventions. ■ **The Office of the UN High Commissioner for Refugees (UNHCR)** is mandated by the United Nations (UN) General Assembly to advocate for human rights. ■ **The UNHCR** is mandated to advocate for the protection of refugees and asylum seekers. ■ **The Sendai Framework for DRR**, adopted by the UN, aims to protect people and their property, health, livelihoods and productive assets, and promote and protect all human rights—including the right to development. ■ *[If applicable for the group you are training]* As **DRR and humanitarian actors**, we are also mandated to help individuals access their rights, for example, their right to safety, livelihood or shelter. This is a rights-based approach—it is not simply "charity." **Debrief** ■ In its broadest sense, protection is about respecting rights. ■ Protection is the primary responsibility of the state; although, when they are unable or unwilling to act, other actors may step in. ■ Some actors are mandated to protect certain rights, but a diverse range of actors also play a role—from individuals to NGOs, to DRR and humanitarian actors.

1.2 WHAT ARE HUMAN RIGHTS? 15 MINUTES	
Presentation	**Purpose** Give participants a more in-depth understanding of the Universal Declaration of Human Rights **Process** **EXPLAIN** that some participants will have discussed human rights in their Safe and Dignified Programming Foundational Training. **ASK** participants to share in plenary what they remember from that training. **EXPLAIN** that the Universal Declaration of Human Rights outlines 30 fundamental rights and freedoms that belong to every person. **ASK** participants to name some human rights they know. Write them on a flipchart. **ASK** participants which rights they are protecting as part of their programs and service delivery. **SHOW** a flipchart of some of the human rights that all people are entitled to that are particularly important in emergencies, including: ▪ #1: Everyone is born free and has dignity as a human. ▪ #3: Everyone has the right to life and the right to live in freedom and safety. ▪ #5: Everyone has the right not to be hurt, tortured or treated cruelly. ▪ #6: Everyone has the right to be treated as a person under the law everywhere. ▪ #15: Everyone has the right to nationality. ▪ #25: Everyone has the right to a home, enough food and health care. ▪ #26: Everyone has the right to education and to free primary education. **GIVE** each participant a copy of the *Summary of the Universal Declaration of Human Rights* (HO 1.1)**. EXPLAIN** that all of these rights belong to everyone (they are universal) and cannot be taken away from us (they are inalienable). **EXPLAIN** that, because we empower individuals and communities to identify vulnerabilities and capacities, and because we address them through preparedness planning, we are taking a rights-based approach. **EMPHASIZE** again that this is not a charity model; individuals have the *right* to the assistance we give. **Debrief** ▪ Rights belong to everyone and cannot be taken away. ▪ We use a rights-based approach that focuses on enabling people to access those rights safely and with dignity.

1.3 POWER WALK, 25 MINUTES	
Exercise	**Purpose** Show that not everyone has access to their human rights[2] **Process** *[For participants who have completed the Safe and Dignified Programming Foundations Training:* **ASK** *several participants to facilitate the exercise for the rest of the trainees.* **GIVE** *them the facilitation notes ahead of time, and ask them to prepare the activity.]* **ASK** participants to stand in a row across one side of the room, facing the facilitator. **GIVE** the *Power Walk Characters* (TT 1.1) cards to participants**.** Tell them not to tell each other who is their character. **ASK** participants to pretend to be their character and to imagine who they are and what their life is like. They must then think about how their character would reply to questions. **ASK** them to listen to the questions and take one step forward if their answer to a question is "yes." **READ** each of the following questions, and give participants enough time to decide whether to take a step: ▪ *Did you have enough to eat today?* ▪ *Do you have cash in your pocket?* ▪ *Do you have a valid government-issued ID?* ▪ *Do you have access to a telephone?* ▪ *When you are sick, can you see a doctor and pay (if necessary) for their services?* ▪ *Do you travel freely in your country of residence?* ▪ *If you were robbed, would you go to the police to report the crime?* ▪ *Did you finish primary school?* ▪ *Does your family respect your opinions and ideas?* ▪ *Can you read the newspaper?* ▪ *Did you have access to clean water today?* ▪ *Did you have access to a latrine or toilet today?* **ASK** the participants to reveal their identities and explain why they stepped forward or not in response to particular questions. The following guiding questions may be helpful**:** ▪ *What did you assume about your character's age, gender and ethnicity?* ▪ *Who are the most vulnerable members in your character's community?* ▪ *Who are the most powerful members in your character's community?* ▪ *How can limited access to resources expose people to threats and insecurity?* ▪ *Which characters would a natural disaster affect the most?* ▪ *Imagine it is your job to help after a natural disaster. Which characters will need special attention so they can get help?* **Debrief** In plenary, **HIGHLIGHT** that: ▪ Those with more power and better access to their rights were closer to the trainer, and those who were more vulnerable were further back in the room. ▪ We are all born equal and with human rights; however, we do not all have access to those rights. This can be due to social, economic, political, ethnic or religious factors. These rights can be deliberately denied or abused, putting people's safety and dignity at risk. ▪ People in positions of power are more likely to have the resources and support they need to make sure their rights are respected. The most vulnerable may have fewer opportunities to claim their rights and may become invisible if humanitarian actors do not make a deliberate effort to find and listen to them.

[2] This exercise was adapted from: Church World Service. *Putting Safety and Dignity First*. 2009.

1.4 PROTECTION TRIANGLE, 10 MINUTES	
Presentation	**Purpose** To clarify the difference between Safe and Dignified Programming and standalone protection. **Process** **EXPLAIN** that there are two types of protection work in DRR and humanitarian work, which can be shown in a triangle. **SHOW** the *Protection Triangle* (TT 1.2) **EXPLAIN** that Safe and Dignified Programming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in programs. It means we should think about **how** assistance is given. For example: - Adapt a shelter program so that ramps for PWD are included in the design. - Make sure at-risk groups like PWD have access to information in a disaster (like early warning systems). - Include women in disaster management committees. - Design evacuation shelters so that there is a lower risk of gender-based violence. **HIGHLIGHT** that Safe and Dignified Programming is represented in green in the triangle because it relates to the "GO" on traffic lights. **ALL** DRR and humanitarian actors need to consider that every organization and service provider has a moral and legal obligation to consider how their response affects the safety and dignity of program participants and their meaningful access to assistance. **EXPLAIN** that stand-alone protection (also known as "dedicated" or "specialized" protection) is a specific sector for all activities that directly prevent or respond to acts of violence, coercion, discrimination or deliberate deprivation of services—such as: - Counseling services for survivors of gender-based violence - Reintegration of children associated with armed groups **HIGHLIGHT** that this section is in red because this activity should be approached with great caution given the resources required to conduct them in a safe way that meets international standards. Stand-alone protection projects require specialist staff and dedicated resources—including providing legal services, medical support and case management. **Debrief** In plenary, **HIGHLIGHT** that: - There are two types of protection work. The focus of this training is the green level of protection mainstreaming, which is otherwise known as Safe and Dignified Programming. - Safe and Dignified Programming does not mean changing what we do. It means we should think about *how* assistance is given.

<table>
<tr><th colspan="2">1.5 PROTECTION TRIANGLE PUZZLE (OPTIONAL), 20 MINUTES</th></tr>
<tr><td>Exercise</td><td>
Purpose
Consider examples of different dimensions of protection
Process
DIVIDE participants into groups of three–five.
GIVE each group a copy of Protection Triangle (TT 1.2) with the examples on Page 2 cut out in no particular order.
ASK them to match the examples to either Safe and Dignified Programming or stand-alone protection. (Note: There are no “protection integration” examples, only “stand-alone” or “Safe and Dignified Programming.”)
When everyone is finished (or after 10 minutes), in plenary go through each example and EXPLAIN as follows:

Safe and Dignified Programming:

Latrines built with a ramp for wheelchairs: providing access to services that are accessible to different groups.
Education project with a feedback and complaints box: providing access to services in a way that ensures any feedback or serious complaints are captured.
Distribution of food in 5kg bags so older people can carry them: providing assistance that is safe, dignified and accessible to different groups.
Early warning systems that include different ways of sharing information: ensuring information-sharing is accessible to all, particularly at-risk groups—including PWDs and those without access to technology.

Stand-alone:

Cash transfers for female heads of households to reduce their vulnerability to sexual exploitation: a project that specifically targets a vulnerable group with the aim of preventing violence or coercion against them.
Counseling services for survivors of gender-based violence: a specialist activity requiring licensed professionals in the field of mental health.
Advocacy with government authorities to address forced evictions of displaced people: specialist response to a housing, land and property issue involving deliberate deprivation, discrimination, violence and coercion.

Debrief
In plenary, EXPLAIN that:

There is often confusion about the different types of protection and what is expected of actors.
The lines between each type of protection work can be blurred. In general, the further up the triangle a project falls, the more awareness and specialized knowledge teams need to have and the more resources are needed in terms of technical expertise and financial resources.

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1.6 WRAP-UP, 5 MINUTES	
Presentation	**SHOW** flip charts with the key messages from Session 1 to wrap up.

Session 2: Understanding Safe and Dignified Programming

Time:

- 1 hour and 30 minutes

Objectives:

- Participants understand the concepts of "safety," "dignity" and "meaningful access"
- Participants understand why sex, gender, age and other diversity factors (including disability) are important to consider

Key messages:

- We use a rights-based approach that focuses on enabling people to access those rights safely and with dignity.
- Not all community members and participants are in the same situation. There are social dynamics linked to sex, age and other things (that we will call "diversity") that can impact people's safety, access and dignity in DRR and humanitarian programs.
- Understanding how sex, gender, age and diversity can impact participants' safety, dignity and access can help humanitarian actors adapt their programs.

Handouts:

- HO 1.2: Sex- and Age-Disaggregated Data (SADD)
- HO 1.3: Sex/Age/Diversity–Safety/Access/Dignity (SAD–SAD)

Materials:

- Sticky notes
- Flipchart and pens

Online resource:

- Washington Group on Disability Statistics Questions.

Preparation:

- Six A4 sheets with lifecycles written out and completed sticky notes for *2.3 Factors of Vulnerability: Age exercise* **(see page 16).**

2.1 DEFINING SAFETY, DIGNITY AND MEANINGFUL ACCESS, 20 MINUTES	
Exercise	**Purpose** Understand the three key concepts of Safe and Dignified Programming: safety, dignity and meaningful access **Process** **EXPLAIN** that safety, dignity and meaningful access are the three key concepts that guide and support all Safe and Dignified Programming. **DIVIDE** participants into three groups. **WRITE** "SAFETY," "DIGNITY" and "MEANINGFUL ACCESS" on separate sheets of flipchart paper and give one to each of the groups. **ASK** participants to write down other words or phrases that explain their term on the paper. Give each team 5 minutes. **ASK** participants to rotate to the next word. After another 5 minutes, repeat, so that they rotate to the final word. **ASK** them to return to the concept they started with and read the notes that other groups have added. In plenary, **DISCUSS** some examples for each term. **GUIDE** the discussion, ensuring that these key points are included: ■ **Safety:** Being protected from danger, risk or injury—including physical, environmental, social, spiritual, political, emotional or psychological harm. • Keeping program participants safe means understanding the types of violence, coercion, deliberate deprivation and discrimination they could face, and planning how to prevent or reduce these things. • Note that "safety" here does not cover staff security. ■ **Dignity:** The importance and value of a person, which gives them self-respect and makes others respect them. • Being safe is not enough if people do not have their dignity. An individual's inner experience is as important as their outward physical needs. People need to feel valued to have a sense of self-respect, personal identity and autonomy. Respect for these can help carry people through extreme physical suffering. ■ **Meaningful access:** The right or ability to receive assistance or to use a particular good or service. Unrestricted access means there are no barriers to using that good or service. • Access is defined as "the right or opportunity to make use of resources." However, people also need the power to decide *how* a resource is used. Although many people will access humanitarian support, this does not necessarily mean that the support is reaching those most in need. Those who are most in need might not be able to control how resources are used. There are many barriers that can prevent people from using and controlling assistance. **Debrief** ■ "Safety," "dignity" and "access" are key to understanding Safe and Dignified Programming approaches. ■ Practical implications can change depending on the context, so it is important to clarify what these words mean and how they are defined. ■ This is the responsibility of all DRR and humanitarian actors.

<table>
<tr><th colspan="2">2.2 FACTORS OF VULNERABILITY: SEX AND GENDER, 5 MINUTES</th></tr>
<tr><td>Presentation</td><td>
Purpose
Explain how a person’s sex and gender changes the risks they face, and how these things may impact their safety, access and dignity in a program

Process
[For participants who have completed the Safe and Dignified Programming Foundations Training: ASK participants to reflect on what they remember. Have them share in plenary.]

EXPLAIN that there is a tendency to focus on one factor when disaggregating data: the sex of program participants.

EXPLAIN that the sex of a person, and the socially-prescribed differences between females and males (i.e., gender), are fundamentally important factors in emergencies because they determine how people experience natural disasters and armed conflicts.

EMPHASIZE that women and men will:

They will face different risks.
They will have different roles. Women may be the primary caregivers while men may be the primary breadwinners.
They will have different capacities. This means that men and women may have different abilities (including knowledge, expertise or resources).
They will respond in different ways. EXPLAIN that these factors often lead to significant differences in experiences during disasters. Emergencies tend to create, reinforce and exacerbate existing vulnerabilities. Therefore, women tend to be more affected because of historic inequalities. Due to this, it is important to consider gender in planning for emergencies as men and women will be impacted differently and will have different access to resources and services.

EMPHASIZE that analyzing the gendered power dynamics of who controls access to resources in communities, and how the crisis has changed these, is therefore a crucial starting point in understanding the different needs of men and women. For this reason, considering sex in analysis is not only collecting data disaggregated by sex but also analyzing all the dynamics between men and women.

Debrief

Understanding power dynamics and social norms between women and men is key to:

Avoiding creating tension within a community and making existing vulnerabilities worse
Making sure the program design is culturally appropriate
Making sure both women and men are engaged in a program and benefit from its activities

Data should be disaggregated by sex.

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2.3 FACTORS OF VULNERABILITY: AGE, 15 MINUTES	
Group Exercise and Discussion	**Purpose** ▪ Explain how a person's age changes the risks they face, and how it may impact their safety, access and dignity in a program ▪ Highlight how age can overlap with other factors—such as sex and gender—to create greater risks **Process** **STICK** six pieces of A4 paper on a wall with one life stage written on the top of each: Pre-Birth, Infancy, Childhood, Adolescence, Childbearing Age, Older Age. **DISTRIBUTE** sticky notes with the protection risks listed below written on them to participants randomly.

Pre-birth	Infancy	Childhood	Adolescence	Child-bearing age	Older age
• Sex-selective abortion	• Female infanticide • Differing access to care	• Early marriage • Female genital mutilation • Family separation during disaster	• Transactional sex • Forced marriage • Trafficking • Limited survival skills and knowledge • Female genital mutilation	• Intimate partner violence	• Property grabbing • Accusations of witchcraft • Violence by younger members of families • Lack of access to evacuation options

EXPLAIN that the pages on the wall represent stages in the life of a woman.

ASK the participants to stand up and stick their risk under the correct life stage and explain why they placed it there. When everyone has stuck their sticky notes on the wall, go through and correct any that were misplaced.

EXPLAIN that often DRR and humanitarian actors only collect sex-disaggregated data. However, this alone is not enough. Looking at a female program participant's potential life cycle, it is clear that their role, needs and the protection risks they face change over time.

GIVE the example of a young girl whose experiences will likely be very different to those of an older woman.

NOTE that it is also important to consider the varying protection risks that boys and men experience at different ages.

EMPHASIZE that age is therefore also a fundamentally important factor we need to consider. This means collecting data disaggregated by sex *and* age, and then analyzing the data so that we can understand the needs, vulnerabilities and capacities of men, women, boys and girls.

EXPLAIN that older people and pregnant women face particularly great risks during disasters as they may face difficulty evacuating due to physical constraints.

Debrief

- Data should be disaggregated by both sex and age.
- Protection risks—and also strengths and capacities—vary throughout a person's life. In the face of a disaster, younger and older people will have very different risks and experiences.
- Age should be considered alongside sex, gender and other diversity elements as people may experience different and overlapping factors of vulnerabilities, which increase the risks they face.
- In order for disaster plans and preparedness efforts to effectively put all lives into safety, age has to be considered.

GIVE each participant a copy of *SADD* (HO 1.2) to read through on their own time.

2.4 FACTORS OF VULNERABILITY: DIVERSITY, 10 MINUTES	
Presentation	**Purpose** Introduce diversity as the third factor of vulnerability and show the many factors it covers (e.g., ethnicity, religion, disability, socioeconomic situation, language, etc.) **Process** *[For participants who have completed the Safe and Dignified Programming Foundations Training: **ASK** participants to reflect on what they remember. Have them share in plenary.]* **EXPLAIN** that while age, sex and gender are important factors for everyone, people have many other characteristics that affect their vulnerability, needs and capacities. These differences must be recognized, understood and valued by humanitarian actors in each emergency. **EXPLAIN** that "diversity" refers to a person's values, attitudes, cultural perspectives, beliefs, ethnic background, nationality, ability, health, social status, skills and other specific personal characteristics. Examples include: ▪ Disability: See below ▪ Economic: A person's skills and assets ▪ Political: Whether a person is part of (or excluded from) formal political processes and whether they have informal influence and power ▪ Social/cultural: A person's standing within society, often based on their ethnicity, religion, minority status, class, etc. **EMPHASIZE** that, according to the context, there may be other elements of diversity. **Debrief** ▪ "Diversity" vulnerability factors reflect that differences between people (e.g., ethnic, religious, physical or mental capacities, social or cultural norms, etc.) can lead to complex power dynamics and protection risks.

2.5 DISABILITY, 10 MINUTES	
Presentation	**Purpose** Explain how impairment and a person's interaction with the environment can create a disability **Process** **SHOW** flip charts and **EXPLAIN** that an "impairment" is a problem with a person's body function or structure, and a "disability" is when an impairment reduces that person's ability to fulfill life roles or perform routine life skills. **EXPLAIN** that this may be due to social or physical reasons: ▪ An impairment may be a short-term problem caused by an injury that will heal or a long-term or permanent one. There are many different causes and iterations of impairments. Impairments can be physical or mental and may include hearing/visual impairments. ▪ Disabilities are socially and contextually constructed because they are created by the interaction between a person and their social and physical environment (e.g., through discrimination, logistical difficulties, physical barriers or psychological challenges). **ASK** participants to answer the following question in plenary: ▪ How do you think disasters affect disability? **DISCUSS** responses. **EMPHASIZE** the following points: ▪ Emergencies can increase the vulnerability of PWD for many reasons, including: • Separating them from, or reducing the capacity of, their caregivers • The loss of assistive devices • Difficulties in accessing critical information before, during and after a disaster ▪ Disasters also increase the number of PWD due to: • Injuries • Increased presence of disease • Damaged health care facilities • Food insecurity and malnutrition for pregnant and lactating mothers and children **EXPLAIN** that: ▪ The World Health Organization (WHO) says that 15 percent of the world's population has a disability. ▪ Approximately 46 percent of people over 60 years of age have a disability. ▪ People with disabilities are more likely to be left behind or abandoned during evacuation in disasters mainly due to a lack of preparation and planning, as well as inaccessible facilities, services and transportation options. **REITERATE** that, when planning for and responding to disasters, we should assume that at least 15 percent of the population has some form of disability. **EMPHASIZE** that there are some countries that have legal frameworks in place to protect the rights and entitlements of PWD. Mention any existing or upcoming relevant national laws for your context. **ASK** participants how they collect data on disability and whether they have used or heard of the Washington Group Questions. **EXPLAIN** that they include a set of six simple questions that can be used to disaggregate data on disability. There is also an extended set with more questions (including questions on anxiety and depression) and a set to use with children. **TELL** participants that you will include the URL for the Washington Group questions in the follow-up email at the end of the training, and encourage the participants to look at the different sets, translations and instructions on their own time. **Debrief** ▪ A person may have a physical, hearing/visual or cognitive impairment, but they do not necessarily have a disability if they are able to take part in meaningful and important activities without obstacles. ▪ Approximately 15 percent of people have a disability. ▪ Emergencies increase the vulnerability of PWD and increase the number of PWD.

2.6 DISABILITY: TRUE OR FALSE, 10 MINUTES	
Presentation and Activity	**Purpose** Help participants understand more about disability **Process** In plenary, **SHOW** flipcharts and **ASK** participants to say whether the following statements are true or false. After a discussion, give the answer and some explanation: ■ "A person's level of disability doesn't change." **FALSE** • Disability changes all the time depending on attitudes and environment. As a person's abilities and/or the environment changes, so might an individual's ability to participate. • For example, a person who uses a wheelchair and lives in a specially adapted home close to their work and has an adapted workplace is not disabled. However, if their home is destroyed in an earthquake and they move to un-adapted temporary housing with an inaccessible bathing area located some miles away from their workplace, then they will no longer be able to independently move around their home, wash themselves or access their work location. They would then become disabled because of the interaction of their impairment *and the environment.* ■ "Someone can have a problem with a body part and not have a disability." **TRUE** • Someone can have a physical impairment and be able to fully participate in all aspects of life, for example, by using a wheelchair and having an accessible home and school and public transportation. They may do things differently because of their impairment, but they are not disabled because they can do everything that they want. ■ "Two people can have the same impairment (for example, an amputated leg), but have different levels of disability." **TRUE** • An amputee who successfully uses a prosthetic and is accepted by their family and social group has little to no disability. Someone who does not have a prosthetic leg or crutches to walk around and is mostly at home with a bad relationship with their family would be considered disabled. **Debrief** ■ Disabilities evolve constantly depending on a person's abilities and/or changes in the environment. ■ It is crucial to consider these changing needs when targeting and deciding selection criteria for those most in need—this means involving people and communities in deciding on criteria.

2.7 SAD–SAD, 15 MINUTES	
Presentation	**Purpose** Introduce the "SAD–SAD" approach, which connects factors of vulnerability to their impacts on program participants **Process** **SHOW** flipcharts with the SAD–SAD approach. **EXPLAIN** how vulnerability factors (sex, age and diversity) can have an impact on the safety, access and dignity of program participants. **SHOW** that the first letter of each word (*Sex/Age/Diversity—Safety/Access/Dignity)* forms the words SAD and SAD. **GIVE** each participant a copy of *SAD–SAD* (HO 1.3). **ASK** participants to give examples from their own experience or suggest a context in which one specific factor of vulnerability can influence the safety, access and dignity of program participants. For example: - Girls, women, elderly or PWD are vulnerable to violence in overcrowded evacuation sites (i.e., sex/diversity impacting safety). - One ethnic/religious minority group is excluded from participation in community disaster management committees (i.e., diversity impacting access). - Children are not allowed to share their ideas on disaster preparedness plans during community meetings (i.e., age impacting dignity and potentially access). **Debrief** - Not all community members and participants are in the same situation. There are social dynamics linked to sex, age and other elements (i.e., "diversity") that can impact people's safety, access and dignity in DRR and humanitarian programs. - Vulnerability factors often have a cumulative effect. For instance, an elderly widow from a marginalized minority group can be more at risk than a 40-year-old woman married to a local leader. - Understanding how sex, age and diversity can impact participants' safety, access and dignity can help humanitarian actors adapt their programs. For this reason, data collected in a project should be disaggregated by sex, age and, when possible, diversity.

2.8 WRAP-UP, 5 MINUTES	
Presentation	**SHOW** a flip chart with key messages from Session 1 to wrap up. **SHOW** a flip chart with key messages from Session 2 to wrap up.

Session 3: Using a Safe and Dignified Programming Approach

Time:

- 2 hours and 25 minutes

Objectives:

- Participants understand what Safe and Dignified Programming is, and why it is important
- Participants become familiar with the Safe and Dignified Programming Framework

Key messages:

- Safe and Dignified Programming is the responsibility of all DRR and humanitarian actors.
- One approach to Safe and Dignified Programming is outlined in the Safe and Dignified Programming Framework, which includes eight core components.

Handouts:

- HO 1.4: Safe and Dignified Programming Framework (one copy per participant)
- HO 1.5: Example Safeguarding Policy (one copy per participant)

Training tools:

- TT 1.3A or TT 1.3B: Pan Island Preparedness (one copy per participant)—pick Scenario A or B for the group

Materials:

- Sticky notes
- Flipchart and pens

Online resources:

- CRS, *Protection Mainstreaming* [Video]
- Al Jazeera English, *UK threatens to cut Oxfam aid over staff sex scandal* [Video]

3.1 PROTECTION MAINSTREAMING VIDEO, 30 MINUTES	
Video	**Purpose** Highlight the importance of Safe and Dignified Programming in emergencies and preparedness work **Process** **SHOW** the protection mainstreaming video. **SPLIT** participants into groups of five. **ASK** the groups to discuss the following questions for 15 minutes, writing notes on a piece of flipchart paper: ■ "How is protection mainstreamed in your DRR and resilience work? What does this mean for the safety, dignity and meaningful access of program participants?" After 15 minutes, **ASK** each group to present in plenary. **Debrief** ■ Safe and Dignified Programming is about prioritizing safety, dignity and meaningful access to humanitarian assistance. ■ All actors have an obligation to think about this. ■ One approach is outlined in the *Safe and Dignified Programming Framework* (HO 1.4) that consists of eight core components.

3.2 SAFEGUARDING IN HAITI VIDEO, 15 MINUTES	
Video	**Purpose** Introduce participants to the concept of safeguarding **Trainer's note** If the Haiti video is not relevant to your context, draft several scenarios and read them aloud instead of showing the video. Lead a discussion on key issues, including what should have been done to prevent each scenario and how they impacted the organization and program participants. **Process** **SHOW** the Haiti safeguarding video. **ASK** the following questions: ■ *What was happening in Haiti?* ■ *Who was involved in the scenario?* ■ *What do you think should have been done to prevent this incident/scenario?* ■ *How did the scenario in Haiti impact Oxfam?* **Debrief** ■ An absence of procedures and systems related to safeguarding can have major consequences for individuals, communities and organizations.

3.3 WHAT IS SAFEGUARDING? 15 MINUTES	
Presentation	**Purpose** Define safeguarding in greater depth **Process** **ASK** participants what they know about safeguarding or PSEA (the prevention of sexual exploitation and abuse). **SHOW** the definition of safeguarding: "The responsibility that organizations have to make sure their staff and work do not harm children and adults who are at risk, and do not expose them to abuse or exploitation." **EXPLAIN** that PSEA falls under this umbrella because "SEA (sexual exploitation and abuse) refers to harm to program participants committed by aid workers or service providers. **GIVE** participants a copy each of *Example Safeguarding Policy* (HO 1.5). **EXPLAIN** that this is an example of a safeguarding policy. It requires organizations to commit to a zero-tolerance approach to sexual exploitation and abuse. **Debrief** - Safeguarding helps keep staff and program participants safe. - Having a safeguarding policy is critical for any organization.

3.4 THE DIFFERENCE BETWEEN SAFEGUARDING AND SAFE AND DIGNIFIED PROGRAMMING, 20 MINUTES	
Presentation and Quiz	**Purpose** Highlight the differences between safeguarding and Safe and Dignified Programming **Process** **ASK** participants to explain the similarities and differences between protection and safeguarding. Briefly **EXPLAIN** that: - Safeguarding is about preventing harmful interactions between staff, and between staff and program participants. - Protection is about preventing harmful interactions between program participants and community members. - Any staff misconduct against other staff or against program participants is a safeguarding case (e.g., a humanitarian actor distributing food in exchange for sexual favors from a program participant). - Any harm caused by a community member/program participant against another community member/program participant is a protection case (e.g., a community member abusing a child). - A Safe and Dignified Programming approach is about ensuring both safeguarding and protection risks are considered in programs (i.e., making sure that activities do not cause harm, and that they enhance the safety, dignity and access of program participants). **EMPHASIZE** that for safeguarding, "staff" also includes anyone with a contractual relationship with the organization—including volunteers, partners, suppliers, contractors and other affiliates. **SHOW** flipcharts showing the differences between safeguarding and protection. **REITERATE** that: - Staff (or volunteers/affiliates) harassing other staff falls under **safeguarding.** - Staff (or volunteers/affiliates) abusing or exploiting program participants falls under **safeguarding.** - Community members/program participants harming, abusing or exploiting other community members or program participants falls under **protection.**

3.4 THE DIFFERENCE BETWEEN SAFEGUARDING AND SAFE AND DIGNIFIED PROGRAMMING, 20 MINUTES	
...continued	For the quiz, **ASK** participants to put a thumb up if they think the answer is YES (i.e., a **safeguarding** concern) and put a thumb down if they think the answer is NO (i.e., a **protection** concern). You can use flip charts. **DISCUSS** each answer. ■ A literacy teacher employed by an NGO uses physical punishment against a student. **YES** ■ A community member sexually abuses a female program participant in her home. **NO** ■ A construction company hired by a DRR actor employs a 10-year-old boy to construct an evacuation shelter. **YES** ■ A 12-year-old female program participant gets married to a community member and drops out of a school that is supported by an NGO. **NO** ■ A volunteer in a humanitarian organization sexually harasses a cleaner. **YES** ■ A project assistant hires a 10-year-old girl to work in her house. **YES** ■ The director of a humanitarian organization pays for prostitution on vacation in a country where prostitution is legal. **YES** *Note on the last scenario*: Some participants may not perceive engaging prostitutes as a safeguarding issue. They may feel there is consent as it is a legal service that is paid for, and no one is forced to engage in it. However, remind them of the power imbalance, and that we work in contexts where people may do anything to survive. Informed consent may not be possible. People may appear to “consent” to engage in transactional sex, but this might not be what they want. They may feel they have no other choice and therefore it is not true consent, as their agreement may not be informed.

3.5 ISLAND PREPAREDNESS SCENARIO, 30 MINUTES	
Group Work and Discussion	**Purpose** Highlight the importance of Safe and Dignified Programming in disaster preparedness work, and to show how DRR actors and local humanitarian actors can apply the Safe and Dignified Programming Framework **Process** **EXPLAIN** that Safe and Dignified Programming is critical to DRR work. Organizations plan to mitigate disaster risks for the most vulnerable populations, so it is important to think about how to increase the safety, dignity and meaningful access of program participants. **GIVE** a copy of *Pan Island Preparedness* to each participant (TT 1.3A or TT 1.3B). (*Note:* There are two options available—Scenario A: Earthquake and Scenario B: Flooding. Choose the one most relevant to the local context.) **ASK** one participant to read the *Background* section in the scenario and another participant to read the *Activities* section. **SPLIT** participants into small groups of three to five participants. **ASK** the participants to refer to the eight components in the *Safe and Dignified Programming Framework* (HO 1.4). Offer the following guiding questions: ▪ *How could the project increase risks to vulnerable people?* ▪ *What could your organization do differently to avoid these risks?* **GIVE** participants 10 minutes to discuss their ideas. **DISCUSS** in plenary, and write responses on a flipchart. Some ideas are provided below: ▪ **Analysis.** Analysis is not being done on vulnerabilities, which could lead to vulnerable people's exclusion from program and preparedness planning, physical safety risks and risks of gender-based violence. There are no data disaggregated by age and disability, there is a limited understanding of sex and gender norms and a lack of understanding of vulnerable groups (e.g., who has access to phones, who can access evacuation centers due to the distance, barriers faced by PWD). Focal points are male, and they will help households develop readiness plans, but may not account for needs of diverse groups in household planning. ▪ **Targeting and diversity of need.** Focal points are male and will lead household targeting and distribution of "Go Bags", which could increase the risk of sexual exploitation, abuse and/or exclusion. Women and people from other vulnerable groups should also be DRR focal points. Female-headed households and people without phones (or credit/power) may not be able to access early warning systems. ▪ **Information sharing.** For people without cellphones or who are illiterate, a lack of means to share information could lead to exclusion and physical safety risks. The warning system and readiness checklists for households require phones. Evacuation center volunteers are not trained in referral pathways. Men are responsible for information-sharing, which could lead to exclusion of certain groups, given gender segregation in communities. ▪ **Community engagement and participation**. There has been no community consultation on evacuation points, leading to the risk of exclusion/lack of access for certain groups. Male focal points are responsible for communicating with the community and targeting, which could lead to exclusion of other groups—such as women and PWD. ▪ **Feedback and complaints mechanisms.** Feedback mechanisms are not in place, and there is no analysis of how different groups can share complaints. ▪ **Staff conduct.** Evacuation center volunteers did not receive training on staff conduct, which creates potential safeguarding risks—including the risk of sexual exploitation and abuse. It is unclear whether DRR focal points have received staff conduct training or a Code of Conduct to sign, which also leads to exploitation and abuse risks as they will be distributing Go Bags and targeting households for repair projects. ▪ **Mapping and referral**. There is a lack of understanding on mapping and referral, as evacuation center volunteers are not trained. ▪ **Coordination and advocacy.** It is unclear whether there was coordination to find out what services were already available and what gaps exist in the current provisions.

3.5 ISLAND PREPAREDNESS SCENARIO, 30 MINUTES	
...continued	**DISCUSS** what could be done differently to mitigate risks, with some examples including: ■ Conducting analysis on data disaggregated by sex, age and disability. ■ Including women and diverse groups as focal points. ■ Using different ways to share information. ■ Creating feedback mechanisms. ■ Training focal points and volunteers on the conduct of conduct. **Debrief** ■ The Safe and Dignified Programming Framework can help DRR and humanitarian actors identify areas in which their programs may be creating new risks or making existing risks worse. ■ If Safe and Dignified Programming is not considered, programs can cause harm.

3.6 WRAP-UP DAY 1, 5 MINUTES	
Presentation	**SHOW a** flipchart with the key messages from Session 3 to wrap up. **EXPLAIN** that Day 2 will focus on the components of Safe and Dignified Programming. **ASK** participants to write down suggestions for Day 1 and put them in the suggestions box. **ANSWER** any questions in the Car Park.

Part B: Components of the Safe and Dignified Programming Framework

Session 4: Analysis

Time:

- 1 hour and 50 minutes

Objective:

- Participants understand that a comprehensive analysis (including of the protection context) is important throughout the program cycle

Key messages:

- A good analysis is needed so that our programs and services are not based on bias or assumptions.
- Analysis of the context (including protection risks) should inform decisions and should be regularly updated.

Handouts:

- HO 2.1: Protection Risks (one copy per participant)
- HO 2.2: Gender-Age Marker (one copy per participant)

Materials:

- Sticky notes
- Flipchart and pens

4.1 WELCOME TO DAY 2 AND RECAP OF DAY 1, 10 MINUTES	
Discussion	**WELCOME** the participants to the second day of the training. **SHARE** any feedback from Day 1 and any changes made because of that feedback. **REMIND** everyone of how they can give feedback. **ASK** participants to think back to Day 1 and share: ▪ One thing they learned ▪ One thing they found surprising

4.2 INTRODUCING ANALYSIS, 10 MINUTES

Brainstorm

Purpose

Show why the Analysis core component of the Safe and Dignified Programming Framework is important, and how it helps the safety, dignity and meaningful access of program participants

Process

REFER participants to their copy of the *Safe and Dignified Programming Framework* (HO 1.4).

SHOW a flipchart with the definition of analysis and its indicators.

	What this means		Indicators
Analysis	All programming is underpinned by an understanding of the protection context throughout the program cycle in order to ensure safety, dignity and meaningful access for people and communities.	1.1	Questions are included in needs assessments and design processes to ensure understanding of vulnerabilities and to identify barriers to safety, access and dignity for diverse and vulnerable groups.*
		1.2	Protection- and safeguarding-related threats, vulnerabilities and capacities, as well as power dynamics, are analyzed. They also inform programming and are updated regularly throughout the program cycle.
		1.3	All data collected is disaggregated by sex, age, disability and, where appropriate, other diversity factors—such as language and ethnicity—and is used to inform programming.
		1.4	Systems are in place to safeguard personal information collected from communities and keep it confidential.

*"Vulnerable and diverse groups" may refer to: women, men, girls, boys, youth and older people, as well as PWD and specific minority or ethnic groups without any such distinction (Core Humanitarian Standards).

In plenary, **ASK** participants to share their ideas on why analysis is important in DRR and management work.

WRITE their answers on a flipchart. The following questions can be used as prompts, if needed:

- Why is it important to include questions in needs assessments on vulnerabilities, capacities and barriers?
- Why is it important to analyze protection issues in the context in which we are conducting DRR and response work?
- How does collecting data disaggregated by sex, age and disability/diversity increase the safety, dignity and access of program participants?

Debrief

- Organizations should understand the context in which they are working. They should understand how their programming will impact and be affected by (both positively and negatively) the wider situation.
- Analysis should include information on barriers that prevent people from accessing services, especially for people who might face discrimination.

4.3 BUBBLE ANALYSIS PART 1: IDENTIFYING PROTECTION RISKS, 30 MINUTES	
Exercise	**Purpose** Identify the existing protection risks in participants' contexts **Process** **DIVIDE** participants into groups of three to five people. **GIVE** each participant a copy of *Protection Risks* (HO 2.1). **EXPLAIN** that this list includes some of the protection issues that might be present in their contexts. **ASK** the groups to work through the list of protection risks and remove/add the risks that they think exist in the context(s) in which they work. Then **ASK** them to choose three to five risks from each category (for example, sexual- and gender-based violence (SGBV); child protection; physical safety of civilians; housing, land and property; lack of access to services and psychosocial distress) and write one risk per sticky note. The groups should then group these risks together around the relevant category on a sheet of flipchart paper. For example, under the category of child protection, the participants might have two sticky notes: one for child recruitment and one for child labor. Most contexts will include several categories, each with several different risks. **Debrief** - A bubble analysis is one way of presenting information on protection risks in a specific context. - Non-protection staff should NOT have to collect data about protection risks directly from affected populations. Rather, they should use existing information and data collected by protection experts, such as the Protection Cluster and protection-mandated organizations. Generalist organizations may do harm by asking about protection issues because of the sensitive nature of the subject.

4.4 BUBBLE ANALYSIS PART 2: MITIGATING PROTECTION RISKS, 30 MINUTES	
Exercise	**Purpose** Identify mitigation actions that address the protection risks identified in participants' contexts **Process** **ASK** participants to reform into the groups from the previous exercise. **ASK** the groups to use their bubble analysis and answer the following questions for each risk identified: ■ Could a DRR program increase this protection risk in any way? ■ Can you think of mitigation measures/strategies? For example: • If PWD are unable to access information through the early warning system, adapt the format of the existing communication materials so that more people can access them. • If women and girls are at high risk of gender-based violence at evacuation shelters, make sure there are separate spaces/facilities for women and girls, avoid overcrowding, train staff in gender-based violence and staff conduct and map referral pathways. • Include women in community disaster management committees. • If people with disabilities cannot access evacuation sites, change to a new location or make changes to make the sites accessible. • If child labor is common in the context, check that all DRR volunteers and staff are over the minimum working age and all vendors have signed the organization's Code of Conduct and Child Safeguarding Policy. • If armed gangs are present in the area, hold distributions at a time and in a place that is safe for program participants. Consider organizing distributions closer to their homes or doing home-to-home deliveries for more vulnerable households. ■ What are the challenges to addressing this risk (e.g., budget, organizational barriers or donor requirements)? How can they be addressed? **Debrief** ■ In plenary, **EXPLAIN** that the information collected in a protection analysis should be used to understand how a program will affect, and be affected by, those protection risks. ■ Staff can then make adjustments to the program to ensure it enhances the safety, dignity and meaningful access of program participants.

4.5 GENDER–AGE MARKER, 25 MINUTES	
Group Exercise	**Purpose** Introduce participants to the European Commission's department for European Civil Protection and Humanitarian Aid Operation (ECHO) Gender–Age Marker (GAM) **Process** **EXPLAIN** that ECHO is a European donor with experience working with DRR programming. **DIVIDE** participants into pairs. **SHOW** a flipchart with some GAM with sample questions for interviews and direct observation. **ASK** participants to adapt the questions so that they focus more on sex, gender and age considerations. In plenary, **ASK** each pair how they adapted the questions. **SHOW** a flipchart with some ECHO's examples. **EXPLAIN** that this list shows how questions can be adapted to gather more sex- and age-disaggregated information. **GIVE** each participant a copy of *Gender–Age Marker* (HO 2.2). **Debrief** ■ The GAM shows how to adapt needs assessment questions so that sex, gender and age are considered. ■ It is important to include sex, gender, age and other diversity questions in the early stages of program development so that safety, dignity and access issues experienced by diverse groups are considered.

4.6 WRAP-UP, 5 MINUTES	
Presentation	**SHOW** a flipchart with the key messages from Session 4 to wrap up.

Session 5: Information Sharing

Time:

- 1 hour and 45 minutes

Objectives:

- Participants develop an understanding of the importance of sharing accurate and timely information
- Participants understand how to inform program participants about their rights

Key messages:

- Different groups should understand the role of the organization and its work—including what services are available to them.
- Community members should receive information about the expected behavior of staff.
- Information should be shared through a range of communication methods that are appropriate to the needs of the community, especially the most vulnerable and marginalized groups.
- It is important that DRR and local humanitarian actors share information with vulnerable groups early in a response.

Handouts:

- HO 2.3: Information-Sharing Template (one copy per participant)
- HO 2.4: Information and Communications Questions in Rapid Needs Assessments (one copy per participant)

Training tools:

- TT 2.1A or TT 2.1B: Pan Island SitRep (one copy per participant)—pick Scenario A or B for the group

Materials:

- Sticky notes
- Flipchart and pens

Online resource:

- *Communication is Aid* clip

Preparation:

- Broken phone game—write a message no longer than 40 words on a piece of paper

5.1 BROKEN PHONE GAME, 10 MINUTES	
Group Exercise	**Purpose** Show that information can be misunderstood, and how information is lost when only shared once and in one format **Process** **ASK** participants to stand in a row so that each is looking at the back of the next person. **EXPLAIN** that a short message will be passed down the row, but each person must only whisper the message to the person in front of them once, and the listener may not ask any questions. **WHISPER** the message to the person at the back of the row, who must then whisper the message to the person in front of them. **REPEAT** this process until the message has reached the person at the front of the row. **ASK** the last person to say the message out loud. **READ** the original message out loud and compare the two versions. **Debrief** ■ Information can be easily misinterpreted or misunderstood when passed along. It is easily lost when a message is only received once and in one format. ■ It is therefore important to use different formats for sharing the same information. ■ It is important to develop clear messages that are adapted to your target audience. We need to train staff on what those messages are and how to communicate clearly with different groups on a regular basis.

5.2 INTRODUCING INFORMATION SHARING, 10 MINUTES

Video

Purpose

Introduce participants to the Information Sharing core component and give an overview of what it means, why it is important and how it helps enhance the safety, dignity and meaningful access of program participants

Process

REFER participants to their copy of the *Safe and Dignified Programming Framework* (HO 1.4).

SHOW the definition of information sharing and its indicators.

	What this means		Indicators
Information Sharing	Program participants and communities are informed of their rights and entitlements, and have access to accurate and timely information.	3.1	Diverse and vulnerable groups understand the role of the organization and its work, including what services are available to them.
		3.2	Staff share information through a range of communication methods (formats, language and media) that are appropriate to the needs of the community, especially for the most vulnerable and marginalized groups.
		3.3	Community members receive information sufficient to understand what they can expect in terms of behavior from staff and partners, particularly about preventing sexual exploitation, abuse and harassment.
		3.4	When collecting communications material (e.g., photos and stories), staff prioritize the safety and dignity of community members, ensuring their full understanding, participation and permission.

SHOW the video Communication is Aid.

Afterwards, **ASK** the group what they think about the idea that communication is a form of aid.

ASK participants to share what "good information sharing" is, and why it is important in disaster preparedness programs.

Write their answers on flipchart paper, and relate their examples to the definition of information sharing and its indicators. Use the following questions as prompts, if needed:

- Why is it important for DRR program participants to understand their rights and entitlements?
- How does having accurate/timely information enhance the safety, dignity and access of program participants, especially prior to a disaster?
- Was there an experience where not having information put you in a stressful situation?

REPEAT the points made in the video:

- The right information at the right time, given to the right people, in the right way, can be lifesaving, enabling affected populations to make well-informed decisions about where and how they access assistance.
- Particularly for disaster preparedness, receiving timely, accurate information about disaster mitigation and response, as well as the availability of services prior to an emergency, can empower communities and individuals and save lives.
- Information must be shared using methods that reach marginalized groups. A lack of information can be a significant barrier to certain groups vulnerable in disasters.

5.3 OVERVIEW OF WHAT, WHO, HOW AND WHEN, 5 MINUTES	
Presentation	**Purpose** Give a brief overview of what information should be shared, who it should be shared with, and how and when it should be shared **Process** **SHOW** the WHAT, WHO, HOW and WHEN on a flipchart and briefly explain each: ■ **What** information should actors give to people and communities affected by an emergency or prior to an emergency? ■ **Who** should receive this information? Toward whom should organizations target their messages? ■ **How** should information be shared with an actor's target audience? For example, what formats and languages should be used? Where will information be shared? ■ **When** is it realistic and practical for an actor to share types of information? **GIVE** participants a copy of the *Information-Sharing Template* (HO 2.3). **EXPLAIN** that an information-sharing plan is incredibly important for DRR actors because information shared before a disaster that reaches all groups can save lives and reduce the disaster's impact. Sharing information during and after an emergency is also critical. Actors will need to think about the best way to share information, adapting it to the target group. For example: ■ If a project in a school involves teaching children about earthquake drills, and the children will be in frequent contact with DRR staff, staff should explain the Code of Conduct using images that children can understand. ■ In a community where people speak many languages and/or literacy is low, messages may need to be shared in a range of ways. A combination of visual, written and oral methods may be suitable. **Debrief** ■ Timely, reliable information can save lives, especially in disaster risk reduction and management (DRRM). ■ Information-sharing can be broken down into what information should be shared, who it should be shared with, and how and when it should be shared with different groups.

5.4 WHAT INFORMATION TO GIVE, 15 MINUTES

Group Exercise

Purpose

Discuss the minimum information that should be shared with program participants

Process

DIVIDE participants into groups of three–five people.

GIVE participants a copy of the *Pan Island Sitrep* (TT 2.1A or TT2.1B). (*Note*: There are two options available—Scenario A: Earthquake and Scenario B: Flooding. Choose the one most relevant to the local context.)

ASK a participant to read out the scenario. **TELL** the groups that, over the next few exercises, they will develop an "information sharing plan" for this project.

GIVE each group a piece of flipchart paper to write it on. They may want to make a big copy of the template from HO 2.3.

For the first part of the plan, **ASK** the participants to think about the context on Pan Island and the planned response. Then **ASK** them to answer the following question:

- *What information do you need to share with program participants?*

GIVE participants time to discuss and write up the "WHAT" section of their plans.

SHOW a flipchart and **EXPLAIN** that the minimum information that should be shared with program participants includes:

- Who is the organization?
- What is the project or service?
- How long will the project last?
- When will activities take place?
- Who is targeted?
- How can people make a comment or complaint?
- What can people expect of staff behavior?
- Contact details for the organization.

Debrief

- If people have access to relevant and useful information, it can help them get the support or assistance they need.

5.5 WHO TO SHARE INFORMATION WITH, 15 MINUTES	
Group Exercise	**Purpose** Show that information should reach different groups in the community, including the most affected and marginalized **Process** **ASK** the groups to update their information sharing plan for *Pan Island Sitrep* (TT 2.1A or TT2.1B) focusing on: ▪ *Who should you share the information with?* ▪ *Which groups may find it hard to get information?* After 10 minutes, in plenary, **ASK** each group to share a summary of their plan. **LEAD** a discussion focusing on: ▪ This is a highly hierarchical society. This means that some groups may have greater control over information and influence over decisions about who receives aid. ▪ The society is gender-segregated, and **women** often stay at home. This means that information will have to be targeted at men and women in different ways. This will require sensitive management. ▪ The presence of an above-average number of **PWD** may require different methods of communication. ▪ **Unaccompanied children** are less likely to participate in community meetings and may be harder to reach. **Debrief** ▪ Different groups within communities will experience emergencies in different ways, and they may have different capacities, roles and needs. ▪ This means that information-sharing strategies need to target different groups in different ways so that people get the correct information.

5.6 HOW TO GIVE INFORMATION, 15 MINUTES	
Group Exercise	**Purpose** Show that information should be shared in different ways (e.g., formats, languages and locations) to reach different groups **Process** **ASK** the groups to update their information-sharing plan by answering the following questions: ▪ What three mechanisms/formats would you use to share information with the most vulnerable groups in this context? ▪ What are the advantages and disadvantages of each mechanism/format? After 10 minutes, in plenary, **ASK** each group to share a summary of their plan. **LEAD** a discussion. Different options in this context could include: ▪ Cellphones: Cellphone coverage is high in Pan, but would only reach men. After the disaster, people may no longer have phones, network access, chargers or credit. ▪ Face-to-face or home visits: These types of visits would reach women, PWD, older people and children; however, visits take a lot of staff time. Staff must also give the same information to everyone. ▪ Radio programs: Radios might work in this context; however, people would need radios, a power source and a signal. The programs would also need to be in the right language. ▪ Posters, loudspeakers and/or theatre groups in marketplaces: These would reach many people, and it would be easier to provide up-to-date information. However, some groups might not get the information—including women and other groups who tend to stay at home.

5.6 HOW TO GIVE INFORMATION, 15 MINUTES	
...continued	**HIGHLIGHT** that: ■ Vulnerable groups should receive information in different formats, for example: • One written version—including posters, leaflets and banners • One verbal version—including loudspeaker messages, information desks or outreach worker visits • One pictorial version to help reach children and people who cannot read ■ Access to communication infrastructure could change during and after a disaster: • Are cellphone networks disrupted? • Are radio or television broadcast towers damaged? • Are power supplies disrupted? ■ It is important to think about where information is accessed: • Central points are good for reaching large numbers of people, but those with mobility issues may be excluded. • Information can be given in static (e.g., poster) or movable (e.g., loudspeakers on a car) forms. • Face-to-face visits to camps or shelters are an important way of reaching those who are not able to leave their homes or access public spaces. ■ The information being shared may change over time: • If messaging is going to change, it is usually better to use verbal techniques. • If the information is not going to change, written or visual formats may be better. ■ Information sharing depends on trust: • It is important to verify information using several sources. Spreading misinformation can cause great harm (for example, misleading early warnings can cause people to panic-buy groceries). • Actors should build on existing information-sharing networks. In some contexts, there may be established ways of creatively sharing information—such as street dramas, comics or street art. • Use local languages (including local scripts). **Trainer's notes** Additional ways of sharing information include: ■ Conversations or meetings with communities and/or their leaders ■ Discussion groups ■ Theater performances and puppet shows ■ Radio announcements/discussions/skits ■ Media releases ■ Local newspaper articles ■ Branded materials (e.g., water containers, blankets, tarpaulins, hygiene kits) ■ Children's plays and learning activities ■ At distributions of food and non-food items ■ Wallet-sized reference cards with key messages and referral pathway numbers ■ Banners ■ On physical objects/infrastructure (for example, on water tanks) ■ At community/religious centers ■ At delivery points for health services and water ■ Locally accessible social media ■ Awareness-raising competitions ■ By encouraging children to create their own ways of communicating key messages with their peers ■ Phone/WhatsApp messages ■ Tailored training sessions for key government and non-government humanitarian actors **Debrief** ■ Teams will often share information in ways that have worked for them in the past; however, a copy/paste approach is not helpful in an emergency. ■ Teams must understand the formats and methods that are already used in the community and the different groups that can access them. They should also understand if and how the emergency has affected their use.

5.7 WHEN TO SHARE INFORMATION, 10 MINUTES	
Group Exercise	**Purpose** Show that different information should be given at different points in a response **Process** **ASK** the groups to look at the timeline and then update their information-sharing plan by answering the following questions: ■ What information do you think is needed at the different stages of an emergency? ■ How does the type of emergency affect the type/flow of information? ■ As a DRR actor, how do you think information-sharing before a disaster will help you reach vulnerable groups during a response? **DISCUSS** responses in plenary. **ASK** the groups to stick their completed information-sharing plans on the wall. **GIVE** each participant a copy of the *Information and Communications Questions in Rapid Needs Assessments* (HO 2.4) to read on their own time. **Debrief** ■ In rapid-onset emergencies, it can be difficult to develop an information-sharing strategy at the start of a response. It is important to think about an information-sharing plan in disaster contingency planning. ■ Immediate life-saving information should be prioritized at the start of a response. ■ As responses develop, information-sharing strategies should evolve and become more detailed.

5.8 REFLECTION ON DISASTER PREPAREDNESS, 20 MINUTES	
Discussion	**Purpose** Highlight the importance of early and structured information sharing in DRR work prior to disasters **Process** **DIVIDE** participants into new groups of three–five people. **ASK** the groups to think about the information-sharing plans developed in the previous sessions and what these would look like for their project/context. They should discuss the following questions in groups for 5 minutes: ■ What preparedness information do you think communities would need **before** a disaster that might save lives or reduce the impact? For example, what preparedness measures should be in place for households, evacuation information or early warning alerts. ■ Given the challenges of communicating information **during/after** a disaster, how could information-sharing be improved so that it quickly reaches affected people—including the most vulnerable groups? ■ How could different types of emergencies affect the information-sharing plan? For example, what would happen if the plan depends on sharing information by cell-phone, but a typhoon damages the phone network? **DISCUSS** in plenary and write answers on a flipchart. **HIGHLIGHT** that DRR actors can focus their planning and preparedness activities at the time of the year when seasonal hazards—such as floods—are less likely to happen. **Debrief** ■ It is important for DRR and local humanitarian actors to prepare structured information-sharing plans **before** an emergency hits. ■ DRR actors should understand the needs of different groups and how they share and get information. It is also important to understand how different types of emergencies might change the plan(s) when changes are needed.

5.9 WRAP-UP, 5 MINUTES	
Presentation	■ Different groups should understand the role of the organization and its work—including what services are available to them. ■ Community members should receive information about the expected behavior of staff. ■ Information should be shared through a range of communication methods that are appropriate to the needs of the community, especially for the most vulnerable and marginalized groups. ■ It is important that DRR and local humanitarian actors share information with vulnerable groups early in a response.

Session 6: Feedback and Complaints

Time:

- 2 hours and 40 minutes

Objectives:

- Participants understand the importance of feedback and complaints, and the need to respond to them
- Participants understand the basic steps of setting up a feedback mechanism

Key messages:

- Feedback and complaints are essential for DRR and humanitarian organizations to improve the quality of their programs, and to identify and stop any staff misconduct.
- People and communities affected by emergencies should be consulted on the design and implementation of feedback mechanisms.
- Implementing a system for managing feedback may be technical as it must be safe, appropriate and accessible to all groups. Some support may be needed.

Handouts:

- HO 2.5: Feedback Channels (one copy per participant)
- HO 2.6: Feedback Channel Pros and Cons (one copy per participant)
- HO 2.7: 12 Steps to Setting Up Complaints-Handling Mechanisms (one copy per participant)

Training tools:

- TT 2.2: Character and Feedback Cards (one copy)
- TT 2.3: Agree/Disagree Cards (one copy)

Materials:

- Box
- Desk and chair
- Sign with phone number
- Flipchart and pens

Online resource:

- CRS, CRS Feedback, Complaints and Response Mechanisms Guide. 2021.

Preparation:

- For the role-play: Set up the box, desk and sign with the phone number; cut out the character and feedback cards

6.1 INTRODUCING FEEDBACK AND COMPLAINTS, 10 MINUTES

Presentation

Purpose

Introduce participants to the Feedback and Complaints core component and give an overview of what it means, why it is important and how it helps enhance the safety, dignity and meaningful access of program participants

Process

REFER participants to their copy of the *Safe and Dignified Programming Framework* (HO 1.4).

READ the definition of Feedback and Complaints and its indicators:

	What this means		Indicators
Feedback and Complaints Mechanisms	People are able to provide feedback and make complaints in a safe, dignified and confidential manner, and receive an appropriate response when they do so.	5.1	Diverse and vulnerable groups are consulted on appropriate, safe, confidential and context-specific channels for feedback and complaints, particularly those of a sensitive nature—including allegations of sexual exploitation and abuse, fraud and corruption.
		5.2	Diverse and vulnerable groups have access to and are fully aware of how to use complaints and feedback mechanisms; they understand how their complaints and feedback will be managed, as well as when to expect a response.
		5.3	Staff act on feedback and complaints in a timely, fair and appropriate manner that prioritizes the safety of complainants and those affected at all stages.
		5.4	Staff understand the management system in place for handling sensitive complaints—including the procedure to ensure access to necessary support for complainants, especially survivors of sexual exploitation and abuse.
		5.5	Staff refer complaints that do not fall within the organization's scope to a relevant party.

ASK participants to share what "feedback" means and why it is important in disaster preparedness work.

WRITE their answers on a piece of flipchart paper and relate their examples to the definitions above. Use the following questions as prompts, if needed:

- Why is it important to receive feedback from the people we are supporting?
- How does collecting non-sensitive feedback about programs and sensitive complaints (for example, about staff conduct) enhance the safety, dignity and access of program participants?
- What happens if we receive a complaint but don't do anything about it?

EMPHASIZE that this session is ***not*** a comprehensive training on feedback mechanisms. It is intended as an introduction to the concepts and importance of these systems in Safe and Dignified Programming. Technical assistance may be needed to design a feedback mechanism.

<table>
<tr><th colspan="2">6.2 FEEDBACK AND COMPLAINTS ROLE-PLAY, 30 MINUTES</th></tr>
<tr><td>Group Exercise</td><td>
Purpose
Highlight some of the issues with feedback mechanisms

Process
PREPARE three example feedback channels:

Box with slit in top

Put a box somewhere in the room where everyone can see it (no privacy).
The box should not have any information on it.
Do not leave any pens or paper near it.

Information kiosk

Place a desk somewhere in the room.
Someone should sit at this desk (ideally, one of the facilitators) and not be very helpful, only talking to “important” people.
Do not give any information about what/who it is for.

Hotline

Put up a sign with just a phone number (ideally, a non-local number) that no one will answer. This could be the facilitator’s own phone number so that participants do not call an unsuspecting stranger.

GIVE each participant one character card and one feedback card from Character and Feedback Cards (TT 2.2).

EXPLAIN that the participants should imagine they are that character and that they have a piece of feedback or a complaint that they want to share with program staff.

EXPLAIN that there are three different feedback channels available to use today. Do not give details about how they can be used.

ASK participants to make their feedback or complaint using each of the three channels, role-playing as their character as accurately as they can.

GIVE them about 15 minutes to make the feedback or complaint; when everyone has tried to use each channel (or as many as possible), stop the exercise, and invite people to clear up the room together.

In plenary, ASK:

Who were your characters, and what sort of feedback did you want to give?

There are likely to be comments about the range of characters and their roles in the community and relative power.
Many may have found the experience confusing and become frustrated with the process. They may have decided not to make their complaint through any of the channels because of the type of complaint.

Did everyone try all three systems? Did they find them easy, safe or appropriate?

Suggestion box: Some characters could not read or write; there were no instructions on how to use the box; there were no pens or paper; some characters might be too embarrassed to use the box because there was no privacy; some did not know whether someone would read or respond to the feedback or whether they were safe using the box for sensitive issues.
Hotline: No-one answered the number; some people did not have a phone; it was a foreign number, so some could not afford to call.
Information kiosk: The person on the desk was rude; the staff prioritized more powerful people—such as the mayor; some people felt embarrassed talking in front of others.

EXPLAIN that this role-play brings up a lot of points that will be covered in the following exercises:

Choice of channel: In this role-play, we do not know whether people were consulted on the design and implementation of mechanisms. None of the options are appropriate or safe. People and communities should be involved in their design, as the channels need to be trusted, familiar and easy-to-use.

</td></tr>
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6.2 FEEDBACK AND COMPLAINTS ROLE-PLAY, 30 MINUTES	
...continued	▪ **Improving the existing channels:** In this role-play, the existing channels could be improved: • **Suggestion box:** Display instructions on its use; leave pens and paper by the box; leave the box in a better location that everyone can access. • **Hotline:** Use a local number; check whether people—including vulnerable people—have access to a cellphone before choosing this system; train staff to answer the hotline. • **Information kiosk:** Train staff; place the kiosk in a private place; make sure female and male staff are at the kiosk. ▪ **Sensitive complaints:** In the role-play, there was no easy way to report sensitive issues. **Debrief** ▪ Affected communities can become very frustrated when there are no feedback mechanisms or when they are badly designed. ▪ There are pros and cons to different channels. Staff need to think about what kind of information they want to collect, who will use the system, what resources they will need and how they will respond to information received. ▪ The involvement of diverse groups in the design of feedback mechanisms will make them more appropriate to their context. This makes it more likely they will be used and trusted. ▪ The role of staff in feedback mechanisms is crucial. Even if a good system is in place, staff need to understand the importance of receiving feedback and be trained on how to receive and manage it.

6.3 GOALS OF FEEDBACK MECHANISMS, 10 MINUTES	
Presentation	**Purpose** Present the different goals of feedback mechanisms **Process** **EXPLAIN** that feedback mechanisms in DRR and humanitarian settings have two main objectives: 1. **Improving program quality and service delivery**. All contexts and communities are different and evolve with time, so feedback from program participants helps programs adapt and improve by: • *Contributing to timely learning*. Feedback mechanisms are open to everyone, not limited to one topic, and can be used at any moment. Feedback comes directly from program participants and gives organizations very valuable information. • *Using learning in decision making.* All information received from feedback mechanisms should be documented for learning as it can lead to immediate changes in programming (for example, changing the day or time of a distribution) or longer-term changes. 2. **Enhancing the safety and dignity of communities**. Feedback contributes to program participants' safety and dignity by: • *Preventing harm.* Program participants can report any risks created or increased by the programming. • *Stopping harm.* The organization can act to stop or reduce any harm that is reported. **Debrief** ▪ Feedback can encourage the participation of affected populations in programs and help improve acceptance and security. It can also help organizations understand participants' expectations. ▪ Through feedback, organizations can identify potential, current and past sources of harm or abuse. ▪ Information from feedback mechanisms can inform future programming. It may help organizations target the most vulnerable people and improve the quality of programming.

6.4 AGREE OR DISAGREE GAME, 15 MINUTES	
Group Exercise	**Purpose** Clarify the meaning of "feedback" and "complaints" **Process** **STICK** the two *Agree/Disagree Labels* (TT 2.3) to opposite ends of the room. **ASK** all participants to gather in the middle of the room. **EXPLAIN** the rules of the game: • Some statements can be shown on flipchart paper. Participants should move to one end of the room depending on whether they agree or disagree with the statement. • When all participants have chosen their answer, one or two people from each (if applicable) will be asked to explain why they agree or disagree. • You will then give them the right answer and have a brief discussion. Statements, answers and additional information are: ■ *Feedback is **any** information we receive from program participants.* **DISAGREE** • Feedback is any information from program participants/communities to the organization **about how satisfied they are with the assistance they have received.** • This can include feedback on whether they are satisfied with the type of assistance they have received or how they received it. • Staff receive a lot of information from people and communities, but not all of it will be about their satisfaction with the assistance. • Feedback can be received through specific assessments (e.g., group discussions or interviews), post-distribution surveys, questionnaires or other formal systems. These can be one-way. • Feedback can and should also be received informally through daily interactions between program staff and program participants. Formal and informal feedback should be triangulated. It is important to use this information, as it can help develop trust and improve programs on an ongoing basis. ■ *A complaint can only be negative.* **AGREE** • Complaints are specific grievances from anyone who has been negatively affected by an organization's action or who believes that an organization has failed to meet a stated commitment. • Complaints can alert organizations to serious misconduct or failures in the response. A complaint is therefore always negative and should always receive a response. ■ *We can ignore certain feedback.* **AGREE and DISAGREE** • An important principle is to "close the loop," which means that ideally, all feedback should receive a response. • A response can be an "answer" (e.g., thanking someone for a suggestion or answering a question) or an "action" (e.g., reprinting a registration card that has been lost). • However, responding to every piece of feedback can be difficult. If an organization receives many anonymous comments about how great their assistance is, this is nice to know, but a response is not needed. • Some feedback is not valid (e.g., feedback that is not about the organization's programs, staff or partners) and is usually interesting only for learning. For example, if you receive a lot of this type of feedback, it may mean that program participants do not clearly understand the purpose of the feedback mechanism or what programs for which your organization is responsible. ■ *Sensitive and non-sensitive complaints should be handled differently.* **AGREE** • "Sensitive complaints" include complaints about corruption, exploitation, abuse, misconduct, negligence or other abusive, illegal or reputation-damaging behavior by staff, volunteers or affiliates. They should be handled urgently and confidentially by senior staff. • "Non-sensitive complaints" relate to program issues that should be addressed by program staff. These could include people not being on selection lists, items missing from distributions or delays in project activities. **Debrief** ■ Feedback and complaints mechanisms are crucial because they can help staff understand whether the right assistance is reaching the right people in the right way. ■ They can also flag any serious protection or safeguarding issues.

6.5 SHOCK-RESPONSIVE CHANNELS, 30 MINUTES	
Presentation and Pair Work	**Purpose** Highlight the importance of considering the DRR landscape and the impact of disasters on feedback mechanisms **Process** **EXPLAIN** that no one feedback channel will suit everyone. A mix of channels is needed so that all members of the community—regardless of sex, gender, age, disability or other diversity factors—can access at least one. These are the three types of recommended channels: ■ **Face-to-face**. There is almost always a preference for one face-to-face channel (e.g., community meetings, help desks, household visits). ■ **Active**. This is where we ask people specific things—such as during post-distribution monitoring. ■ **Static**. This can be used at any time by the community (e.g., hotline, suggestion box). **GIVE** each participant a copy of *Feedback Channels* (HO 2.5) to read. **ASK** participants to work in pairs and imagine that a natural disaster has happened (give an example, if helpful). **ASK** them to discuss each channel and answer the following questions: ■ *Which channel would be more vulnerable in the disaster? Which do you think would be more resilient?* ■ *How do you think access to each channel might change during a disaster?* ■ *Who would find it difficult to access each channel?* ■ *How do you think the channel could be adapted to make it more resilient to shocks?* **ASK** participants if there are other factors that DRR and humanitarian actors should think about when setting up a feedback mechanism. [Where relevant, **ASK** government participants what feedback mechanisms they have in place and how local DRR and humanitarian actors can support them.] **GIVE** each participant a copy of *Feedback Channel Pros and Cons* (HO 2.6) and ask them to read it on their own time. **HIGHLIGHT** the need for DRR organizations to understand**:** ■ How vulnerable the feedback channels are in disaster events. ■ Existing government feedback mechanisms for protection and shock-related information. In some contexts, there will be a government "assistance helpline" for reporting child protection or gender-based violence. It is important for local DRR and humanitarian actors to understand if these exist, whether or not they work well, and how the organization could expand on them in a disaster-resilient way. **Debrief** In plenary, **HIGHLIGHT** the need for DRR and humanitarian actors to: ■ Understand disaster events and how they affect people's access to feedback channels. ■ Analyze community information-sharing culture, including whether people feel able to complain and what methods they prefer to use. ■ Adapt the feedback mechanisms based on the risk of different types of shock. There should be multiple channels in case any are disrupted in a disaster.

6.6 THE 12 STEPS FOR HANDLING COMPLAINTS, 60 MINUTES	
Group Exercise	**Purpose** Enable participants to plan a complaint-handling process **Process** **SHOW** on a PowerPoint or flipchart these *12 Steps for Handling Complaints,* and first outline what steps 1–5 mean: 1. **Commitment/support by senior management.** Ensure management understand and are committed to the implementation of the complaint mechanism. 2. **Consult program participants, host communities and other stakeholders.** Ensure potential users are involved in discussions about the design and location of the mechanism. 3. **Develop policy based on community input and program resources.** Consider how the mechanism will work and who has oversight. 4. **Staff training on complaint handling**. Train staff on how the mechanism will work, and their roles and responsibilities. 5. **Sensitize the community on the complaint-handling process.** Provide the community with information on how to use the mechanism, its purpose and limitations, how it works and who is responsible. **EXPLAIN** that steps 6–12 relate to processes that ensure that complaints are properly dealt with. These are actionable steps: 6. **Receive feedback and complaints.** • Complaints are received by whatever mechanism the organization has in place. • Ideally, complaints should include information about what the complaint is, who it relates to, and when, where and how the complainant can be contacted. 7. **Log and acknowledge.** • Check that the complaint is valid (i.e., within the control of the organization). • If the complaint is valid, log the details in a central filing system. Decide whether it is sensitive or not, and pass it to the relevant person or team for investigation. Contact the complainant to acknowledge the complaint. • If the complaint is not valid, contact the complainant and try to help them by referring them to another organization. 8. **Consult, review and investigate.** • All complaints need to be reviewed, but not all require a formal investigation. • Non-sensitive complaints should be dealt with by the program team with support from the “Complaints Manager” or their equivalent (if the organization has one). • Sensitive complaints should be dealt with by someone with the right expertise; for example, a Human Resources Manager for cases of abuse or misconduct and a Finance Manager for cases of fraud or misuse of funds. • There needs to be a decision about whether an allegation relates to a criminal offence that may need to be referred to the authorities (depending on the context). • If participants need more details about the investigation process, refer them to the Core Humanitarian Standard (CHS) Alliance guidelines.[3] 9. **Respond to complainant.** • Contact the complainant and explain the outcome of the complaint and what action will be taken (if any). If there is a need for specific action, it will be one of three types: “practice change” (i.e., a decision to change ways of working in the future), “making good” (e.g., replacing products that were not fit for the intended purpose) and “restitution” (e.g., compensation in an extreme case where it is not possible to “make good”). 10. **Opportunity to appeal the decision.** • Complainants have a right to appeal any decisions. 11. **Review complaint trends, report to management and adjust program accordingly.** • Monitoring and reporting on complaints can help the management team identify opportunities for improvement at project/program/organizational levels. 12. **Review effectiveness of complaint system and make adjustment(s).** • Complaint systems should not be static. Changes in the context may mean that other methods might be better (e.g., because phone infrastructure has been reconnected).

6.6 THE 12 STEPS FOR HANDLING COMPLAINTS, 60 MINUTES	
...continued	**DIVIDE** participants into groups according to their organization/team and give each group a copy of *12 Steps to Setting Up Complaint-Handling Mechanisms* (HO 2.7). **ASK** each group to look at the 12 steps and fill out the sheet in the appropriate place based on the following questions: ▪ What is the status of this step in your organization? ▪ What are the gaps/challenges in meeting this step? ▪ What are the next steps/actions in relation to this step? **ASK** the groups to present their work in plenary. If not raised by participants, mention the additional issues below: ▪ **Information.** How will you engage different stakeholders? ▪ **Culture.** Is there a "culture of complaining" in your context? ▪ **Terminology and language.** Is "complaint" a sensitive word in the local language? ▪ **Context.** What kind of disasters are common and how could they affect the feedback mechanism? ▪ **Accessibility.** What are the safe ways and formats for different people to make complaints (written, oral, formal, informal)? During disasters, how does access change? ▪ **Location.** Where would the channels be best placed, considering potential shocks? ▪ **Trusted system.** Who do people prefer to talk to? ▪ **Communication methods.** What communication methods are preferred by users? ▪ In plenary, **HIGHLIGHT** any common challenges or suggestion solutions raised by the different teams. **Debrief** ▪ All DRR and humanitarian actors must have feedback and complaints mechanisms. ▪ These must be realistic in light of the financial and human resources available. **EXPLAIN** that CRS has a comprehensive toolkit for feedback mechanisms. **EXPLAIN** that this training is part of the PrEPD Toolkit, which also includes tools to guide local DRR actors to create feedback mechanisms.

6.7 WRAP-UP DAY 2, 5 MINUTES	
Presentation	**SHOW** a flipchart with the key messages from Session 6 to wrap up. **EXPLAIN** that Day 3 will focus on the remaining components of Safe and Dignified Programming. **ASK** participants to give feedback on sticky notes for Day 2 and put them in the suggestion box. **ANSWER** any questions in the Car Park.

[3] CHS Alliance. *Guidelines for Investigations: A guide for humanitarian organizations on receiving and investigating allegations of abuse, exploitation, fraud or corruption by their own staff*. 2015.

Session 7: Staff Conduct

Time:

- 3 hours and 15 minutes

Objective:

- Participants understand the importance of having good staff who are supported and well-trained

Key messages:

- Individuals are responsible for their own behavior, but organizations have a key role to play in preventing sexual exploitation and other forms of abuse. Ignoring these obligations can have serious consequences.
- It is important for individuals and organizations to recognize, promote and encourage positive behavior and ways of dealing with stress.

Handout:

- HO 2.8: IASC Six Rules

Training tools:

- TT 2.4: Sexual Exploitation and Abuse Scenarios (four copies)
- TT 2.5: Examples of Code of Conduct Breaches (four copies)

Materials:

- Vouchers (sticky notes or pieces of paper)
- Flipchart and pens
- Online resources
- *To Serve with Pride* video[4]

Preparation:

- For the role-play: Cut out ten pieces of paper and write "voucher" on them; choose a facilitator to play the second role
- Cut out the sexual exploitation and abuse scenarios
- Cut out the examples of Code of Conduct breaches

7.1 WELCOME TO DAY 3 AND RECAP OF DAY 2, 10 MINUTES	
Discussion	**WELCOME** participants to the third day of the training. **SHARE** any feedback from Day 2 and any changes made as a result of that feedback. **REMIND** everyone how they can give feedback. **ASK** participants to think back to Day 2 and share: ▪ One thing they learned ▪ One thing they found surprising

[4] Other languages are available: Arabic/Chinese/French/Russian/Spanish.

7.2 BAD DISTRIBUTION ROLE-PLAY, 30 MINUTES

Group Exercise

Purpose

Highlight the importance of having good staff who are supported and well-trained

Preparation

Before the session starts, **CHOOSE** another facilitator to play the second role in the role-play.

ASSIGN roles between the facilitators:
- One facilitator oversees the vouchers.
- The other facilitator oversees the chairs (or other items).

CHOOSE five volunteers who will participate in the role-play.

EXPLAIN what will happen in the role-play and the discussion points that will be covered in plenary.

Process

PLACE five chairs at the front of the room. *Note*: If no chairs are available, use other items as stand-ins (for example pens, fruit, notebooks). Prepare 10 vouchers (pieces of paper) for the activity.

INVITE the five volunteer participants to come to the front of the room or facilitation space.

ASK the rest of the participants to watch the role-play and reflect on how it relates to the previous day's discussion about safety, access and dignity.

ASK the participants to line up and face the audience. This way the audience can see and hear what the facilitators and participants are saying.

SPEAK clearly and loudly and **NARRATE** when needed to make sure that the audience understands what is being said.

ROLE-PLAY as follows:

Facilitator 1

"I can see that you have suffered a lot lately. I am here to help you. I have seen that you have no chairs [or other items], so I have vouchers you can use to get chairs. You are free to ask questions. Please come one at a time to get the vouchers, then you should trade in your vouchers for chairs."

ASK the five participants to come forward and line up.

DEMONSTRATE inappropriate, disrespectful behavior to each of the five participants.

ENSURE that the behavior and exchanges are clear for the audience watching and **NARRATE** when needed.

CHANGE which behaviors you use and the order you use them based on the context and participants. The below examples are only a guide and can be adapted:
- **Participant 1**: Give the participant one voucher. Ask for money in exchange for a second voucher. If they agree, tell them you will give them an extra voucher. If they refuse, say that they will not receive another voucher. Tell them not to tell anyone else about the request for money or you will make sure that they do not get a chair.
- **Participant 2**: Wink at the participant or demonstrate favoritism (for example, complimenting them). Give them two vouchers and ask them to give you their personal phone number, as you would like to call them later and visit them at home that evening.
- **Participant 3:** Tell the participant that you know their uncle and that he is a good family friend. Give them three vouchers.
- **Participant 4:** Give the participant one voucher. Tell them that they will get two vouchers if they go buy goods for you at the market (give an example of a good based on context). Tell them that this needs to be a secret and not to tell anyone.
- **Participant 5:** Tell them that you do not think they should be in the program and that you are running low on vouchers. Refuse to give the participant a voucher, explaining that they can get one next time.

7.2 BAD DISTRIBUTION ROLE-PLAY, 30 MINUTES	
...continued	If any participants ask questions, **DEMONSTRATE** inappropriate behavior (ignore them, speak to them in a different language, turn your back on them). Once participants have received vouchers, **EXPLAIN** that they should go to **Facilitator 2** to get their chairs. Facilitator 2: **ASK** participants to line up to get their chairs one-by-one, ensuring they are facing the audience so they can see and hear what the facilitators and participants are saying. **SPEAK** clearly and loudly and **NARRATE** when needed to make sure that the audience hears and understands what is being said. **DEMONSTRATE** inappropriate behavior. Change which behaviors you use and the order in which you use them based on the context and participants. The below examples are only a guide and can be adapted: - **Participant 1:** Offer a chair to the participant in exchange for a date. If they refuse, tell them you will not give them a chair. If they agree, tell them you will give them two chairs. - **Participant 2:** Tell them that you will only give them the chairs at their home, and you will visit them later at their house. Refuse to give them a chair and ask them to tell you where they live. - **Participant 3:** Give the participant one chair for three vouchers and ask them to give you money with their next vouchers to get more chairs. Tell them that if they tell anyone about your request, you will take away their chair. - **Participant 4:** Tell the participant that their voucher is only valid if they buy you alcohol. Give them one chair and tell them to come back with the alcohol. Tell them they should not tell anyone about your request. - **Participant 5** (did not receive a voucher): Tell them that there are no more chairs left and to leave the distribution. Tell them you cannot help them. Ignore them if they ask questions. **TELL** participants that if they are unhappy because some of them now have one chair but others have none, they should work it out between themselves and exchange what they have. After the role-play, **ASK** participants to return to their seats and **THANK** those who have taken part. **DISCUSS** the role-play in plenary, using these questions as a guide: - How did you feel about the behavior of the staff? Thinking about safety and dignity, what behavior was inappropriate? What behavior caused harm? - Did the staff give any free assistance? - Did staff ask for anything in exchange? - Did the staff allow participants to ask questions or complain? - Did the staff give information about who should get a chair and how many should be given? **EXPLAIN** that abuse of power by staff providing services is always unacceptable. The role-play showed many problems with staff behavior and abuse of power. **EXPLAIN** that safeguarding means protecting community members from harm and the abuse of power by organizations and local government. **Debrief** - Inappropriate behavior and abuse of power by staff providing services—including asking for favors in exchange for assistance—is never acceptable. - Organizations and local governments must protect community members against the abuse of power and inappropriate behavior by staff.

7.3 INTRODUCING STAFF CONDUCT, 10 MINUTES

Presentation and Discussion

Purpose

Introduce participants to the Staff Conduct core component and give an overview of what it means, why it is important and how it helps enhance the safety, dignity and meaningful access of program participants

Process

REFER participants to their copy of the *Safe and Dignified Programming Framework* (HO 1.4).

READ the definition of Staff Conduct and its indicators:

	What this means		Indicators
Staff Conduct	Staff have appropriate knowledge and sufficient organizational support to conduct themselves and their work in a safe and appropriate way.	6.1	Staff* have signed and understand the organization's Code of Conduct and relevant safeguarding/protection policies and are aware of their rights and responsibilities.[5]
		6.2	Field staff can be easily identified, and there is adequate representation of women and other diverse groups.
		6.3	All staff have clear roles and responsibilities, and are supervised.
		6.4	All aspects of staff wellbeing are considered, and staff have access to additional support if required.

*"Staff" are any designated representatives of the organization—including national, international, permanent or short-term employees, as well as volunteers and consultants (Core Humanitarian Standard).

ASK participants to share what they think "good staff conduct" means and why they think it is important for ensuring the safety, dignity and access of program participants.

WRITE their answers on a piece of flipchart paper, relating their examples to the definition of staff conduct and the indicators, as above. Use the following questions as prompts, if needed:

- Why is it important to ensure good staff conduct?
- How can diversity and gender balance on teams enhance the safety, dignity and access of program participants?

[5] For example, these could include policies on safeguarding, prevention of sexual exploitation and abuse, complaints handling and whistleblowing, etc.

7.4 TO SERVE WITH PRIDE VIDEO, 30 MINUTES	
Video	**Purpose** Show the importance of having systems and procedures to prevent and respond to sexual exploitation and abuse by staff **Process** **EXPLAIN** that you will show a video that some people may find difficult to watch, particularly staff who have worked in or come from the contexts included. **DO NOT** insist on people participating in the discussion and avoid putting anyone on the spot. They are free to leave the room if they prefer. Promote a quiet, reflective atmosphere as participants share their reactions and experiences. **SHOW** the To Serve with Pride video[6] (stop at 17:00). In plenary, **ASK**: ■ What are your initial thoughts about the video? ■ What are the key messages of the video? ■ What recommendations does the video make? **EXPLAIN** how acts of sexual exploitation and abuse can impact individuals and communities and can cause serious harm. ■ This includes the physical, mental and emotional consequences experienced by survivors, which can be traumatic and long-lasting. ■ There are also consequences for the community, the perpetrator, the organization and any children born as a result of the sexual exploitation and abuse. **EXPLAIN** that, as seen in previous exercises and the video, misconduct does not only refer to sexual exploitation. Other examples of exploitation and abuse include: ■ Staff favoring program participants from their own community or religious or ethnic group ■ Stealing and/or reselling goods intended for program participants ■ Deliberately preventing aid from reaching a particular group ■ Staff raising their voice or being violent with program participants Such acts can have a negative impact on the safety, dignity and meaningful access of program participants. **Debrief** ■ We should not assume humanitarian and DRR organizations are free of sexual exploitation and abuse. ■ Sexual and other exploitation and abuse have serious impacts on individuals and communities. ■ Sexual exploitation and abuse have a major impact on the reputation of NGOs and other organizations, especially when they do not respond. ■ Organizations need safe recruitment, protection policies and staff training. ■ As we have seen with the Feedback and Complaints core component, there is a need for well-designed complaint mechanisms.

[6] Other language versions available. Arabic /Chinese/French/Russian/Spanish.

7.5 THE DIFFERENCE BETWEEN SEXUAL EXPLOITATION AND ABUSE (OPTIONAL), 25 MINUTES	
Exercise	**Purpose** Learn what actions and behaviors constitute sexual exploitation and abuse. **Process** **EXPLAIN** that: ▪ Sexual **abuse** is any actual or threatened physical intrusion of a sexual nature. This can be through force or under unequal or coercive conditions. ▪ Sexual **exploitation** is any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes. This includes, but is not limited to, gaining financially, socially or politically from the sexual exploitation of another person. **DIVIDE** participants into four groups. **GIVE** each group a copy of *Sexual Exploitation and Abuse Scenarios* (TT 2.4). **ASK** each group to decide whether each scenario is an example of exploitation or abuse. Allow 10–15 minutes for discussion. After the exercise, **ASK** each group in turn to give their answer for each scenario (the correct answers are given below under **Trainer's notes**). **REFER** to each of the examples and link them to the correct definitions of either sexual abuse or exploitation. Allow time for questions under each scenario to clarify the distinction between abuse and exploitation. **EXPLAIN** prevention of sexual exploitation and abuse (PSEA). This is the term used by the UN and the NGO community to refer to measures taken to protect vulnerable people from sexual exploitation and abuse by their own staff and associated personnel. **Trainer's notes** The answers are: ▪ **Sexual exploitation:** Questions 2, 3, 5. (*Note on scenario 5:* even if the young man refuses to have sex with her, if she tries to abuse her position by making this request, she is guilty of sexual exploitation.) ▪ **Sexual abuse:** Questions 1, 4, 6. **Debrief** ▪ Incidents of sexual exploitation and abuse by local DRR and humanitarian workers represent gross misconduct and a failure to protect those we aim to serve. ▪ Preventing sexual exploitation and abuse is the collective responsibility of all humanitarian actors. ▪ Organizational policies and procedures need to address incidents of abuse and exploitation. It is also important to promote a safe organizational culture. ▪ DRR and humanitarian actors are always in a position of power in relation to the communities with whom we work. ▪ Consent does not justify behaviors that could allow sexual exploitation and abuse. ▪ Organizations and staff should adopt a zero-tolerance approach to sexual exploitation and abuse. Staff who observe or hear about misconduct must be supported to report their concerns. This means having confidential reporting systems.

7.6 CODE OF CONDUCT, 30 MINUTES	
Presentation and Group Work	**Purpose** Demonstrate the importance of a Code of Conduct as a key part of safeguarding policy **Process** **SHARE** with the participants that a Code of Conduct is an inclusive part of an organization's safeguarding policy. It should apply to all staff, volunteers and affiliates at all times. **ASK** participants who work in DRR whether their organization has a Code of Conduct. **ASK** them to share what it includes, writing their answers on a flipchart. **GIVE** each participant a copy of the *IASC Six Rules* handout (HO 2.8). **EXPLAIN** that the IASC (Inter-Agency Standing Committee) is a UN humanitarian coordination forum, and it created these rules to prevent sexual exploitation and abuse. They apply to anyone working in disaster preparedness and humanitarian response. **STRESS** that all staff should sign a Code of Conduct. All staff need to understand its purpose, the type of behaviors it covers and any disciplinary measures it includes. Every Code of Conduct should contain the IASC's Six Rules, at a minimum. The Code of Conduct serves two main purposes: - To safeguard program participants from staff misconduct - To protect staff from false allegations **SPLIT** participants into four groups. **GIVE** each group one of the cut-out slips from *Examples of Code of Conduct Breaches* (TT 2.5). Ask the groups to identify breaches of the Six Rules. After 15 minutes, in plenary, **ASK** each group to share their thoughts, answering the following questions: - Have the Six Rules been breached? If so, which rule(s) have been broken? - What would your first step be?

7.7 CODE OF CONDUCT, 30 MINUTES	
...continued	**REVIEW** the answers using the explanations below for each scenario and offer clarifications if needed: ■ **A male team member comments on a "pretty girl" during a fire drill.** • *Breach of Code of Conduct obligation "to create and maintain an environment that prevents sexual exploitation and abuse"* • *Demonstrates degrading and humiliating behavior* • *Report behavior to human resources (HR) or management* ■ **There are rumors of a staff member adding the name of his girlfriend to the list of program participants.** • *Breach of Code of Conduct: Improper use of rank or position* • *Report to HR or management* ■ **A program participant in your DRR preparedness project is told she must have sex with a contracted vendor in order to get her home repaired.** • *Anyone contracted by the organization is considered staff and must follow the Code of Conduct; this implies a breach for sexual exploitation as gross misconduct* • *Breach of the Code of Conduct: Exchange of goods or services for sexual purposes* • *Report behavior to HR or management* ■ **A male volunteer meets a 16-year-old female program participant in a bar for a drink and takes her to his house for sexual intercourse.** • *Breach of the Code of Conduct: Performing sexual acts with children (anyone under the age of 18, regardless of the local age of consent)* • *Breach of the Code of Conduct obligation "to create and maintain an environment that prevents sexual exploitation and abuse"* • *Report behavior to HR or management* **HIGHLIGHT** that there is a power dynamic in relationships where workers—the staff of any DRR or humanitarian organization—are in the position of power providing for the vital needs of communities. This power imbalance is at the core of sexual exploitation and abuse. **Debrief** ■ Not reporting a suspicion of sexual exploitation or abuse is misconduct. ■ All incidents or suspicions should be immediately reported through designated reporting channels. These can include HR, PSEA focal points, whistleblowing hotlines or managers.

7.8 CODE OF CONDUCT QUIZ, 25 MINUTES	
Quiz	**Purpose** Highlight key components of a Code of Conduct and how they are used **Process** **SPLIT** participants into two teams. **EXPLAIN** that each team will need to write down the correct answer to five questions on a piece of paper. The first team to hold up the correct answer gets a point. **SHOW** a flipchart with these questions, then **ASK** in plenary: 1. Why is a Code of Conduct necessary for staff of organizations? a. To protect community members from staff abuse b. To make sure staff understand the consequences of misconduct c. To address ethical issues **d. All the above** 2. To whom should a Code of Conduct apply? a. Only employees with signed contracts b. Volunteers **c. All staff, volunteers and associates at all times** d. Staff of local governments For this question, explain that a Code of Conduct should apply not only to the staff of an organization. Any person, business, organization or partner associated with the organization must also follow these rules. For example, if an organization hires a construction company to build shelters, and someone working for the company abuses a community member, they have broken the Code of Conduct. If a volunteer working for an organization exploits a program participant, they have broken the Code of Conduct. 3. If a staff member sees or suspects that someone broke the rules of the Code of Conduct, they should: a. Investigate to make sure their suspicion is well-grounded b. Not get involved because other staff members are responsible for these issues c. Share their suspicion with trusted colleagues **d. None of the above** For this question, offer clarifications for each wrong answer: • Staff should NEVER investigate a situation themselves. Instead, they should immediately report what they have seen or heard, even if it is just a rumor. • Staff should NOT share or spread rumors of misconduct. That is breaking the rule of confidentiality (limiting how many people know about a sensitive issue) and puts people at risk. 4. What is the disciplinary measure mentioned in the IASC Six Rules for staff who breach the rules? **a. Being fired** b. Warning letter c. Unpaid suspension from work for 6 months d. Mandatory PSEA refresher course 5. When does the Code of Conduct apply? a. When staff are working directly with community members b. In emergency responses c. During office hours **d. At all times** **EXPLAIN** that previous sessions on sharing information raised the importance of sharing expected staff behaviors with community members. This helps them understand their rights. It also helps them understand if they have been mistreated and what to do next. Staff should share this information with community members to protect them against abuse by staff of organizations and local government. **Debrief** ▪ A Code of Conduct serves two purposes: to safeguard program participants from unacceptable staff behavior and to protect staff from false allegations. ▪ Every Code of Conduct should include the IASC Six Rules of staff behavior. ▪ Sexual exploitation and abuse incidents need to be formally addressed by Codes of Conduct. ▪ All staff, volunteers and affiliates of organizations must sign a Code of Conduct.

7.9 WRAP-UP, 5 MINUTES	
Presentation	**SHOW** a flipchart with the key messages from Session 7 to wrap up.

Session 8: Mapping and Referrals

Time:

- 2 hours and 30 minutes

Objectives:

- Participants understand why it is important for DRR and humanitarian organizations to use existing referral pathways
- Participants understand how to orient people and communities toward services they need

Key messages:

- Only organizations with special mandates or trained human rights or protection monitors should monitor and report human rights abuses or other protection incidents.
- DRR and humanitarian actors may map protection services and develop referral pathways if they do not exist. They should document referral pathways and contact details for specialist medical, legal, psychosocial and protection services. They should update this information on a regular basis and share it with staff.

Handout:

- HO 2.9: Developing a Referral Pathway for Essential Protection Services (one copy per participant)

Training tools:

- TT 2.6: Referral Web Nametags (one copy)
- Preparation
- Cut out Referral Web Nametag

Materials:

- Ball of string
- Flipchart and pens

8.1 INTRODUCING MAPPING AND REFERRAL, 10 MINUTES	
Presentation	**Purpose** Introduce participants to the Mapping and Referral core component and give an overview of what it means, why it is important and how it helps enhance the safety, dignity and meaningful access of program participants **Process** **REFER** participants to their copy of the *Safe and Dignified Programming Framework* (HO 1.4). **READ** the definition of Mapping and Referral and its indicators:

	WHAT THIS MEANS		INDICATORS
Mapping and Referral	Staff have the necessary knowledge, information and training to support people and communities in accessing existing services.	7.1	Staff regularly map existing protection services and how to contact them.
		7.2	Staff share information on available services, as appropriate.
		7.3	Staff are trained on when and how to refer cases.

In plenary, **ASK** participants questions about mapping and referral, for example:
- Can you give examples of when you have mapped services?
- What is a referral pathway? Have you ever oriented someone toward a specialized service?
- Why might mapping services be important, especially in preparing for and responding to emergencies?

If necessary, use the following definitions to **EXPLAIN** what referral of protection cases is:
- **Mapping protection actors and services**. This means finding all relevant protection actors in each area. This can include services that governments, NGOs and community-based and other civil society organizations offer. In some situations, the Protection Cluster or government will already have done this mapping. Where mapping does not already exist, DRR and humanitarian actors should collect the information, ideally with help from a local protection actor.
- **Developing a referral pathway to orient people toward the services they need**. A referral pathway is a document that shows organizations and program participants how to access essential protection services. It tells them where to go and who to contact for help with a specific protection need. This information can be shared widely.
- **Making a protection referral.** This means referring at-risk or vulnerable people to the right protection actors identified during mapping. Trained staff accompany people with protection needs throughout the referrals process so they can receive the service they need and can access any other recommended services. This approach should not be taken without specific case management and protection expertise.

ASK participants to share their general experiences (but not to disclose any sensitive or specific information about cases). If there are no relevant responses, use the following questions to guide the discussion:
- Have you ever heard rumors or witnessed incidents of abuse or exploitation in communities where you worked?
- How did you respond?
- Did you know what to do or what services and support may exist for those affected?

WRITE their answers on flipchart paper and relate their examples to the definition and indicators for mapping and referral, as above.

8.1 INTRODUCING MAPPING AND REFERRAL, 10 MINUTES	
...continued	**Trainer's notes** Mapping and referrals as part of Safe and Dignified Programming does **NOT** mean setting up a formal referral mechanism or accompanying people with protection needs through the referral process. This is the responsibility of specialized protection organizations and the Protection Cluster. We should use existing mappings and train staff on how to orient community members to those services. If mapping has not been done, organizations should compile a basic list of existing services. They can do this in coordination with communities, local authorities and other organizations. **Debrief** ■ It is crucial to understand and respond to protection risks that are made worse by emergencies. ■ It is the responsibility of protection actors to provide specialized services for survivors of these protection risks. They should also map and develop referral pathways. ■ DRR actors are not trained to do the work of protection actors. However, they should use existing referral pathways to orient people to specialized services. If referral pathways do not exist, they should develop a reliable, clear and timely referral pathway to orient people to those specialized providers. ■ DRR actors should **NOT** set up formal referral mechanisms or accompany people with protection needs throughout the referral process without specialized training.

8.2 REFERRAL WEB, 30 MINUTES	
Group Exercise	**Purpose** Highlight the importance of simple, accessible, confidential and respectful referral procedures **Process** **ASK** for ten volunteers who will role-play as characters who are likely to interact with a survivor in a humanitarian response. **GIVE** each person one of the nametags from *Referral Web Nametags* (TT 2.6) and ask them to role-play as their character. **ASK** the volunteers to sit in a circle with the chairs close together and facing each other. **ASK** the remaining participants to stand outside the circle so that they can easily see the activity. **EXPLAIN** that a ball of string or wool represents a 17-year-old girl who has survived a sexual assault. Give the ball to the volunteer with the "17-year-old girl" nametag. **TELL** the volunteers that every time a new character becomes involved in the girl's story, they should throw the ball to that character. The new character must wind some of the string/wool around a finger and continue. Note: The ball does not need to go back to the girl after each visit. **TELL** the story as follows: - The **GIRL** goes to report the incident to the **COMMUNITY LEADER**. - The community leader refers the girl to the **LOCAL NURSE**. - The nurse sends the girl to the **DOCTOR**, who administers treatment and sends the girl back to the **NURSE**. - The nurse then refers the girl to the **LOCAL COMMUNITY SERVICES WORKER**. - The local community services worker gives emotional support, but refers the girl to the **UNHCR COMMUNITY SERVICES OFFICER** for more assistance. - The UNHCR Community Services Officer talks with the girl and discovers she wants to involve the police, so they refer the girl to the **UNHCR PROTECTION OFFICER**. - The UNHCR Protection Officer meets the girl and refers her to the **POLICE OFFICER**. - The police officer informs the girl that she needs to see a lawyer, but must do this via the **UNHCR PROTECTION OFFICER.** - The UNHCR Protection Officer refers the girl to a **LAWYER**. - The lawyer refers the girl to the **COURT PROSECUTOR**. - The prosecutor discusses the case with the lawyer and calls the doctor about the survivor to get some information about the medical examination. The doctor asks to see the girl again, because they forgot to examine something, so she is referred back to the **DOCTOR**. - The doctor refers the girl to a **SOCIAL WORKER**. - The social worker then refers the girl to the **POLICE OFFICER** to bring them some new information. - The police officer refers the girl back to the **UNHCR PROTECTION OFFICER** to report the incident. - The UNHCR Protection Officer asks the girl some additional questions, but she has to talk with the **COMMUNITY LEADER** because she is confused about the original details of the incident. - The community leader contacts the **PROSECUTOR** to find out the status of the case. After reading the story, **ASK** the group: - Was all of this helpful for the survivor? - Could a situation like this happen where you work? - What could have been done to avoid making this web of string? - Imagine if the girl had reported her case to a staff member in your team. How would it have been handled? **EXPLAIN** that survivors of gender-based violence often have to interact with a large number of people who are not well-trained or coordinated. This can be daunting and confusing to survivors. It may discourage them from reporting incidents. This is also relevant to people who have been exposed to other forms of harm. **Debrief** - Survivors and those exposed to harm, abuse or exploitation should not be made to go through complex processes that involve too many people as this can cause harm. - Organizations should have procedures that clearly outline how sensitive reports should be managed. This should include information about how to orient survivors to key services and how and when to maintain confidentiality.

8.3 INDIVIDUAL AND COMMUNITY MAPPING, 15 MINUTES	
Group Work	**Purpose** Highlight the importance of mapping both formal and informal structures and services at a community level **Process** **DIVIDE** participants into groups of three or four. **ASK** them to discuss: - *What do people do when they face a protection threat during or after a disaster?* - *Who do they go to for help?* In plenary, **SHOW** flipcharts with three concentric circles with a stick person at the center, or **DRAW** the circles on flipchart paper for each group. **EXPLAIN** that: - The inner circle represents the individual (survivor). - The next circle represents those "closest" to the individual and to whom that person first turns for support or help (e.g., mother, brother, sister, father, friend). - The next circle represents those "closer" to the individual and to whom the individual may go next for support or help (e.g., teacher, nurse, doctor, priest, community leader, women's group, midwife). - The outer layer represents those who are "close" to the individual, who live in the community and who may have a more formal relationship with the individual (e.g., police, health clinic staff, lawyer, school staff). Part A **ASK** participants to think about specific examples of formal or informal actors for each of the different layers according to their local context. For example: - Would parents, grandparents or siblings be included in the "closest" ring in that context? Would healthcare providers or education actors be considered a support in the "close" ring? - Ideally, information about the organizations, individuals, government bodies in layers two ("closer") and three ("close") should be captured and correlated with the Protection Cluster on functioning services (for example, family tracing and reunification, health, psychosocial support, legal services, safety and security, socioeconomic support). Part B - Draw a line through the middle of all of the circles. Explain that the left half refers to "pre-disaster event" while the opposite implies "post-disaster event." - Ask participants to place actors identified in Part A inside the circle and categorize them whether they play a key role in a "pre-disaster event" or "post-disaster event," or both. **Debrief** - It is important for staff and DRR and humanitarian organizations to have information on the formal and informal support systems that exist. - Ideally, information about the organizations, individuals and government bodies in layers two ("closer") and three ("close") should be captured and correlated with the Protection Cluster on functioning services (e.g., family tracing and reunification, health, psychosocial support, legal services, safety and security and socioeconomic support).

<table>
<tr><th colspan="2">8.4 HOW TO DEVELOP A REFERRAL PATHWAY FOR ESSENTIAL SERVICES, 30 MINUTES</th></tr>
<tr><td>Presentation and Group Work</td><td>
Purpose
- Show participants how to develop a referral pathway to orient people toward specialized services
- Highlight the importance of understanding and preparing for protection risks that are made worse by emergencies and disasters

Process
GIVE each participant copy of Developing a Referral Pathway for Essential Protection Services (HO 2.9).
EXPLAIN that there are two key reasons for developing a referral pathway for DRR organizations:
1. To address protection risks in the communities we serve
2. To strengthen our safeguarding practices

More importantly, it is crucial to understand, prepare and respond to protection risks that are exacerbated by emergency situations and disasters.
EXPLAIN each of the steps in the handout. ASK the participants if they have any questions or steps that need clarifying.
DIVIDE participants into groups according to their organizations or teams.
ASK the groups to go through the Tool 4 Referral Pathway Checklist in HO 2.9 and discuss whether their organization/team implements these actions.
SUGGEST they make a note where gaps are identified as these can be included as specific activities to be covered in Day 4’s Action Planning stage.

Debrief
- It is critical for DRR and humanitarian actors to have updated referral pathways and be aware of available services to orient people to the specialized services they may need.
- It is important that the roles and responsibilities of staff and focal points are clear and that staff are trained on how referral processes work.
- Organizations must have internal procedures to ensure the confidentiality and storage of any personal or sensitive information received.
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8.5 DEVELOPING REFERRAL CARDS, 60 MINUTES	
Group Work	**Purpose** To help participants map existing services and develop referral cards that they can carry with them, if they have not yet been developed by another responsible actor. **Process** **ASK** participants to look at the *Tool 3 Referral Card Template* in HO 2.9. **WRITE** the protection risks identified in Session 4.3: Bubble Analysis Part 1 on a piece of flipchart paper. In plenary, **DISCUSS** the services that might be needed in response to these protection risks (e.g., medical, legal, psychosocial). **GIVE** participants the following two examples of best practice: ■ In Sierra Leone, a local partner contacted the Protection Cluster to ask for information on referral pathways in their program area. The Protection Cluster had recently updated the information. The partner's staff were then trained on the referral pathways, and the information from the cluster was printed on laminated cards and given to all staff. A refresher training was held a few months later to update the information and ensure all staff felt equipped to orient people to the relevant services. ■ In South Sudan, a local partner was working in an area without any referral pathways. They contacted the Protection Cluster and lobbied them to set up a referral pathway for services for people affected by gender-based violence. The partner approached other protection actors to encourage them to set up referral pathways for other protection risks. In the meantime, the local partner brought in protection expertise from another organization to support them to map community-based supports and services for gender-based violence. **DIVIDE** participants into groups according to their organizations or teams. **ASK** the groups to develop their own referral cards by mapping actors and services using the *Tool 3 Template* in HO 2.9, writing their answers on the sheet. They should also refer to the informal services they mapped in Session 8.3: Individual and Community Mapping. **EMPHASIZE** that some of the key services include: ■ Health services ■ Legal services ■ Psychosocial and social services ■ Mental health support ■ Safety and security (including the police, if safe and appropriate) **Debrief** ■ The Protection Cluster or other relevant authorities are responsible for developing referral pathways to specialized services and for ensuring these services are safe for people to use. ■ Staff should be aware of existing referral pathways. Where there is no mapping, organizations can consider mapping out services and developing cards for staff to carry so they can orient people who may need services. This should only be done if services exist and there is some level of protection expertise available. ■ For contexts in which there is insecurity or a lack of trust in service providers, people may have reservations about using services. It is important to consider aspects of safety, access and dignity for the affected population and to always avoid causing harm.

8.6 WRAP-UP DAY 3, 5 MINUTES	
Presentation	**SHOW a** flipchart with the key messages from Session 8 to wrap up. **EXPLAIN** that Day 4 will focus on Psychological First Aid. There will also be an action-planning session. **ASK** participants to give feedback on sticky notes for Day 3 and put them in the suggestions box. **ANSWER** any questions in the Car Park.

Session 9: Psychological First Aid

Time:

- 2 hours and 30 minutes

Objectives:

- Participants understand what Psychological First Aid is, and how and when it should be used
- Participants understand the importance of taking a survivor-centered approach when providing protection support

Key messages:

- It is important to care for yourself first, before caring for colleagues and those affected by crisis.
- Psychological First Aid is not professional counseling and is not something only professionals can do.
- The main priority when responding to allegations or incidents of abuse is to avoid causing additional harm.

Handout:

- HO 2.10: WHO Psychological First Aid Pocket Guide (one copy per participant)

Training tools:

- TT 2.7: Safe Response Cards (one copy per group of three–five participants)
- TT 2.8: Dos and Don'ts of Psychological First Aid (two copies)

Materials:

- Flipchart and pens

Preparation:

- Cut out Safe Response Cards
- Cut out the Dos and Don'ts of Psychological First Aid and place in separate boxes

9.1 WELCOME TO DAY 4 AND RECAP OF DAY 3, 10 MINUTES	
Discussion	**WELCOME** participants to the last day of the training. **SHARE** any feedback from Day 3 and any changes made as a result of that feedback. **REMIND** everyone how they can give feedback. **ASK** participants to think back to Day 3 and share: - One thing they learned. - One thing they found surprising.

9.2 WHAT IS PSYCHOLOGICAL FIRST AID? 35 MINUTES	
Presentation and Group Work	**Purpose** Help participants understand the foundations of Psychological First Aid, both for responding to protection incidents in the communities they work in and in the aftermath of emergencies[7] **Process** **ASK** participants what they think of when then hear the term "Psychological First Aid." Use prompting questions about first aid so they make the link between other forms of first aid and Psychological First Aid: - What is Psychological First Aid? When do we use it? - How might DRR organizations use Psychological First Aid? In what scenarios or situations? **SHOW** flipcharts with the following information and **EXPLAIN** that Psychological First Aid describes a humane, supportive response to a fellow human being who is suffering and who may need support. Providing it responsibly means: - Respecting safety, dignity and rights - Taking account of the person's culture - Being aware of existing emergency response services - Looking after yourself **EXPLAIN** that Psychological First Aid is **NOT** something only professionals can do and is not counseling. It does not involve discussing distressing events in detail or pressuring people to tell their stories. **EXPLAIN** that two people experiencing the same distressing event may have different reactions to it. **ASK** participants to name factors that may influence how people respond. Examples include: - The nature of the event(s) - Their experience with previous distressing events - The support they have in their life from others - Their physical health - Their personal and family history of mental health problems - Their cultural background and traditions - Their age **EXPLAIN** that people do better in the long term if they feel safe and connected, have access to support and feel empowered to help themselves. **SHOW** participants the flipcharts and **EXPLAIN** that people might react to distressing events in different ways. **EMPHASIZE** that all of these are normal reactions. Some people may only be mildly stressed or not distressed at all. Most people will recover over time. However, people with severe distress reactions may need more support than just Psychological First Aid, especially if they cannot function on a daily basis or are putting themselves or others in danger. Ensure that people experiencing severe stress are not left alone and try to keep them safe until you can find help from health care professionals. **EMPHASIZE** that children may react differently than adults to a distressing event as they have specific needs according to their age and are vulnerable due to their physical size and dependence on caregivers as well as their social and emotional maturity. **GIVE** each participant a copy of the *WHO Psychological First Aid Pocket Guide* (HO 2.10) and ask them to look through it. **SHOW** on a PowerPoint or flipchart show this case scenario: You work for a local humanitarian organization on Pan Island doing a needs assessment after the disaster. The damage is widespread and many people have lost their homes. You encounter an adolescent boy who has been separated from his parents and is highly distressed. **ASK** them to discuss the following in pairs for 5 minutes, referring to the Psychological First Aid Pocket Guide handout: - *How would you respond to the boy? What actions would you take?*

[7] Information in this section is adapted from: World Health Organization. *Psychological First Aid: Guide for field workers*. 2011.

9.2 What is Psychological First Aid? 35 Minutes	
...continued	**DISCUSS** responses in plenary, highlighting the steps of LOOK, LISTEN and LINK. **SHOW** flipcharts and **EXPLAIN** the principles of LOOK, LISTEN and LINK—including the need to ensure that staff, their colleagues and the survivor are safe before doing anything else. **ASK** participants what they understand "active listening" to be, and then ask them what they think are ways they can help people feel calm. Back in pairs, **ASK** participants to do the following activity for 5 minutes: ■ Person A talks uninterrupted for 2 minutes while person B listens. Then person B tells the story back to Person A in their own words for 1 minute. Then reverse roles. **SUGGEST** a topic to discuss. For example, "One time when I felt fear was..." In plenary, **DISCUSS**: ■ *What was good about this activity?* ■ *What did you find difficult?* ■ *What will you learn from it?* **EMPHASIZE** the following key aspects of active listening: ■ Paying attention ■ Maintaining eye contact ■ Showing that you are listening—keep posture open and interested ■ Being attuned to feelings ■ Listening without judging ■ Not imposing opinions ■ Not interrupting **EXPLAIN** the principle of LINK to participants, highlighting the need to have accurate information before helping. **Debrief** ■ It is important to care for yourself first, before caring for colleagues and those affected by crisis. ■ Psychological First Aid is not professional counseling and is not something only professionals can do. ■ The three principles of Psychological First Aid are: Look, Listen and Link.

9.3 SAFE RESPONSES, 30 MINUTES	
Exercise	**Purpose** Clarify how staff can safely and ethically respond to protection incidents that they may hear about or witness **Process** **DIVIDE** participants into groups of three–five. **EXPLAIN** that, in the course of day-to-day work, humanitarian staff may be exposed to protection incidents, either directly witnessing them or indirectly hearing about them. It is important that staff respond in the right way. **SHARE** the following scenario verbally: ■ *"You are a DRR Program Manager with no specific expertise in protection. You are visiting a preparedness training project early in the morning. A boy runs over to your group and tells your team that a woman was attacked earlier that morning. He takes you to see the woman who is highly distressed."* **GIVE** each group a set of cut out cards from *Safe Response Cards* (TT 2.7). **ASK** them to read each response card and, for each, discuss the following: ■ Do you think the suggested action is safe or unsafe? ■ Why do you think the action safe or unsafe?

9.3 SAFE RESPONSES, 30 MINUTES	

…continued	When everyone is finished (or after 10 minutes), in plenary go through each card and **EXPLAIN** as follows:
	▪ **Ask the woman if she is hurt.**
	  • *A first response step is to check if the survivor needs medical attention.*
	▪ **Ask for details of what happened. Ask the survivor for details of when and where it happened. Ask who is responsible for attacking her.**
	  • *Without proper training to interview survivors, staff should* **never** *try to interview or get detailed information about an incident.*
	  • *There is a big difference between asking what happened (not advised) and whether a person is okay.*
	  • *Staff should listen, not draw out information. Doing so can put them and the community at further risk. It is not helpful to involve someone who is not able to take action.*
	▪ **Ask what specific help/assistance she needs. Ask if she wants you to contact someone to get support or help.**
	  • *Helping a survivor access the right services (medical, counseling, legal) is an important step. Staff should have a list of services (e.g., the referral pathway card) to refer people.*
	  • *Only contact a service provider if the survivor has given informed consent (i.e., clear and full permission).*
	  • *Calmly offering something as simple as water, tea, tissues or help with contacting a friend/relative can be valuable.*
	▪ **Give the person contact information for health, counseling or other relevant services.**
	  • *If the survivor does not want someone else to contact service providers for them, give them contact information so they can do it themselves.*
	▪ **Don't say anything at the time, but later, call the police from somewhere private.**
	  • *Do not call the police for the survivor unless they give you informed consent (clear permission).*
	▪ **Report the incident to your manager or a protection staff member, and ask for advice.**
	  • *You should always report the incident to your manager or a protection staff member. They will be able to give you support on how to respond.*
	  • *Organizations should have a system in place on how to respond.*
	▪ **Do nothing if it is a domestic or family/community matter.**
	  • *A survivor of domestic violence needs the same level of support as any other survivor. This support can include information about available services. Ignoring domestic violence is not acceptable. Domestic violence is a serious offense in most countries.*
	  • *If there are obvious issues in the community, then the organization may decide to implement stand-alone protection activities, but this needs to be based on an analysis of the vulnerabilities, needs and capacities in the broader community, and the financial resources and technical expertise of the organization.*
	▪ **Check safety: your safety, the safety of other staff members and the safety of the affected person and the community.**
	  • *Before you take any action, it is important to check the safety of the survivor, yourself, the person they approached for help and other community members.*
	Debrief
	▪ The main priority when responding to allegations or incidents of abuse is to avoid causing additional harm.
	▪ Staff should make sure that they, their colleagues and the survivor are safe before doing anything else.
	▪ Staff who witness or hear of allegations can give the survivor information about specialized services.
	▪ They should not ask for specific details about the incident unless they have specialist training.

9.4 WHAT IS A SURVIVOR-CENTERED APPROACH? 15 MINUTES	
Presentation	**Purpose** Give participants an understanding of how to support a survivor in a safe and appropriate way that respects their preferences **Process** **ASK** participants what they think of when they hear the term "survivor-centered approach." **WRITE** their responses on a flipchart. **EXPLAIN** that a survivor-centered approach is where the survivors' wishes, safety and well-being are put at the center of the process, at all times and in all situations. It aims to give power back to survivors and respect their needs and wishes. **EMPHASIZE** that we are talking specifically about survivors of gender-based violence. A survivor-centered approach recognizes that: - Each person is unique. - Each person reacts differently to gender-based violence and has different needs. - Each person has different strengths, resources and coping mechanisms. - Each person has the right to decide who should know about what happened. - Each person has the right to decide what should happen next. **EXPLAIN** that if staff hear about an incident of abuse or exploitation—such as sexual violence, physical violence or psychological violence—they should: - Always protect the identity, confidentiality and safety of the survivor. - Treat the survivor with respect. - Make sure all communication happens in a safe place. - Never share information about the incident without the survivor's informed consent (i.e., clear and full permission). - Never share information about survivors in large group meetings. Only share information over the phone if absolutely necessary. - Give survivors reliable information on the services and support that are available. - Never investigate the case themselves. - Give survivors information about accessing health care. This could include information about where and how they can get support, whether they can get free health care without making a formal report to the police or whether medical facilities have to report cases to the police. - Give them information about accessing justice. This could include information about whether they need to make a formal report to the police or get treatment at a government facility to get a medical certificate that a court will recognize. - Always consult the survivor and involve them in decisions that affect them. **EXPLAIN** that in a survivor-center approach, we do not act on behalf of the survivor. The only exception is if someone is in danger of harming themselves or others, or is unable to care for themselves or their dependents. **DISCUSS** with participants the difference between advising and informing. Use the following guidance: - **Advising** involves telling someone what they should do and how they should do it. This is **not** survivor-centered because the person giving the advice cannot know whether their advice is right for the survivor. Telling someone what to do does not help them make their own choices. The survivor might feel like the staff is not listening to them. - **Informing** involves giving someone facts so they can make an informed decision about what to do. This is survivor-centered because it gives the survivor the power to make their own choices. It also shows respect for the survivor's opinion and judgment. - Note: You should adapt the information given to the age and capacity of the survivor. **EXPLAIN** that empathy and listening skills are crucial when supporting survivors. **EMPHASIZE** the importance of not making assumptions or judgements about survivors and incidents. **Debrief** - It is important to protect the identity, confidentiality and safety of survivors when they disclose information. - Survivors must be involved in any decisions that affect them. - Support survivors by providing information, *not* by advising.

9.5 PSYCHOLOGICAL FIRST AID ROLE-PLAY, 55 MINUTES	
Exercise	**Purpose** Explore how to provide Psychological First Aid **Preparation** **DECIDE** on characters for participants to take for the role-play, either: - Staff working for an organization specializing in disaster risk reduction and management (DRRM) - Government workers visiting a community **CHOOSE** a scenario for each group, for example: - A woman has been attacked and is lying by the side of the road with an injured leg. - An old man has been robbed of all his food supplies. - An abandoned child is found on the outskirts of a community. - A young girl is seen to be at risk of being trafficked. **Process** **EXPLAIN** that Psychological First Aid means responding in a humane, supportive way to someone who is suffering and who may need help. **DIVIDE** participants into two groups. **GIVE** out the "Dos" from *Dos and Don'ts of Psychological First Aid* (TT 2.8) to one group and the "Don'ts" to the other group. **TELL** participants which role will be theirs during the role-playing. **GIVE** each group a scenario to role-play. **GIVE** the groups 15 minutes to prepare a role-play/drama highlighting the "Dos" and "Don'ts" they have been assigned, using the chosen scenario. This means one group will be doing all the "wrong" things and the other group will be doing the "right" things. (*Note*: If there are many participants, create more groups.) **ASK** each group to perform their role-play while the other group tries to identify the behaviors they are demonstrating. The observing group should write them down on a piece of flipchart paper. In plenary, **DISCUSS** the behaviors that the observing group noticed. Allow the groups to talk about their ideas until there are two comprehensive lists of Dos and Don'ts. **WRITE** their ideas on a flipchart, and then compare them to the lists in TT 2.8**.** **Debrief** In plenary, **HIGHLIGHT** key points from the full list of "Dos" and "Don'ts" for Psychological First Aid, including: - The importance of being honest and trustworthy, respecting confidentiality and supporting a survivor-centered approach. - The important of not making any false promises, not forcing people to tell their story and not making any judgments about the person or situation.

9.6 WRAP-UP, 5 MINUTES	
Presentation	**SHOW** a flipchart with the key messages from Session 9 to wrap up.

Part 3: Action Planning

Session 10: Capacity Assessment Review and Action Planning

Time:

- 2 hours and 10 minutes

Objective:

- Participants create action plans to address key gaps

Key messages:

- Action plans should be practical and realistic in terms of the human and financial resources that are available or are likely to be available.
- Ratings can be reviewed and updated as actions are completed, and new action plans can be developed for additional indicators.

Handout:

- HO 3.1: Action Plan Template

10.1 SELF-RATING, 30 MINUTES	
Group Exercise	**Purpose** Participants rate themselves against the Safe and Dignified Programming Framework. **Process** **DIVIDE** participants into groups according to their organizations or teams. **REFER** participants to the *Safe and Dignified Programming Framework* (HO 1.4). **ASK** groups to rate their organization against the indicators in the framework. **EXPLAIN** that each indicator should be given a score on a three-point scale using any system they like (e.g. numbers, colors, letters, etc.). The examples below are illustrative only: **Debrief** - Ratings will help participants decide which actions to prioritize when action planning.

Green	**1**	**Gold**	These indicators have been fully met/all actions are being implemented.
Yellow	**2**	**Silver**	These indicators have been partially met/some of the actions are being implemented.
Red	**3**	**Bronze**	These indicators have not been met/none of the actions are being implemented.

10.2 ACTION PLANNING, 60 MINUTES	
Group Exercise	**Purpose** Participants plan actions to embed Safe and Dignified Programming **Process** **GIVE** each group a copy of the *Action Plan Template* (HO 3.1). **EMPHASIZE** that the rating of programs should be linked to specific and concrete actions. **SHOW** a flipchart with the material and go through each box to explain what they should include. As an example:

Program Sector	WASH/shelter/livelihoods				
Indicator(s)	Staff share information through a range of communication methods (formats, language and media) that are appropriate to the needs of the community, especially the most vulnerable and marginalized groups				
Findings from self-assessment	Program participants are not receiving information about the program in a range of formats				
Planned action to align with indicators	Start date	End date	Responsible person	Resources required	Cost estimate
Develop key messages	Now	2 weeks	Team leader	Information from teams	$0
Print messages	Now	1 month	Administration	Printers	$00
Face-to-face visits	Now	Ongoing	Team leader	Staff time	$000

EMPHASIZE that it is important that key actions are:

- Linked to identified gaps
- Realistic
- Timebound
- Properly costed
- Measurable
- Assigned to a person responsible for implementation

ASK groups to prioritize three–five indicators, to prevent them having too many areas of follow-up.

SUGGEST that they may decide to focus initially on areas given the lowest ratings because they are the most important or easiest to address.

ASK groups to write action plans for their chosen priorities.

GIVE groups up to 45 minutes to complete this task. In plenary, allow 10 minutes for the group to **DISCUSS** any key questions, challenges or suggestions that came up in their group work.

Debrief

- Action plans should be practical and realistic in terms of the human and financial resources that are available or likely to be available.
- Ratings can be reviewed and updated as actions are completed, and new action plans can be developed for additional indicators.

EXPLAIN that copies of the completed frameworks and action plans can be saved. This can help with the follow-up process to see if actions have been completed, to identify areas requiring further support and to measure improvements if they are being used as a baseline.

10.3 ELEVATOR PITCH, 20 MINUTES	
Group Exercise	**Purpose** Recap and synthesize key learnings from the training **Process** **DIVIDE** participants into pairs. **GIVE** the following scenario: ▪ *Imagine you are in an elevator with your boss. You have 60 seconds to explain Safe and Dignified Programming.* **GIVE** the pairs 10 minutes to prepare their 60-second message. **REMIND** teams that their “pitch” should be clear, concise and should use simple language. **EMPHASIZE** that participants must be careful to avoid using team- or organization-specific jargon or acronyms. After 10 minutes, **ASK** each group to deliver their pitch to the group. **DISCUSS** the pitches. **ASK** participants to vote for their favorite by putting a dot on their favorite pair, listed on a flipchart. **Debrief** In plenary, **DISCUSS** the phrases that resonated the strongest.

10.4 CLOSING, 20 MINUTES	
Group Exercise	**Process** **ANSWER** any last questions that participants have or any comments that were added to the Car Park. **THANK** participants for participating and make sure that it is clear to them what follow-up and support are available.