



03

TOOLS TO RAISE AWARENESS ON RIGHTS AND ENTITLEMENTS WITH DIVERSE COMMUNITY MEMBERS

3.3 Safeguarding Agent Training Pack

To Increase the Knowledge and Capacity of Community Safeguarding Agents



Photo by Jennifer Hardy/CRS



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|  00 INTRODUCTION |  01 TARGET AUDIENCE |  02 SHOCK RESPONSE |  03 AWARENESS |  04 BEST PRACTICE |  05 GLOSSARY |
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03 Tools to Raise Awareness On Rights and Entitlements with Diverse Community Members

Introduction to Tools to Raise Awareness on Rights and Entitlements with Diverse Community Members

3.1 Awareness Raising on Rights and Entitlements Training Pack

3.2 Safeguarding Agent Terms of Reference (TOR)

3.3 Safeguarding Agent Training Pack

Safeguarding Agent Training Pack

Purpose:

This training is designed to build the knowledge and capacity of community Safeguarding Agents. Community Safeguarding Agents are volunteers recruited from communities. They will be the first point of contact for community members who experience safeguarding issues during crises or disasters. The aim of this training is to increase their understanding of:

- What is meant by “safeguarding” and why it is important
- What we mean by Protection against Sexual Exploitation and Abuse (PSEA)
- How safeguarding affects survivors and communities
- Basic concepts of Psychological First Aid (PFA) and a survivor-centered approach
- The role of community Safeguarding Agents and how they should safely respond to protection disclosures

Participants:

- Community Safeguarding Agents

Time:

- Two days

Handouts:

- [HO 1](#): Key Messages on Rights and Entitlements
- [HO 2](#): IASC Six Rules
- [HO 3](#): Bond Code of Conduct (optional)
- [HO 4](#): WHO Psychological First Aid pocket guide handout

Training tools:

- [TT 1](#): Power Walk Characters
- [TT 2](#): True/False Signs
- [TT 3](#): Exploitation and Abuse Case Studies
- [TT 4](#): Exploitation and Abuse Scenarios
- [TT 5](#): Code of Conduct Breaches
- [TT 6](#): Reporting Scenarios
- [TT 7](#): Referral Web Nametags
- [TT 8](#): Referral Pathway Card
- [TT 9](#): Safe Responses Cards
- [TT 10](#): Dos and Don'ts of Psychological First Aid

Materials:

- Flip chart and markers
- Sticky notes
- Pens and paper
- Ball of string

Session outline:

| DAY 1 | MINUTES | SESSION |
|-------|--------------|---|
| | 30 | Session 0: Introduction |
| | 75 | Session 1: Understanding Safety, Dignity and Human Rights |
| | 60 | Session 2: Understanding Safeguarding |
| | 60 | Session 3: The Impact of Safeguarding Violations |
| | LUNCH | |
| | 105 | Session 4: Identifying Code of Conduct Breaches |
| | 30 | Closing, Questions and Feedback for the Day |

| DAY 2 | MINUTES | SESSION |
|-------|--------------|--|
| | 30 | Recap from Day 1 |
| | 75 | Session 5: Reporting |
| | 60 | Session 6: Referral Pathways and Service Maps |
| | 60 | Session 7: How to Safely Support Someone in Distress |
| | LUNCH | |
| | 45 | Session 7 (continued): How to Safely Support Someone in Distress |
| | 60 | Session 8: Key Messages for Communities |
| | 30 | Session 9: Closing |

Facilitation notes

Introduction:

- Welcome and introduction

Time:

- 30 minutes

Handout:

- Agenda

Materials:

- Ball
- Flip chart and markers

WELCOME, 5 MINUTES

Presentation

WELCOME everyone to the Safeguarding Agents' training.

INTRODUCE yourself (name, organization, position, background, etc.) and the purpose of the session. **EXPLAIN** that this training will cover the concepts of safeguarding and protection from sexual exploitation and abuse. It will help Safeguarding Agents become key focal points in their communities for anyone who has experienced exploitation and abuse by organizations and local governments.

EMPHASIZE that this is a safe space for learning from other people's experiences and that everyone can share freely—there are no right or wrong answers.

ENCOURAGE everyone to participate. Create a comfortable and informal atmosphere by using everyday language and avoiding jargon.

INTRODUCTIONS, 10 MINUTES

Exercise

ASK participants to stand in a circle. **GIVE** one participant a ball. **ASK** them to say their name, role and what they hope to learn from this training. **ASK** the participant to throw the ball to another person in the circle and repeat.

TRAINING OBJECTIVES AND AGENDA, 5 MINUTES

| | |
|---------------------|--|
| Presentation | <p>EXPLAIN that this training is for community Safeguarding Agents. ASK participants what they know about the role of a Safeguarding Agent. DISCUSS in plenary. Explain that in this training they will learn about their roles and responsibilities.</p> <p>HIGHLIGHT the following key responsibilities of Safeguarding Agents:</p> <ul style="list-style-type: none">■ Be a first point of contact for community members who experience safeguarding issues during an emergency response.■ Raise awareness on safeguarding, particularly around rights and entitlements for community members. This includes expected and prohibited behavior for organizations and local governments.■ Understand the reporting mechanisms of local organizations and governments. Tell community members how they can report complaints.■ Learn about local service providers where community members can get more support. Share this information with communities.■ Safely support community members who have been harmed by a person working for the local government or organization. This includes telling them how they can report and access other services (like healthcare). <p>EXPLAIN the objectives of this two-day training and the agenda.</p> <p>EXPLAIN that the training will include exercises, role-plays, discussions and group work.</p> |
|---------------------|--|

RULES AND HOUSEKEEPING, 5 MINUTES

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| Brainstorm | <p>ASK participants what “rules” they would suggest to ensure the workshop runs smoothly; for example:</p> <ul style="list-style-type: none">■ Turn off mobile phones and laptops■ Listen to other people■ Raise their hand to ask questions■ Participate actively■ Stick to set times <p>WRITE these on the flip chart and stick the rules onto the wall.</p> <p>EXPLAIN to participants where to find the nearest fire exits and bathrooms.</p> |
|-------------------|--|

PARTICIPANT FEEDBACK, 5 MINUTES

| | |
|---------------------|--|
| Presentation | <p>EXPLAIN that feedback is important to improve the training. Any feedback is welcome.</p> <p>Suggestion Box</p> <p>PLACE a labeled suggestion box in an easily accessible part of the room, along with slips of paper and pencils.</p> <p>At the end of each day, ASK participants to write down and post any feedback (positive or negative) that could improve the workshop. They can do this anonymously.</p> <p>EXPLAIN that the facilitators will review suggestions at the end of the day.</p> <p>Each day, SHARE what has changed (if any) as a result of feedback, and why (or why not).</p> <p>Car Park</p> <p>On a special flip chart page, WRITE down any issues that are not linked to safeguarding or that need more time to discuss. These “parked” ideas can be reviewed at the end of the day or workshop.</p> |
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Training content

Session 1: Understanding Safety, Dignity and Human Rights

Time:

- 75 minutes

Objectives:

- Participants understand people's right to live with safety and dignity, free from harm
- Participants understand that certain people are more at risk of harm

Key messages:

- Rights belong to everyone and cannot be taken away. However, some people's rights are not respected. They are more at risk of harm, abuse or exploitation.
- Organizations and local governments should respect people's dignity and safety. They should not hurt or harm people when they offer them assistance.
- Safeguarding Agents play a key role in helping communities understand these rights. They also play a key role in responding if organization or government actors violate their rights.

Handout:

- [HO 1](#): Key Messages on Rights and Entitlements

Training tools:

- [TT 1](#): Power Walk Characters
- [TT 2](#): True/False Signs

Materials:

- Flip charts and markers

WHAT ARE RIGHTS? 10 MINUTES

Presentation

Purpose

Participants understand that human rights belong to everyone

Process

ASK participants what the term “human rights” means to them.

EXPLAIN that there are **basic rights and freedoms that belong to each person in the world, from birth until death**. The Universal Declaration of Human Rights, a document adopted by the United Nations, explains 30 rights and freedoms that belong to every person in the world.

ASK participants to give examples of some human rights of which they are aware. Write them on a flip chart.

SHARE some of the human rights we all have, for example:

- Everyone is born free and has dignity as a human.
- Everyone has the right to life and the right to live in freedom and safety.
- Everyone has the right not to be hurt, tortured or treated cruelly.
- Everyone has the right to be treated as a person under the law everywhere.
- Everyone has the right to a home, enough food and health care.

EXPLAIN that these rights belong to everyone and that no one can take them away from us.

EXPLAIN that as Safeguarding Agents, they will help community members understand their right to live with dignity and safety, especially in relation to governments and organizations doing disaster work.

Debrief

- Rights belong to everyone and no one can take them away.
- As Safeguarding Agents, they will help people understand and access those rights safely and with dignity.

UNDERSTANDING SAFETY AND DIGNITY, 10 MINUTES

Exercise

Purpose

Participants understand the concepts of safety and dignity and that all people have the right to live in safety and in dignity, free from abuse and harm

Process

EXPLAIN that it is important for community Safeguarding Agents to understand safety and dignity. As Safeguarding Agents, they will help protect community members' right to live in safety and with dignity.

DIVIDE participants into two groups.

WRITE "SAFETY" and "DIGNITY" on separate sheets of flip chart paper and give one to each group.

ASK participants to write down other words or phrases to explain the word they have been given. They can also use drawings. **GIVE** each team 5 minutes to do this and then ask them to rotate to the next word (switch words).

ASK them to return to the word they started with and present their ideas about what safety and dignity mean.

In plenary, **DISCUSS** some examples. Explain the definitions below:

- **Safety:** Being protected from danger, risk or injury—including physical, environmental, social, spiritual, political, emotional or psychological harm.
- **Dignity:** The importance and value of a person, which gives them self-respect and makes others respect them.

To encourage discussion, ask participants the following questions:

- *Can you share a time when you felt like you were not safe? What made you feel that way?*
- *Can you share a time when you felt like you were not respected? What made you feel that way?*

EXPLAIN that we all have rights and freedoms that belong to every person. This includes the right to live in safety and with dignity. Everyone has the right not to be hurt or mistreated. This is important to understand when receiving assistance and services from organizations or the government. Safeguarding Agents play an important role in telling communities about these rights. Organizations and local governments must respect people's dignity and safety when they offer assistance and services. They must not cause people harm.

Debrief

- All people have the right to live with dignity and safety.
- Organizations and local governments must respect people's dignity and safety when they offer assistance and services. They must not cause harm to people. Safeguarding Agents play an important role in helping communities understand these rights and will respond if these rights are violated.

POWER WALK, 25 MINUTES

Exercise

Purpose

Participants will understand that everyone has the right to live in safety and with dignity. However, sometimes people do not respect this right in the most vulnerable people in communities. They are at higher risk of being harmed.

Process

EXPLAIN that everyone has the right to live with safety and dignity, but not everyone experiences this, particularly vulnerable groups. Because of this, it is important for community members to recognize when someone is being harmed so they can speak up and deal with these problems. Safeguarding Agents play an important role in helping community members do this.

ASK participants to stand in a single row across one side of the room, facing the facilitator.

DISTRIBUTE the Power Walk characters ([TT 1](#)) to the participants. **TELL** them not to share who is their character.

ASK them to pretend to be that character, and to form a mental picture of who they are and what their life is like. They must then think about how their characters would respond to a list of statements that you will read out.

ASK them to listen to the statements and take one step forward if they agree with the statement, and to stay where they are if they disagree with the statement.

READ each of the following statements, and give participants enough time to decide whether to take a step:

- *I have cash in my pocket.*
- *I have a valid, government-issued ID.*
- *I have access to a telephone.*
- *If I am hurt, I can see a doctor and pay (if necessary) for their services.*
- *If a staff member of a non-governmental organization (NGO) or local government asked me on a date, I would not be afraid to say no.*
- *I finished secondary school.*
- *I am not afraid to walk alone at night.*
- *I have enough to eat and would never need to consider exchanging sex for food or money.*
- *I can read.*
- *If I was abused by a local government staff member, I would feel comfortable reporting this to the government.*
- *My family and community respect my opinions and ideas.*

ASK the participants to reveal their identities and to explain why they did/did not step forward in response to particular statements. The following questions may be helpful:

- *What did you notice about people's access to their right to live with safety and dignity?*
- *Who are the more vulnerable members of the community? Who are the more powerful members of the community?*

Debrief

In plenary, **HIGHLIGHT** that:

- It was clear that participants were scattered across the room. Those with more power were closer to the facilitator and those who were more vulnerable were further back in the room.
- Even though everyone has the right to live with safety and dignity, not everyone experiences this. The least powerful, most vulnerable people in a community are often at risk of harm or exploitation.
- Safeguarding Agents will play a key role in helping people understand and access their rights. They will help increase people's sense of safety and dignity

TRUE OR FALSE: RIGHTS AND ENTITLEMENTS, 30 MINUTES

Exercise

Purpose

To learn about the rights and entitlements of people affected by crisis

Process

EXPLAIN that Safeguarding Agents play an important role in helping people understand their rights and entitlements when they receive assistance and services from organizations and local governments in an emergency.

EXPLAIN that people receiving assistance have rights—including the right to access basic services on the basis of need, to live in safety and dignity, not to be hurt, to get information about available services and assistance and to be able to give feedback and complain. Safeguarding Agents will share key messages with community members about these rights.

PLACE the true and false signs ([TT 2](#)) in two locations (for example on either side of the room or training space). **ASK** participants to stand between them. **EXPLAIN** that you will read some statements. If participants believe the statement is true, they should stand by the “true” sign. If they believe the statement is false, they should stand by the “false” sign.

After each statement, **ASK** a participant under each sign to explain why they chose that answer. After a discussion, **SHARE** the correct response.

- Emergency assistance and services given by organizations are free.
 - **Answer: TRUE.** Emergency assistance and services are free. No one should be asked for favors in exchange for this help. A favor is something given to someone even though they do not owe it to them. For example, if someone asks for money or goods or sex for something that should be free, they are asking for a favor.
- Information about assistance and services and how people are chosen to get them is private information (how people are chosen is called “selection criteria”).
 - **Answer: FALSE.** People receiving assistance and support have the right to get information about services and assistance and to understand the selection criteria for them. This is not private information. Anyone can ask about it if the information is not shared.
- Assistance and services should be based on need.
 - **Answer: TRUE.** Assistance and services should be based on need. People should not be left out because of their sex, age, religion, etc.
- Abuse of power of any kind over people and communities that causes harm is **never** okay.
 - **Answer: TRUE.** People should always be treated with dignity. If anyone feels uncomfortable or that their dignity or safety are at risk, they have the right to say something and get help to solve the problem.
- If someone working for an organization providing services has asked a person to do something inappropriate, it is best **not** to report it for safety and privacy reasons.
 - **Answer: FALSE.** Inappropriate behavior should always be reported. The person complaining has the right to do this in a safe and confidential way. They also have the right to get a response about their complaint.
- Organizations and local governments do **not** have to share information on how to report complaints. This is because the information is about their own internal procedures.
 - **Answer: FALSE.** Everyone has the right to report any inappropriate behavior. Organizations and local governments should clearly explain how to report complaints. If this has not been explained clearly, the organization can be asked for this information.

In plenary, **HIGHLIGHT** the key points that came up in the activity. **GIVE** participants the handout on Key Messages on Rights and Entitlements ([HO 1](#)). **EXPLAIN** that Safeguarding Agents will share these messages with community members.

Debrief

- The types of assistance and services people get are based on their needs.
- No one should use their power to control people or communities.
- People have the right to be told about available assistance and services.
- People have the right to know how people are chosen to get assistance or services (this is called “selection criteria”).
- It is never okay if people working for organizations or local governments abuse their power, harm anyone in the community or treat them inappropriately. For example, no one should ever ask for favors in exchange for assistance or services.
- People have the right to report any inappropriate behavior or harm.

Session 2: Understanding Safeguarding

Time:

- 60 minutes

Objectives:

- Participants understand what “safeguarding” means
- Participants understand that safeguarding covers a range of harms. It includes Protection against Sexual Exploitation and Abuse (PSEA)

Key messages:

- It is never okay for staff offering services to behave inappropriately or abuse their power.
- Organizations and local governments are responsible for preventing exploitation and abuse by their staff members.
- Any incidents that happen are not the fault of community members.
- Safeguarding Agents play a key role in helping community members understand that harm and abuse are never okay.

Training tool:

- [TT 3](#): Exploitation and Abuse Case Studies

Materials:

- Flip charts and markers
- Vouchers (pieces of paper) and chairs

Preparation:

- Set up role-play

STAFF CONDUCT ROLE-PLAY, 30 MINUTES

Exercise

Purpose

Participants understand and can identify safeguarding issues in staff behavior

Preparation

Before the training starts, or during a break, choose another facilitator to play the second role in the role-play. Choose five volunteers who will participate in the role-play. Make sure they are clear on the purpose and messages of the scenario.

PLACE five chairs at the front of the room or gathering space. *Note:* if no chairs are available, use other items (for example pens, fruit, notebooks, etc.). Prepare ten vouchers (pieces of paper) for the activity.

ASSIGN roles to the facilitators:

- One facilitator oversees the vouchers.
- The other facilitator oversees the chairs (or other items).

Process

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 earlier discussion about safety and dignity.

ASK the participants to get into a line and face the audience. This way the audience can see and hear what the facilitators and participants are saying. **SPEAK** clearly and loudly and explain what is happening when needed to make sure that the audience hears and understands what is being said.

ROLE-PLAY as follows:

Facilitator 1:

TELL the group of five participants that you can see they have suffered a lot lately. Tell them you are there to help them. You have noticed they have no chairs (or other items), but you have vouchers they can use to get chairs. Tell them they are free to ask questions. Tell them they should come one at a time to get the vouchers. Then, they should trade in their vouchers for chairs.

ASK the five participants to come forward and line up. Explain that you have the vouchers, which they can turn in to get chairs.

DEMONSTRATE inappropriate, disrespectful behavior to each of the five participants (**ENSURE** that the behavior and exchanges are clear for the watching audience and explain when needed). Change which behaviors you use and in what order based on the context and participants. The below examples are only a guide and can be adapted. Facilitators do not need to follow the exact script or order.

- **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 complementing 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 the participant 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 the participant 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 next time they can get one.

If any participants ask questions, demonstrate inappropriate behavior (ignore them, speak to them in a different language, turn your back on them, etc.).

Once participants have received the vouchers, **EXPLAIN** that they should go to **Facilitator 2** to get their chairs.

...continued

Facilitator 2:

ASK participants to line up to get their chairs one-by-one.

ASK the participants to get into a line and face the audience. This way, the audience can see and hear what the facilitators and participants are saying. **SPEAK** clearly and loudly and explain what is happening 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.

- **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 that night at their house. Refuse to give them a chair and ask them to tell you where they live and to give you their personal phone number so you can call them to say hello.
- **Participant 3:** Give the participant one chair for the 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 you know their father, who is a local leader, and that you are so happy to see them. Give them three chairs.
- **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 multiple or 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 **DISCUSS** in plenary. Use these questions to guide the discussion:

- *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 you free assistance?*
- *Did staff ask for anything in exchange?*
- *Did the staff allow you to ask questions or complain?*
- *Did the staff give you information about who got a chair and how many you should get?*

EXPLAIN that abuse of power by staff providing services is always unacceptable.

EXPLAIN that safeguarding means protecting community members from harm and the abuse of power by organizations and local governments. The role-play showed many problems with staff behavior and abuse of power (staff members were asking for money in exchange for chairs and vouchers, asked for other favors, treated community members unfairly, etc.).

Debrief

- Inappropriate behavior and abuse of power by staff members providing services—including asking for favors in exchange for assistance—is never okay.
- Organizations and local governments must protect community members against the abuse of power and inappropriate behavior by staff members.

DEFINING SAFEGUARDING AND PROTECTION AGAINST SEXUAL EXPLOITATION AND ABUSE (PSEA), 15 MINUTES

Presentation

Purpose

- Participants understand the meaning of safeguarding and PSEA
- Participants understand that safeguarding includes PSEA

Process

ASK participants what they think of when they hear the word “safeguarding.” **ASK** the following questions, referring to the role-play as needed:

- *What does safeguarding mean to you?*
- *What are some examples of safeguarding problems that you saw in the staff member’s conduct during the role-play?*

EXPLAIN that safeguarding means protecting community members from harm and abuse of power by organizations and local governments. The role-play showed them many problems that can happen when staff members behave badly and abuse their power:

- They asked for money for chairs and vouchers.
- They asked for other favors.
- They treated community members unfairly, etc.

EXPLAIN that one important part of protecting community members from harm is protecting against sexual exploitation and abuse (PSEA). PSEA is an important part of safeguarding.

ASK participants what they think of when they hear the phrase “sexual exploitation and abuse.” **EMPHASIZE** that they do not need to share a personal experience and can mention something they have heard. **TELL** participants not to mention names or identify anyone. If they are not comfortable, they do not need to share anything at all.

Use the following questions as prompts:

- *What does sexual exploitation and abuse look like in your community?*
- *In the role-play, what were some examples of sexual exploitation?*
 - *Staff asking for favors—such as going on a date.*
 - *Staff asking for contact information so they could visit participants at their homes.*
 - *Staff behaving inappropriately and making participants feel uncomfortable or unsafe, etc.*
- *What examples of sexual exploitation and abuse are you familiar with?* If participants don’t share, bring up examples:
 - *Organizations and local government staff asking for sex in exchange for aid.*
 - *Making inappropriate sexual comments about community members, etc.*

EXPLAIN that:

- Safeguarding means protecting community members from harm and abuse of power by organizations and local governments.
- Safeguarding includes PSEA:
 - Sexual abuse is any unwanted physical act or violation (or attempted physical act or violation) that is sexual, by force or in a situation where there is unequal power. Any sexual activity with a child (anyone under 18 years of age) is sexual abuse.
 - Sexual exploitation means abusing power for sexual purposes—such as asking people to exchange sex in return for something.

EXPLAIN that abuse and exploitation are never okay, under any circumstance. It is the responsibility of organizations to stop their staff from harming people and communities.

Debrief

- Safeguarding means protecting community members from harm and abuse of power by organizations and local governments.
- Staff members working for organizations and local governments should:
 - Always treat community members with respect and dignity.
 - Always keep community members safe from harm.
 - Never ask community members for any kind of sexual favor in exchange for assistance or services.
 - Never harm, hurt or abuse community members.
 - Never have any sexual contact or relationships with community members or with anyone under 18 years of age.

CASE STUDIES: SEXUAL EXPLOITATION AND ABUSE,¹ 15 MINUTES

Exercise

Purpose

Participants can explain examples of sexual exploitation and abuse based on their understanding of safeguarding and PSEA

Process

ASK participants to form two groups. **GIVE** each group four case studies ([TT 3](#)). **ASK** them to talk about the following questions in their groups for 10 minutes:

- Which behaviors in the case study do you think are unacceptable?
- Is the case study an example of sexual exploitation or abuse?

ASK each group to share answers in plenary. **HIGHLIGHT** the following points:

- **Case study 1:** This is an example of **sexual abuse** because it is a threat of an unwanted sexual act. There is unequal power because Mr. Sanjit works for the government and has access to resources and power. Making a threat is sexual abuse, even if the act has not taken place.
- **Case study 2:** This is an example of **sexual exploitation** because it involves exchanging money for sex. There is unequal power because Mr. Shin works for an international NGO and has access to resources and aid that the community needs. It does not matter if prostitution is legal in the country, it is still sexual exploitation.
- **Case study 3:** This is an example of **sexual exploitation** because it involves exchanging a ride to the school for photographs of a sexual nature. There is unequal power because the driver works for an international organization and has access to resources (such as vehicles).
- **Case study 4:** This is an example of **sexual abuse** because it is an unwanted physical act that is sexual. Even volunteers are in a position of power because they have access to resources and have decision-making authority in communities.

Debrief

Sexual exploitation and abuse are very serious Codes of Conduct breaches and are never okay.

- It is the responsibility of the organization and local government to prevent sexual exploitation and abuse.
- Any incidents that happen are not the fault of community members.
- Safeguarding Agents play an important role in helping community members understand that sexual exploitation and abuse are never okay.

¹ Case studies taken from *IASC Saying No to Sexual Misconduct (2020)* available at: [IASC Learning Package on Protection from Sexual Misconduct for UN partner organizations | IASC \(interagencystandingcommittee.org\)](#).

Session 3: The Impact of Safeguarding Violations

Time:

- 60 minutes

Objectives:

- Participants understand why safeguarding is important
- Participants understand how safeguarding violations affect survivors and communities

Key messages:

- Abuse of power can happen at all levels of an organization or local government.
- Some people are more vulnerable to abuse and exploitation than others.
- Abuse can have a big impact on the survivor, communities and organizations.

Training tool:

- [TT 4](#): Exploitation and Abuse Scenarios

Materials:

- Flip chart and markers

Online resource:

- VOA Africa, Oxfam Scandal Global Aid video: <https://www.youtube.com/watch?v=xKpjG7ORITg>.

OXFAM VIDEO, 15 MINUTES

Video and discussion

Purpose

Participants understand why safeguarding is important and how it affects both program participants and organizations

Process

EXPLAIN that you will watch a short documentary to start the session. **EXPLAIN** that in the Oxfam case, Oxfam staff members, including the director, abused and exploited sex workers after the 2010 Haiti earthquake. The organization tried to cover this up. **EXPLAIN** that this safeguarding incident was a turning point for the aid community. It was all over the news. It was about people abusing their positions of power to harm others.

After showing the video, **ASK**:

- *How do you feel after watching this video?*
- *Why do you think this happened?*
- *How could this have been prevented?*

After a discussion, **EXPLAIN** that it is important to remember that there are power imbalances between organizations, local government staff/volunteers and vulnerable community members. This is because people in the community rely on the goods and services that organizations and local governments give them. They often depend on these things to survive.

Debrief

- Abuse of power can happen at all levels of an organization.
- This can have important consequences for affected communities—including survivors. It can also have important consequences for the organization.

VULNERABILITIES,² 20 MINUTES

Exercise

Purpose

Participants reflect on vulnerabilities in their context and who is more vulnerable to exploitation and abuse

Process

ASK participants to turn to the person sitting next to them and talk about the following:

- List the participants who are most vulnerable to abuse and exploitation in their community and explain why.

After 10 minutes, **DISCUSS** in plenary. **EXPLAIN** that abuse and exploitation can happen to anyone. However, certain groups are generally at higher risk than others. For example:

- Children (particularly children who do not have parents or family members with them)
- People with disabilities
- Women (particularly female-headed households)
- Displaced individuals/refugees
- Minority groups (ethnicity, social class, etc.)
- Out-of-school children/working children

ADD that, as we can see, vulnerabilities can be related to sex, age and diversities—such as ethnicity, religion and disability. People who experience several forms of vulnerability are at even higher risk of exploitation and abuse. For example, a person who is both female and has a disability.

HIGHLIGHT that people who already experience one form of abuse or exploitation are at greater risk of other forms of abuse and exploitation.

GIVE the example of a working child. This child may be more vulnerable to sexual abuse by their employer because they are isolated and depend on their employer.

Debrief

- It is important to understand how vulnerability factors—such as sex, age and diversity—can make someone more vulnerable to exploitation and abuse.
- Those with more than one vulnerability are at even higher risk.

² Taken from *CRS Partner Safeguarding Toolkit (2022)* available at: [Strengthening Partners in Protection Against Sexual Exploitation and Abuse \(SPSEA\) | CRS](#).

IMPACT OF EXPLOITATION AND ABUSE, 25 MINUTES

Exercise

Purpose

Participants understand how exploitation and abuse affect people

Process

GIVE participants (or **READ** aloud) the exploitation and abuse scenarios ([IT 4](#)). In groups of three–five persons, **ASK** participants to talk about and list some of the consequences of exploitation and abuse. **ASK** participants to consider how it affects survivors, the community, the organization and the offender. They should also consider the health, economic and emotional consequences.

In plenary, **ASK** each small group to give feedback from their scenarios and **DISCUSS** as a whole group.

Facilitator notes: examples of impacts

For the survivor:

- Physical harm, pain, trauma
- Psychological harm
- Sexually Transmitted Diseases (STDs)
- HIV/AIDS
- Infertility
- Stigma and loss of reputation
- Shame, guilt
- Fear, confusion, depression
- Self-harm, death
- Rejection by spouse/family
- Being shunned by the community
- Loss of job/income
- Loss of access to education/opportunity
- Unwanted pregnancy, abortion
- Breakdown of support structures

For the community:

- Loss of trust
- Unwanted children
- Drain on resources
- Breakdown of support structures

For the organization:

- Loss of community's trust
- Loss of funding
- Security risk
- Loss of staff

For the offender:

- Sexually Transmitted Diseases (STDs)
- HIV/AIDS
- Loss of job/income
- Loss of reputation
- Shame
- Rejection by spouse/family
- Security risk

Debrief

- Exploitation and abuse have serious and long-lasting effects on survivors, local communities and organizations.
- Organizations and local governments must not tolerate any sexual exploitation or abuse, or abuse of power.

Session 4: Identifying Code of Conduct Breaches

Time:

- 105 minutes

Objective:

- Participants learn what actions and behaviors are a breach of the code of conduct (break the rules of staff behavior).

Key messages:

- It is very important to report concerns or suspicions about inappropriate staff behavior—including sexual exploitation and abuse.
- Safeguarding Agents play an important role in helping community members understand what behavior to expect and when a rule has been broken.

Handouts:

- [HO 2](#): IASC Six Rules
- [HO 3](#): Bond Code of Conduct (optional)

Training Tools:

- [TT 5](#): Code of Conduct Breaches
- Local Code of Conduct used by local disaster risk reduction (DRR) or humanitarian actors

Materials:

- Afrida video: [IASC Learning Package on Protection from Sexual Misconduct for UN partner organizations | IASC / PSEA \(interagencystandingcommittee.org\)](#)
- Signs with “A,” “B,” “C,” “D”
- Flip chart and markers

IASC SIX RULES, 25 MINUTES

Exercise

Purpose

- Participants understand the rules that organizations and local government staff must follow
- Participants can identify when someone breaks these rules

Process

EXPLAIN that there are important rules that all workers of organizations and local governments (NGOs, governments) must follow to protect the safety and dignity of people affected by crisis.

GIVE participants the IASC Six Rules handout ([HO 2](#)). **EXPLAIN** that Inter-Agency Standing Committee (IASC) is an important United Nations (UN) humanitarian coordination group. IASC created six rules for how staff members should behave when they offer support and assistance to people affected by crisis. These apply to any actors working in the humanitarian response fields and includes service providers—such as governments. The rules focus on preventing sexual exploitation and abuse.

EXPLAIN that all staff must follow these rules:

- Any staff members who breaks one of these rules can be disciplined or even fired.
- Staff members must NOT have sexual relationships with anyone under 18 years of age. Saying they did not know the person’s true age is not an excuse.
- Staff members must NOT ask for sex or any kind of sexual favor in exchange for assistance, goods, services, money or jobs.
- Staff members must NOT have sexual relationships with any community members who are receiving assistance.
- Staff members must create an environment that prevents sexual exploitation and abuse.

EMPHASIZE that all staff working for organizations and local governments should sign a Code of Conduct that sets out these rules as a minimum standard of behavior.

DIVIDE participants into four groups. **GIVE** each group the Code of Conduct breaches ([TT 5](#)) and ask them to decide which of the Six Rules the staff broke.

In plenary **ASK** each group to share their ideas and clarify if needed.

- A male team member comments on a “pretty girl” during a food distribution.
 - **Rule broken**
 - Breach of the obligation “to create and maintain an environment that prevents sexual exploitation and abuse”
 - Demonstrates degrading and humiliating behavior
- There are rumors that a project staff member added his girlfriend’s name to the list of people who will/can receive food aid.
 - **Rule broken**
 - Breach: improper use of rank or position
- A contracted vendor tells a project participant in your shelter project that she must have sex with them to get her shelter materials.
 - **Rule broken**
 - Breach: sexual exploitation; it is also a breach of standards because the vendor suggests exchanging goods or services for sexual purposes
 - Anyone contracted by the organization is considered staff; they must follow these standards
- A male volunteer meets a 16-year-old female project participant in a bar for a drink. Then he takes her to his house for sexual intercourse.
 - **Rule broken**
 - Breach: performing sexual acts with children (anyone under 18 years of age, regardless of the local age of consent)
 - Breach of the standard: “Must create environment that prevents sexual exploitation and abuse”

Debrief

- All staff members working for organizations and local governments responding to a crisis must follow the IASC Six Rules.
- It is very important to report any concerns or suspicions about sexual exploitation and abuse.

AFRIDA VIDEO,³ 30 MINUTES

Video and discussion

Purpose

Participants think about power and how the abuse of power can lead to exploitation and abuse

Process

EXPLAIN that participants will now watch a film about a program participant named Afrida and a staff member of a local organization.

After watching the video, **ASK** participants to form small groups of three–five people and consider the following for each of the four characters in the film:

- *Who do you think has power in this case study (considering all four characters)? How? Why?*
- *Do you think there is any misconduct in this story? If yes, what went wrong? Which characters were involved?*
- *What could stop the affected person from reporting the situation?*

After 15 minutes, **DISCUSS** in plenary, asking each group to share their thoughts.

EXPLAIN the following for each character:

| | AFRIDA | ABEL | LARA | FAUSTIN |
|---|---|---|--|---|
| Who has power? How? Why? | <p>LIMITED POWER</p> <ul style="list-style-type: none"> ■ She is the victim. ■ She is a program participant and does not have access to resources. | <p>POWER</p> <ul style="list-style-type: none"> ■ He is in a position of power. ■ He has status as a NGO worker and has access to resources. ■ He has the power to say no. | <p>POWER</p> <ul style="list-style-type: none"> ■ She has peer influence and can influence Afrida. | <p>POWER</p> <ul style="list-style-type: none"> ■ He is in a position of power. ■ He has status as a NGO worker and has access to resources. ■ He has the power to report misconduct. |
| Is there sexual misconduct? What went wrong? | <p>YES—she is the victim of sexual exploitation and abuse.</p> | <p>YES—he is the perpetrator of sexual exploitation and abuse.</p> <ul style="list-style-type: none"> ■ He had sex with a program participant. ■ He had sex with a minor (under 18 years of age). ■ He gave more services in exchange for sex. | <p>NO</p> | <p>NO (not sexual misconduct) BUT there IS MISCONDUCT.</p> <ul style="list-style-type: none"> ■ He failed to report—he should have reported the sexual misconduct immediately. |

Debrief

- Community members who receive services and goods always have less power than staff members of organizations and local governments.
- Staff members of organizations or local governments should never have any sexual contact or relationships with community members or with anyone under 18 years of age.
- Any cases of sexual exploitation and abuse must be reported immediately.

³ Video and case studies taken from *IASC Saying No to Sexual Misconduct (2020)* available at: [IASC Learning Package on Protection from Sexual Misconduct for UN partner organizations | IASC \(interagencystandingcommittee.org\)](https://www.interagencystandingcommittee.org/).

CODE OF CONDUCT QUIZ, 25 MINUTES

Exercise

Purpose

Participants understand that all staff members of organizations and local governments should sign a Code of Conduct. These standards of behavior apply to all staff at all times.

Process

EXPLAIN that one key role of Community Safeguarding Agents is to make sure community members understand that all staff members of organizations and local governments should sign a Code of Conduct. A Code of Conduct is a document that explains the forbidden behaviors discussed in earlier sessions—such as sexual exploitation and abuse. These standards should apply to ALL organizations. Breaking any of these rules is never okay and must be reported.

PLACE signs that say “A,” “B,” “C,” “D” around the room. **EXPLAIN** that participants should listen to the quiz questions and then move to stand by the letter that corresponds to the correct answer.

1. Why is a code of conduct necessary for staff of organizations and local governments?
 - a. To protect community members from staff abuse
 - b. To make sure staff of organizations and local governments understand the consequences of misconduct
 - c. To address ethical issues
 - d. All the above**
2. Who should a code of conduct apply to?
 - a. Only the 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 or local government. Any person, business, organization or partner associated with the organization or local government 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 a government office exploits a program participant, they have broken the Code of Conduct.

3. If a staff member of an organization or local government 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 members of organizations and local governments 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 correct disciplinary measure for a staff member of an organization or local government who breaches the Code of Conduct?
 - 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 to staff members of organizations and local governments?
 - a. When staff are working directly with community members
 - b. In emergency responses
 - c. During office hours
 - d. At all times**

CODE OF CONDUCT QUIZ, 25 MINUTES

...continued

EXPLAIN that sharing information about Codes of Conduct and forbidden behavior with community members helps them understand their rights. It also helps them understand if they have been mistreated and what to do next. Safeguarding Agents should share this information with community members to protect them against abuse by staff of organizations and local governments.

Debrief

- Staff of local governments and organizations should sign a Code of Conduct that lists behaviors that are forbidden—including sexual exploitation and abuse.
- These rules apply to staff, volunteers and any other associates (such as partners or companies that work with the government or organization) at all times.
- Safeguarding Agents play an important role in helping community members know about expected behavior, and when a rule has been broken

REVIEWING A CODE OF CONDUCT, 25 MINUTES

Exercise

Purpose

Participants are familiar with Codes of Conduct that local disaster risk reduction (DRR) and local humanitarian actors are using

Note: if local organizations or a local government working in the community already have a Code of Conduct, ask them for a copy to give to participants. If local Codes of Conduct are not available, use the Bond Code of Conduct as an example ([HO 3](#)).

Process

GIVE participants a Code of Conduct from a local organization or local government. **DIVIDE** participants into small groups and ask them think about the following questions:

- *Are the IASC Six Rules included in this Code of Conduct? If yes, which ones?*
- *What are the prohibited behaviors in the Code of Conduct?*
- *Do you think any behaviors are missing from the Code of Conduct? What would you add?*

After 15 minutes, **DISCUSS** the answers in plenary.

Debrief

- All organizations and local governments should have a Code of Conduct and all staff should agree to the expected conduct (behavior).
- It is important to share expected and forbidden conduct with community members so they recognize when someone breaches the Code of Conduct.

Session 5: Reporting

Time:

- 75 minutes

Objectives:

- Participants understand expectations for community Safeguarding Agents and how to respond safely when someone shares a safeguarding issue
- Participants understand how to support community members during the reporting process

Key messages:

- Safeguarding Agents play a key role in helping community members report concerns and understand their rights.
- Safeguarding Agents should understand the reporting processes for organization and local government actors who are working in their communities.

Training tool:

- [TT 6](#): Reporting Scenarios

Materials:

- Flip chart and markers
- Sticky notes and pens
- Blindfolds

CASE STUDY ON REPORTING, 10 MINUTES

Exercise

Purpose

Participants understand how important it is to report safeguarding incidents

Process

EXPLAIN that you will look at a scenario of abuse by an organization and they will need to decide what to do next.

GIVE participants the Reporting Scenarios ([TT 6](#)). **ASK** participants to split into small groups and read through Scenario 1. They should talk about the following for 5 minutes:

- *As a Safeguarding Agent, what would you do next?*
- *What could stop the community member (and others) from reporting the situation?*

DISCUSS in plenary, highlighting:

Reporting to the organization is key because Mr. Abel abused his power and asked for money in exchange for assistance. This is always unacceptable. A Safeguarding Agent's role is to:

- Give the community member information on how to report:
 - Help the program participant understand how to report and explain the channels (a hotline, staff visit, suggestions box, etc.) they can use to report the misconduct.
 - Give information to program participants about how to use each channel.
- Make sure community members understand they have the right to report and receive a response:
 - Explain that community members have the right to report mistreatment and organizations that offer services must give them clear information on how to report.
 - If an organization does not offer information on how to report, community members should ask for it.
 - Community members have the right to get a response from the organization.

Debrief

- Safeguarding Agents play a key role in helping community members report concerns and understand their rights.
- Safeguarding Agents can share information on how to report and make sure community members understand their right to make a complaint and report in a safe and private way.
- Community members have the right to get a response to their complaint or concern.

BARRIERS TO REPORTING—FIELD OF BARRIERS, 25 MINUTES

Exercise

Purpose

Participants explore possible barriers to reporting and how to reduce them

Process

ASK participants to split into pairs and to brainstorm reasons why a community member who experienced a safeguarding incident might not report. **ASK** each pair to write down one barrier per sticky note. They can use the following questions as prompts:

- *What do you think might stop the person from reporting the situation?*
- *What could they be afraid of if they report?*

AFTER 5 minutes, collect the sticky notes and spread them on the floor randomly, to create a “barrier” around five meters (16 feet) from a wall. **EXPLAIN** the following instructions:

- Each pair will work as a team. One person will be blindfolded. Their teammate will help them get through the “field of barriers” (the sticky notes on the floor) without touching them.
- The blindfolded team member must remain silent during the activity. All blindfolded participants must line up behind the “field of barriers” made of sticky notes. They must reach the wall without touching or stepping on a sticky note. If they touch one, they must start over.
- Their teammates should stand near the wall that the blindfolded participants must reach. They guide the blindfolded partner through the “field of barriers” with their voices. They explain where to step and how to avoid touching a sticky note.
- All teams should start at the same time. Blindfolded team members must listen closely and make sure they follow only the instructions from their own partner and not from the other participants.
- The first blindfolded person to reach the wall without stepping on a sticky note wins, and they and their partner receive a candy prize.

After the exercise, briefly **DISCUSS** the following:

- *What was difficult about this activity?*
- *How did the blindfolded person overcome the barriers to reach the wall? What skills did you use? How did your teammate help you overcome the barriers?*

EMPHASIZE the importance of:

- Communicating clearly
- Establishing trust
- Focusing on trusted information and not getting distracted by other voices

COLLECT the sticky notes from the floor and read the barriers listed. These might include:

- Fear of retaliation
- Not having accurate information on how to report
- Not understanding their rights
- Fear that assistance will stop

For each barrier, brainstorm how Safeguarding Agents and local organizations can help participants overcome or reduce the barrier. After discussion, **EXPLAIN** these points about overcoming the barriers:

- Give community members accurate and clear information so they understand what staff behavior is not acceptable, how to report it, and that they have a right to report concerns.
- Make sure that if someone shares a safeguarding complaint it stays confidential. Do not share information about the incident with other community members.
- Build trust with community members and offer them a safe environment to share concerns. (explain that we will talk later about how Safeguarding Agents can safely support someone who is upset and create an environment where they feel comfortable and respected).
- Communicate regularly with local organizations to make sure that reporting information is correct and up to date. Encourage local organizations to protect confidentiality and be responsive.

Debrief

- Community members might not report safeguarding incidents for many reasons—including fear of retaliation.
- Safeguarding Agents must understand these barriers so they can try to reduce them. Then can do this by building trust with community members, protecting confidentiality and regularly sharing accurate information.

UNDERSTANDING FEEDBACK MECHANISMS AND CHANNELS FOR REPORTING, 10 MINUTES

Presentation

Purpose

Participants understand the meaning of feedback mechanisms and channels for reporting

Process

ASK participants what they think of when they hear the word “feedback mechanism.” **EXPLAIN** that feedback mechanisms are systems for community members to give feedback and complaints to organizations and local governments. Every feedback mechanism has different channels for reporting.

ASK participants if they can define a “reporting channel.”

EXPLAIN that channels are ways that people can report to an organization. For example, a channel might be a suggestion box, hotline or a community field visit. All organizations and local governments should set up channels so that community members can share any issues and feedback about the services and assistance they have received or the behavior of staff.

ASK participants to discuss in pairs for 5 minutes and list all the types of channels they can recall.

DISCUSS in plenary, explaining that channels could include the following:

- Complaint boxes
- Community meetings
- Hotline/phone number
- Help desk at distributions or in the organization’s office
- Email address
- WhatsApp number
- Time set aside at the end of every community visit
- Focus group discussions
- A village complaints committee
- Post-distribution monitoring

EXPLAIN that in the next activity, participants will think about the different reporting channels available in their communities.

Debrief

- Feedback mechanisms allow community members to give feedback and make complaints to organizations and local governments.
- Organizations and local governments should set up channels that community members can use for reporting.

HOW TO REPORT, 30 MINUTES

Exercise

Purpose

Participants understand the reporting channels in their communities and how to use them

Note: before the training, facilitators should collect updated information on reporting channels from organizations and local governments that are working in their area.

Process

ASK participants to split into small groups. On flip chart paper, ask each group to map or draw their answers to the following questions:

- *Which organizations and local government actors are working in your community?*
- *What channels (suggestion box, phone number, etc.) does each organization and local government actor have in place to receive complaints about misconduct by their staff?*
- *How can you report if you want to use these channels? For example, what are the hours, the contact persons, phone numbers, etc. for the various channels?*

After 10 minutes, **ASK** each group to present.

After discussing in plenary, **GIVE** participants updated reporting information for local governments and organizations that are working in their area.

Note: update and collect this information ahead of the training.

REMIND Safeguarding Agents how reporting is a part of their role:

- Give community members up-to-date information on how to report.
- Make sure community members understand they have the right to make complaints.

Debrief

- Safeguarding Agents should understand the reporting processes for the organizations and local government actors working in their communities.
- When it comes to reporting, the Safeguarding Agents gives community members information on how to report and makes sure that they understand they have the right to report any abuse.

Session 6: Referral Pathways and Service Maps

Time:

- 60 minutes

Objectives:

- Participants understand expectations for community Safeguarding Agents and understand how to respond safely when someone reports protection/safeguarding issues
- Participants understand how to direct community members to specialized services

Key messages:

- Safeguarding Agents play an important role in giving survivors information about services and directing them toward those services.
- Do not share information about the survivor without informed consent (clear and full permission) from the survivor.

Training tools:

- [TT 7](#): Referral Web Nametags
- [TT 8](#): Referral Pathway Card Template (use completed referral pathway cards developed by government/humanitarian actors, unless they do not exist)

Materials:

- Flip chart and markers
- Ball of string

CASE STUDY ON REFERRAL PATHWAYS, 10 MINUTES

Exercise

Purpose

Participants understand their role in directing community members toward specialized protection services

Process

EXPLAIN that you will look at another scenario of abuse by an organization. They need to decide what to do next.

ASK participants to split into their two groups again and to read Scenario 2 from the Reporting Scenarios (TT 6). They should talk about the following for 5 minutes:

- *As a community Safeguarding Agent, what would you do next?*
- *How could you support the female community member?*

DISCUSS in plenary. Highlight the importance of the following two actions:

- Reporting:
 - It is important to give the woman information on how to report the abuse
 - She needs to understand that she has the right to report
- Referral pathways (the community member needs to know):
 - What services are available to support people who have experienced harm (a health clinic, an organization that helps people who have experienced gender-based violence, etc.)
 - How to contact these services to get help (for example, a phone number, a point of contact, etc.)
 - Why it is important to get support (because of how abuse and exploitation can affect a survivor)

EXPLAIN the steps for directing people toward support if someone reports abuse:

1. Offer the survivor a safe and caring environment.
2. Ask what they need now.
3. Offer clear and honest information about services—such as healthcare, sexual and gender-based violence (SGBV) services, legal support, etc.
4. Orient them toward those services if they give you permission. Give detailed information about the resource/service—including how to access it, times and locations, focal points at the service, safe transport options, etc.
5. Do not share information about the survivor or their experience unless the survivor tells you clearly that you can (gives informed consent). Do not record details of the incident or personal information about the survivor.

In the case of rape, tell the victim how important it is to get medical care within 72 hours.

Debrief

- Safeguarding Agents play an important role in directing survivors of abuse toward services. They should offer accurate information on services.
- Do not share information about the survivor unless they give informed consent (clear and full permission).
- Community members who witness or experience harm need to know that it is important to report.
- It is important for survivors to get support if they experience harm.

Purpose

To highlight the importance of simple, accessible and confidential referral procedures

Process

In plenary, **EXPLAIN** that the Referral Web nametags (TT 7) will be given out. These are characters who are likely to interact with a survivor. **ASK** for volunteers. **GIVE** the nametags to the appropriate number of people, telling them to pretend to be 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 the ball of string represents a 17-year-old girl who has experienced sexual abuse. Give the ball to the volunteer with the “SGBV survivor” 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 around their 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 provides emotional support but refers the girl to the United Nations High Commissioner for Refugees (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 refers 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 **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 survivor 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 survivor some additional questions, but the survivor 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:

- *Was all of this helpful for the survivor? Was it traumatic?*
- *Might a situation like this happen in your community?*
- *What could have been done to avoid making this web of string?*

EXPLAIN that a gender-based violence (GBV) survivor often has to interact with many people and services that are not well-trained or well-coordinated. This can be confusing to survivors and may prevent them from reporting. This is not only relevant to GBV survivors but also anyone who has been harmed or abused.

Debrief

EXPLAIN to participants that:

- Survivors and community members who have experienced harm, abuse or exploitation should not go through complex processes that involve too many people as this can cause additional harm.
- Clear and simple procedures to orient survivors to available services are important.

REFERRAL PATHWAY CARDS AND AVAILABLE SERVICES, 25 MINUTES

Exercise

Purpose

- Participants know about services that are available in their communities
- Participants understand how to direct people who have experienced harm toward specialized services

Note: for this activity, facilitators should use updated referral pathway cards, if available.

Process

ASK participants the following question:

- *What services do you know about that someone could go to if they needed support because they experienced harm (such as healthcare, legal services, police, etc.)?*

DISCUSS in plenary. Write down answers on a flip chart.

ASK participants to split into small groups. **GIVE** each group an updated referral pathway card (if available) and **ASK** them to discuss:

- *What services and organizations on this card are you familiar with? Are any new to you?*
- *Are there services you know of that you think are missing? If so, what would you add to the card?*

Note: if the referral pathway cards are not complete, give participants blank copies ([TT 8](#)) and ask them to fill in with services they know.

After 10 minutes, **ASK** each group to share in plenary.

Debrief

- Safeguarding Agents should have up-to-date information on the services that are available. They should keep a copy of the referral pathway card and use it to direct people to the services they need.
- It is important not to share information about the survivor and their experience with anyone unless the survivor gives clear permission (informed consent).

Session 7: How to Safely Support Someone Who is in Distress

Time:

- 105 minutes

Objectives:

- Participants understand basic concepts of Psychological First Aid (PFA)
- Participants understand a survivor-centered approach

Key messages:

- When responding to incidents of harm, abuse or exploitation, the most important thing is to make sure that everyone is safe. It is also very important not to cause more harm.
- Involve survivors in the process and all decisions that affect them.
- Active listening is an important part of survivor-centered communication. It focuses on listening and giving survivors information, not advice.
- It is important to respect the basic principles of PFA.

Handout:

- [HO 4](#): WHO Psychological First Aid Pocket Guide Handout

Training tools:

- [TT 9](#): Safe Responses Cards
- [TT 10](#): Dos and Don'ts of Psychological First Aid

Materials:

- Flip chart and markers

SAFE RESPONSES, 30 MINUTES

| Exercise | Purpose |
|----------|--|
| | <p>Help Safeguarding Agents understand how they can respond safely and ethically to abuse that they hear about or witness</p> <p>Process</p> <p>DIVIDE participants into groups of three–five people.</p> <p>EXPLAIN that Safeguarding Agents may deal with abuse and violence, either directly by witnessing it or indirectly by hearing about it. Therefore, it is important for them to respond in a safe way that respects the survivor.</p> <p>SHARE the following scenario verbally:</p> <ul style="list-style-type: none"> ■ <i>You are visiting a community project site 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 very upset.</i> ■ GIVE each group a set of Safe Responses cards (TT 9). ■ ASK them to read the response cards and talk about the following for each card: <ul style="list-style-type: none"> • <i>Do you think the suggested action is safe or unsafe?</i> • <i>Why do you think the action is safe or unsafe?</i> <p>When everyone is finished, or after 10 minutes, go through each card in plenary and EXPLAIN the responses:</p> <ul style="list-style-type: none"> ■ Ask the woman if she is hurt (safe). <ul style="list-style-type: none"> • 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 (unsafe). <ul style="list-style-type: none"> • Without proper training to interview survivors, Safeguarding Agents should never try to interview or get detailed information about an incident. • There is a big difference between asking what happened (not advised) and if a person is okay. • Safeguarding Agents should listen. They should NOT draw out information. Doing that can put them and the community at more risk. It is not helpful to involve someone who cannot do anything in response to that information. ■ Ask what specific help/assistance she needs. Ask if she is happy for you to contact someone to get support or help (safe). <ul style="list-style-type: none"> • Helping a survivor access the right services (medical, counseling, legal) is an important step. Safeguarding Agents should have a list of services (for example the referral pathway card) for reference. • Only contact a service provider if the survivor has given informed consent (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, counselling or other relevant services (safe). <ul style="list-style-type: none"> • If the survivor does not want someone else to contact service providers for them, give them the contact information so they can do it themselves. ■ Don't say anything at the time, but later call the police from somewhere private (unsafe). <ul style="list-style-type: none"> • Do not call the police for the survivor unless they give you informed consent (clear permission). ■ Do nothing if it is a domestic or family/community matter (unsafe). <ul style="list-style-type: none"> • 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. ■ Check safety: your safety and the safety of the affected person and the community (safe). <ul style="list-style-type: none"> • Before you take any action, it is important to check the safety of the survivor, the person they approached for help and the other community members. ■ Tell the survivor you will help her find the person responsible for hurting her and ensure that the situation is resolved (unsafe). <ul style="list-style-type: none"> • Safeguarding Agents should NOT investigate the case. They should only direct survivors to available support services. |

SAFE RESPONSES, 30 MINUTES

...continued

Debrief

- The most important thing when responding to incidents of abuse is to not cause more harm.
- Safeguarding Agents should make sure that everyone is safe before doing anything else.
- Safeguarding Agents who witness or hear about allegations can help the survivor access the services they need. They can also give them information if the survivor wants it. They should NOT ask for details of the incident unless they have specialist training.

SURVIVOR-CENTERED APPROACH, 15 MINUTES

Key messages

- *Do nothing if it is a domestic or family/community matter (unsafe).*
- 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.
- *Check your safety and the safety of the affected person and the community (safe).*
- Before you take any action, it is important to check the safety of the survivor, the person they approached for help and the other community members.
- *Tell the survivor you will help her find the person responsible for hurting her and ensure that the situation is resolved (unsafe).*

Safeguarding Agents should NOT investigate the case. They should only direct survivors to available support services.

Debrief

- Protect the identity, confidentiality and safety of the survivor.
- Involve survivors in the process and any decisions that affect them.
- Support survivors by providing information, NOT by advising, because community Safeguarding Agents are not trained specialists.

ACTIVE LISTENING, 15 MINUTES

Exercise

Purpose

Participants build and practice active listening skills

Process

EXPLAIN that empathy and listening skills are important when orientating people toward essential services. Safeguarding Agents need to respond appropriately to:

- Protect survivors from further harm
- Give survivors a chance to talk about their worries without pressure (if they want to, they can talk about what happened to them)
- Help survivors to make choices and look for help if they desire
- Help survivors cope with the fear that their community or family might react negatively or blame them for what happened
- Give back control to the survivor when they feel they have lost it because of sexual violence

ASK participants what they think of when they hear the words “active listening.” **WRITE** down their answers on a flip chart.

EXPLAIN the key elements of active listening:

■ Environment/space

- Find a quiet space
- Switch off phones
- Avoid distractions

■ Body language

- Make eye contact (if culturally appropriate)
- Sit face-to-face
- Keep body language open—try to avoid crossing arms or legs
- Keep a warm facial expression
- Sit in a confident/attentive posture—lean toward the person
- Nod when they speak

■ Encouraging responses

- Nod and use minimal responses like: “Aha,” “mhm,” “yes,” “okay,” “right,” etc. Longer responses could be, “I hear what you’re saying,” or “I understand,” or “Can you tell me more?”

■ Offer feedback

- Reflect or paraphrase: “What I’m hearing is…” or “It sounds like you’re saying…”
- Summarize the speaker’s comments every now and again to make sure you have understood what they are saying

DIVIDE participants into pairs. **EXPLAIN** the following activity. Encourage participants to use the principles of active listening that were discussed earlier:

- Participants will be in pairs for 6 minutes.
- Person A will talk uninterrupted for 2 minutes and Person B will listen.
- Person B will then summarize/paraphrase for 1 minute what Person A has said.
- Then reverse roles. Person B will talk for 2 minutes and Person A will listen, and then summarize/paraphrase what Person B has said.
- The suggested topic is: “One time when I felt afraid/felt alone was…” The speaker can choose another topic if they prefer.

After both pairs have talked and paraphrased, **DEBRIEF** with the following questions:

- *What did you think was good about this activity? What did you find difficult?*
- *What did you learn about active listening?*

Debrief

- Active listening skills are important. They empower and support survivors to make decisions for themselves.
- Active listening is an important part of survivor-centered communication. It focuses on listening and giving survivors information but not advice.

PSYCHOLOGICAL FIRST AID ROLE-PLAY, 45 MINUTES

| | | | |
|--|---|--|--|
| <p>Exercise</p> | <p>Purpose</p> <p>To explore the Dos and Don'ts of Psychological First Aid (PFA)</p> <p>Process</p> <p>DIVIDE the participants into two groups.</p> <p>HAND OUT the list of Dos of Psychological First Aid (TT 10) to one group and the list of Don'ts to the other group. EXPLAIN that Psychological First Aid means responding in a humane, supportive way to someone who is suffering and who may need help.</p> <p>TELL participants to role-play as Safeguarding Agents visiting a community (choose a scenario that suits the context).</p> <p>GIVE each group a scenario to role-play, for example:</p> <ul style="list-style-type: none"> ■ A woman has been attacked and is laying 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 at risk of being trafficked. <p>GIVE the groups 20 minutes to prepare a role-play/drama that highlights either the Dos or the Don'ts assigned to them, using the scenario. This means one group will be doing all the "wrong" things and the other group will be doing the "right" things.</p> <p><i>Note:</i> if there are many participants, create more groups.</p> <p>ASK the two groups to perform their role-plays. The other participants try to identify the Dos or Don'ts in their behaviors.</p> <p>In plenary, DISCUSS the behavior that the observing group noticed. Allow the groups to talk about their ideas until there are two comprehensive lists of Dos and Don'ts for all of the groups. WRITE their ideas on a flip chart.</p> <p>GIVE participants the WHO Psychological First Aid pocket guide handout (HO 4).</p> <p>Debrief</p> <p>In plenary, HIGHLIGHT key points from the full list of Dos and Don'ts for PFA:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>DOS</p> <ul style="list-style-type: none"> ■ Be honest and trustworthy. ■ Respect people's right to make their own decisions. ■ Be aware of and set aside your own biases and prejudices. ■ Make it clear to people that they can still get help in the future even if they don't want it now. ■ Respect privacy and keep the person's story confidential if appropriate. ■ Consider the person's culture, age and gender so you can behave appropriately. </td> <td style="vertical-align: top; width: 50%;"> <p>DON'TS</p> <ul style="list-style-type: none"> ■ Don't take advantage of your relationship as a helper. ■ Don't ask the person for money or favors for helping them. ■ Don't make promises you cannot keep or give incorrect information. ■ Don't exaggerate your skills. ■ Don't force help on people and don't be intrusive or pushy. ■ Don't pressure people to tell you their story. ■ Don't share the person's story with others. ■ Don't judge the person for their actions or feelings </td> </tr> </table> | <p>DOS</p> <ul style="list-style-type: none"> ■ Be honest and trustworthy. ■ Respect people's right to make their own decisions. ■ Be aware of and set aside your own biases and prejudices. ■ Make it clear to people that they can still get help in the future even if they don't want it now. ■ Respect privacy and keep the person's story confidential if appropriate. ■ Consider the person's culture, age and gender so you can behave appropriately. | <p>DON'TS</p> <ul style="list-style-type: none"> ■ Don't take advantage of your relationship as a helper. ■ Don't ask the person for money or favors for helping them. ■ Don't make promises you cannot keep or give incorrect information. ■ Don't exaggerate your skills. ■ Don't force help on people and don't be intrusive or pushy. ■ Don't pressure people to tell you their story. ■ Don't share the person's story with others. ■ Don't judge the person for their actions or feelings |
| <p>DOS</p> <ul style="list-style-type: none"> ■ Be honest and trustworthy. ■ Respect people's right to make their own decisions. ■ Be aware of and set aside your own biases and prejudices. ■ Make it clear to people that they can still get help in the future even if they don't want it now. ■ Respect privacy and keep the person's story confidential if appropriate. ■ Consider the person's culture, age and gender so you can behave appropriately. | <p>DON'TS</p> <ul style="list-style-type: none"> ■ Don't take advantage of your relationship as a helper. ■ Don't ask the person for money or favors for helping them. ■ Don't make promises you cannot keep or give incorrect information. ■ Don't exaggerate your skills. ■ Don't force help on people and don't be intrusive or pushy. ■ Don't pressure people to tell you their story. ■ Don't share the person's story with others. ■ Don't judge the person for their actions or feelings | | |

Session 8: Key Messages for Communities

Time:

60 minutes

Objective:

- Participants understand key messages they need to share with communities about safeguarding, rights and entitlements

Key message:

- It is important to share key messages with community members in interactive ways and in different formats. This helps different groups understand their rights.

Materials:

- Flip chart and markers (as needed)

| KEY MESSAGES ACTIVITY, 60 MINUTES | |
|-----------------------------------|---|
| Exercise | <p>Purpose</p> <p>Participants know the key messages they will share with community members about safeguarding</p> <p>Process</p> <p>ASK the participants:</p> <ul style="list-style-type: none">■ <i>What are the key messages you learned from this training that you will share with community members?</i>■ <i>What will you take away from this training?</i> <p>DISCUSS answers in plenary.</p> <p>ASK participants to review the key messages on the rights and entitlements handout that they received in the first session (HO 1). EXPLAIN that this handout has the key messages that Safeguarding Agents should share with community members.</p> <p>DIVIDE participants into four groups. ASSIGN one section of the key messages handout to each group. ASK groups to come up with an interactive way to share their key messages with community members—such as a role-play, a song or a game.</p> <p>GIVE groups 30 minutes to create a presentation/role-play or activity that explains their key messages. ASK each group to share or perform the key messages for the rest of the participants.</p> <p>Debrief</p> <p>It is important to share key messages with community members in interactive ways and in different formats. This helps different groups understand their rights.</p> |

Session 9: Closing

Time:

- 30 minutes

Objective:

- Participants review what they have learned

Key message:

- Describe and communicate about safeguarding using everyday language that suits the context and is easy to understand.

Materials:

- Flip chart and markers

| TAXI PITCH, 20 MINUTES | |
|------------------------|---|
| Exercise | Purpose To review key learnings from the training Process DIVIDE participants into pairs. GIVE them the following scenario: <ul style="list-style-type: none">■ You are in a taxi with a local government representative and have 60 seconds to explain safeguarding and your role as a community Safeguarding Agent to them. GIVE the pairs 10 minutes to prepare their 60-second message. REMIND teams that their “pitch” should be clear and brief. It should use simple language so that the local government representative can understand it in the time that a short taxi journey would take. EMPHASIZE that participants must be careful to avoid jargon or acronyms. After 10 minutes, ASK each group to deliver their taxi pitch to the group. DISCUSS the pitches. WRITE the names of each pair on a flip chart and ASK participants to vote for their favorite by putting a dot next to the names. Debrief <ul style="list-style-type: none">■ Talk about the pitch or phrases that people voted for and highlight why they are useful for describing safeguarding. |

| FINAL CLOSING, 10 MINUTES | |
|---------------------------|--|
| Presentation | Process ANSWER any last questions that participants have. THANK participants for participating and make sure that it is clear to them what follow-up and support are available. |

HO 1: Key Messages on Rights and Entitlements

Your rights

Do you get assistance or other services from organizations and local governments? If so, you should know:

Emergency assistance and services are always free

- The types of assistance and services you get are based on your needs.
- No one should use their power to control you or your community.
- If any services are not free, the government or organization should clearly say the reason why and the fee amount.
- It is never okay if people working for organizations or local governments abuse their power, harm you or treat you inappropriately. For example, no one should ever ask you for favors in exchange for assistance or services.

Your right to information

- You have the right to be told about the assistance and services available to you.
- You have the right to know how people are chosen to get assistance or services (this is called “selection criteria”).
- You have the right to ask questions and raise concerns about the assistance or services you get. Raising any concerns will not affect your right to assistance and services.

You have the right to be safe and be respected

The people giving assistance/services who work for organizations and local governments:

- **Should always** treat you with respect and dignity
- **Should always** keep you safe from harm
- **Should never** ask you for any kind of sexual favor in exchange for assistance or services
- **Should never** harm, hurt or abuse you
- **Should never** have any sexual contact or relationships with you, other people getting assistance or services, or with anyone under 18 years of age

If any of these rules are broken, please report this to someone. This will help keep you and other people safe.

Has a person who gave assistance harmed, hurt or abused you or someone else?

If anyone hurts or harms you, it is never your fault. It is the responsibility of organizations and local governments to keep you safe and treat you with respect and dignity.

- You have the right to make a complaint and report this person in a safe and private way. Your safety is the priority! All complaints are kept confidential and private.
- You have the right to get a response to your complaint or concern.

Do you want to make a complaint about a person who gave you assistance or services who works for an organization or local government? Report it to *[insert reporting mechanisms]*.

It is important to make a complaint. You may be the only person to speak up. You may be the only person to help yourself or others.

Do you need support after being harmed, hurt or abused?

It is important to get support. You can contact *[insert name of organization or local government]*. There you can get more information about people who can support you.

Seek medical attention immediately if you experience sexual abuse. You deserve care and support.

HO 2: IASC Six Rules

Adapted from IASC Six Core Principles Plain English Version, [IASC Six Core Principles | IASC / PSEA \(interagencystandingcommittee.org\)](#) (2019)

Rules on sexual conduct for humanitarian workers:

- Humanitarian workers can be disciplined—even fired—for unacceptable behavior in relation to sex.
- Humanitarian workers are not allowed to have sexual relationships with anyone under the age of 18, even if it is legal in their country. Saying they did not know the person’s true age is not a valid excuse.
- Humanitarian workers are not allowed to pay for sex with money, employment, goods or services—including goods and services intended as aid to people in need. They must not use promises of these things to make other people accept any kind of behavior that humiliates or exploits them. This includes paying or offering money for sex with a prostitute.
- Humanitarian workers who might affect who gets goods and services must not have sex with anyone who may get that help. If they do, it destroys trust in the work.
- If a humanitarian worker is worried or suspects that anyone in their organization or another aid organization may be breaking humanitarian rules on sexual conduct, they must report it, following procedures set up by their agency.
- Humanitarian workers must create and maintain a work environment which prevents unacceptable sexual behavior and encourages staff to behave as set out in their codes of conduct. All managers are responsible for supporting and developing systems which maintain this environment.

HO 3: Example Code of Conduct Template

OVERVIEW

| | |
|-----------------|--|
| Purpose | This tool is an example template with various sections that a simple Code of Conduct could cover. |
| When to use? | During the development of a Code of Conduct in a consultative process |
| How to use? | The Checklist (Tool 1) can be used to help actors develop and adapt the content in each section of the Code of Conduct template (Tool 2), which should be based on each actor's existing code of ethics and guiding principles. The process for developing the code should be consultative and involve diverse organization members. |
| Who to involve? | Senior management, programs teams or field staff, Human Resources and operations staff |

Introduction: purpose and scope of the Code of Conduct

In line with its values, *[insert organization]* is committed to ethical conduct among all its staff members and to provide a safe environment for all staff and community members free from discrimination, abuse and harassment.

The purpose of the Code of Conduct is to set clear expectations about the duty to treat all people with respect and prevent all forms of abuse and exploitation.

These policies apply to all staff, including: *[insert staff, volunteers, contractors, partners, other affiliates]*.

The Code is always applicable and mandatory. This includes when staff members are at work, outside of work and while on leave.

Breaches of the Code of Conduct are grounds for appropriate disciplinary action, up to and including dismissal.

Organization's values and guiding principles

Our organization is committed to upholding the following **values and guiding principles**:

[Insert values and principles key to the organization, such as treating all people with dignity and respect.]

Example:

- I will treat all staff and community members with dignity and care
- Prohibited behaviors

The following behaviors are prohibited by all staff **towards program participants, community members and other staff members**:

[Insert the prohibited behaviors towards program participants, community members benefitting from assistance and services, and staff that cover discrimination, exploitation, abuse, and harassment.]

Example:

- I will not harass other staff members including sending inappropriate messages or photos.
- I will not emotionally abuse another child or adult.

Protection against sexual exploitation and abuse

All staff must uphold the following rules:

[Include the IASC six rules on sexual exploitation and abuse.]

Example:

- I will not exchange money, employment, goods or services for sex—including sexual favors. This includes:
 - Purchasing sex
 - Exchange of assistance or services due to program participants

Other prohibited behaviors

[Insert other areas that may not be included in the above—such as use of organizational resources; fraud, bribery and corruption; confidentiality and data protection; political activity; safety and security.]

Example:

- I will not use any organizational funds for personal gain.

Mandatory reporting

[Include information on staff obligation to report and how to report any complaints.]

Example:

- Staff receiving reports or concerns are obliged to act or refer the concern immediately as per the following procedures:
 - Complaints reporting information: *[insert a summary of how complaints are reported]*

Declaration: receipt and acknowledgment

[Include statements acknowledging that staff have read and understood the code.]

Example:

- I acknowledge that I have read and understood the Code of Conduct and commit to upholding the behavioral conduct

Signature: _____

Date: _____

Location: _____

HO 4: WHO Psychological First Aid Pocket Guide

Please refer to the World Health Organization (WHO). [Psychological first aid: Guide for field workers](#). 2011. Other languages are available.

What is PFA?

Psychological First Aid (PFA) describes a humane, supportive response to a fellow human being who is suffering and who may need support. Providing PFA responsibly means:

- Respect safety, dignity and rights
- Adapt what you do to take account of the person's culture
- Be aware of other emergency response measures
- Look after yourself

Prepare

- Learn about the crisis event
- Learn about available services and supports
- Learn about safety and security concerns
- PFA ACTION PRINCIPLES:



Look

- Check for safety
- Check for people with obvious urgent basic needs
- Check for people with serious distress reactions



Listen

- Approach people who may need support
- Ask about people's needs and concerns
- Listen to people and help them feel calm



Link

- Help people address basic needs and access services
- Help people cope with problems
- Give information
- Connect people with loved ones and social support

ETHICS

Ethical dos and don'ts are offered as guidance to avoid causing further harm to the person, to provide the best care possible and to act only in their best interest. Offer help in ways that are most appropriate and comfortable to the people you are supporting. Consider what this ethical guidance means in terms of your cultural context.

| DOS | DON'TS |
|---|--|
| <ul style="list-style-type: none">■ Be honest and trustworthy.■ Respect people's right to make their own decisions.■ Be aware of and set aside your own biases and prejudices.■ Make it clear to people that even if they refuse help now, they can still access help in the future.■ Respect privacy and keep the person's history confidential, if this is appropriate.■ Behave appropriately by considering the person's culture, age and gender. | <ul style="list-style-type: none">■ Don't exploit your relationship as a helper.■ Don't ask the person for any money or favor for helping them.■ Don't make false promises or give false information.■ Don't exaggerate your skills.■ Don't force help on people and don't be intrusive or pushy.■ Don't pressure people to tell you their story.■ Don't share the person's story with others.■ Don't judge the person for their actions or feelings. |

People who need more than PFA alone

Some people will need much more than PFA alone. Know your limits and ask for help from others who can provide medical or other assistance to save life.

People who need more advanced support immediately:

- People with serious, life-threatening injuries who need emergency medical care
- People who are so unwell that they cannot care for themselves or their children
- People who may hurt themselves
- People who may hurt others

TT 1: Power Walk Characters

Adapted from CWS, [Putting Dignity First](#) (2009).

| | | | |
|--|--|--|--|
| <p>14-YEAR OLD GIRL WITH 9 SIBLINGS IN A DROUGHT-AFFECTED COMMUNITY</p> | <p>75-YEAR-OLD MALE SUBSISTENCE FARMER WITH A WIFE AND 6 CHILDREN LIVING IN A REGION OF ETHNIC CONFLICT</p> | <p>RELIGIOUS LEADER WORKING IN A PEACEFUL COMMUNITY</p> | <p>15-YEAR-OLD FEMALE HEAD OF HOUSEHOLD IN A RURAL VILLAGE WITH TWO YOUNGER SISTERS</p> |
| <p>14-YEAR-OLD SECOND WIFE OF POLYGAMOUS HUSBAND</p> | <p>REFUGEE FROM A NEIGHBOURING COUNTRY</p> | <p>22-YEAR-OLD FEMALE WITH A DISABILITY</p> | <p>MALE POLICE OFFICER</p> |
| <p>PERMANENTLY DISABLED SURVIVOR OF A LANDMINE EXPLOSION</p> | <p>MEMBER OF PARLIAMENT</p> | <p>45-YEAR-OLD WIDOW WITH 6 CHILDREN</p> | <p>NGO EMPLOYEE (EXPATRIATE STAFF)</p> |
| <p>INTERNALLY DISPLACED PERSON</p> | <p>MIGRANT WORKER WITHOUT LEGAL DOCUMENTATION</p> | <p>NGO EMPLOYEE (LOCAL STAFF)</p> | <p>SUCCESSFUL MALE BUSINESS OWNER</p> |
| <p>17-YEAR-OLD HIV-POSITIVE BOY LIVING ON THE STREETS OF A LARGE CITY</p> | <p>16-YEAR-OLD SINGLE MOTHER AND SEX WORKER</p> | <p>10-YEAR-OLD BLIND GIRL IN AN ORPHANAGE</p> | <p>HUMANITARIAN WORKER WITH THE UNITED NATIONS</p> |

TT 2: True or False Signs

True

False

TT 3: Exploitation and Abuse Case Studies

From [IASC Saying No to Sexual Misconduct](#), 2020 and Interaction PSEA Basics Training Guide (2013)

Case study 1: Mr. Sanjit is a local driver contracted by the local government office that responds to disasters. He likes to talk about how he had sex with some of the program participants at the distribution site, particularly the young pretty ones.

Case study 2: Knowing that prostitution is legal in the local region, Mr. Shin offers to give money to a program participant in exchange for sexual favors. Mr. Shin works for an international NGO that is providing aid after disasters.

Case study 3: A driver for an international agency regularly provides rides in the official vehicle to village schoolboys traveling to school in a neighboring town, in exchange for him taking photographs of them posing naked.

Case study 4: A local DRR committee volunteer touches a teenage girl inappropriately while conducting community disaster risk reduction planning workshops.

TT 4: Exploitation and Abuse Scenarios

Example 1: A refugee, who is employed by a local humanitarian organization, lures a female refugee collecting food to a warehouse. He rapes her, saying he will tell her husband they are having an affair if she reports the case.

Example 2: A head teacher at a school, employed by the government, refuses to allow a displaced child to enter his school unless her mother has sex with him.

TT 5: Examples of Code of Conduct Breaches

Cut these out

A male team member comments on a “pretty girl” during an earthquake drill.

There are rumors that a project staff member added his girlfriend’s name to the list of program participants.

A program participant in your disaster risk reduction preparedness project is told she must have sex with a contracted vendor to get her home repaired.

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.

TT 6: Reporting Scenarios

Scenario 1: Mr. Abel works for a local NGO and is planning a distribution of items to people affected by flooding. You are a community leader. You are not on the list because you did not lose anything in the flood. Mr. Abel tells you that if you pay him some money [insert local amount], he will add you to the list and you can also receive a kit. He asks you not to tell anyone about this.

Scenario 2: You are the community focal point for women's affairs and a female community member approaches you. She tells you that a local government officer named Mr. Hasan made her have sexual intercourse with him in exchange for food aid being distributed. The female community member is very upset.

TT 7: Referral Web Nametags

Cut these out

Adapted from: Caritas Australia, CRS, Trócaire, CAFOD. [Protection Mainstreaming Training](#). 2018.

| | |
|---|-------------------------------------|
| 17-year-old girl (gender-based violence survivor) | Police officer |
| Court prosecutor | Lawyer |
| Community leader | Doctor |
| Nurse | Local community services worker |
| UNHCR Protection Officer | UNHCR Community Services Officer |

TT 8: Referral of Protection Cases

Go to [Training Tool Attachment](#)

TT 8: Referral of Protection Cases

Use if you are informed of a protection incident (violation of rights, gender-based violence, etc.)

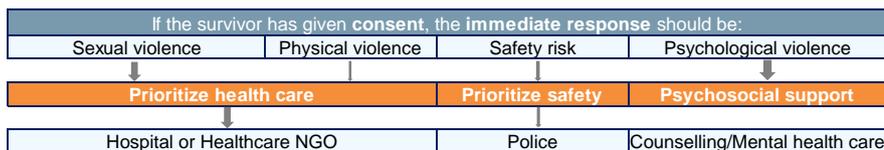
1. Provide a **safe** and **caring** environment for the survivor and respect his/her wishes and the principle of **confidentiality**.
2. Ask what are his/her **immediate needs**.
3. Provide clear and honest information about **available services**.

NO REFERRAL WITHOUT explicit consent, except:

1. When there is a threat to the life of the survivor
2. When a survivor threatens to cause serious harm to another person
3. In case of suspicion of abuse or neglect towards a child and in child's best interest

In the event of **rape**, inform the victim of the importance of accessing medical care within 72 hours.

If the survivor agrees and requests, ask for his/her informed consent and carry out referrals and support for accessing services.



Update : DATE

What services are available?

SGBV

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

MHPSS

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

Health/Nutrition

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

Protection and Legal assistance/advice

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

Education

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

WASH

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

ORGANIZATION
Point focal: Name, contact details (phone/email)
Services provided:
Target group:
Opening hours:
Languages services provided in:

TT 9: Safe Responses Cards

Adapted from: Lee A, Newman S, Pasztor G, Sutton K. [Protection Mainstreaming Training Package](#). Global Protection Cluster; 2014.

| | |
|---|---|
| Ask the woman if she is hurt. | Ask for details of what happened. |
| Ask survivor for details of when and where it happened. | Ask who is responsible for attacking her. |
| Ask what specific help/assistance she needs. Ask if she is happy for you to contact someone to get support or help. | Give the person contact information for health, counselling or other relevant services. |
| Don't say anything at the time, but later call the police from somewhere private. | Report the incident to your manager or protection staff member and ask for advice. |
| Do nothing if it is a domestic or family/community matter. | Check safety: your safety, the safety of other staff members and the safety of the affected person and the community. |

TT 10: Dos and Don'ts of Psychological First Aid

Adapted from: World Health Organization. [Psychological first aid: Guide for field workers](#). 2011. Other languages are available.

DOS

- Be honest and trustworthy.
- Respect people's right to make their own decisions.
- Be aware of and set aside your own biases and prejudices.
- Make it clear to people that even if they refuse help now, they can still access help in the future.
- Respect privacy and keep the person's story confidential, if this is appropriate.
- Behave appropriately by considering the person's culture, age and gender.

DON'TS

- Don't exploit your relationship as a helper.
- Don't ask the person for any money or favor for helping them.
- Don't make false promises or give false information.
- Don't exaggerate your skills.
- Don't force help on people and don't be intrusive or pushy.
- Don't pressure people to tell you their story.
- Don't share the person's story with others.
- Don't judge the person for their actions or feelings.