Facilitator guide
for training on the prevention of sexual exploitation and abuse

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Facilitator guide for training on the prevention of sexual exploitation and abuse

About Digna

Cooperation Canada hosts Digna, the Centre of Expertise on the Prevention of Sexual Exploitation and Abuse (PSEA). Digna aims to contribute to organizational culture change within the Canadian International Cooperation community by providing training, online resources and consultation services for the adoption of gender-responsive best practices with the ultimate goal of preventing sexual exploitation and abuse in operations and partnerships, particularly of women and girls.

Credits:

Contents

About this guide

In May and June 2022, Digna offered a train-the-trainer course on Prevention of Sexual Exploitation and Abuse (PSEA).

The training was designed for PSEA focal points in Canada to enable them to train their organizations' staff, volunteers, and partners effectively and promote organizational excellence in the area of PSEA.

Divided into two sessions of three hours each, the training covered the following key elements of training on PSEA:

• Why is PSEA important?
• How to identify SEA in your work context
• Understanding the Code of Conduct, policies and complaints procedures of your organization

…and included practical tools for future facilitators such as:

• Creating a safe(r) learning space
• Managing triggers and difficult conversations
• Using case study scenarios
• Adapting the training to your organization

This guide compiles elements from our train-the-trainer course and gives guidance on how to create and facilitate a training on PSEA.

Who is this guide for?

This facilitation guide is for PSEA focal points who are responsible for training their organization's staff, volunteers, and partners.

How to use this guide

There are three elements to this training package:

• The facilitation guide with advice on how to prepare the training, facilitation tips, resources and sample agendas;
• Handouts with trainer notes, timing for exercises and printable sheets for participants;
• A slide deck for a standard 1.5 day training, plus two extra slide decks for a two-day training on case study scenarios and bystander intervention.

The facilitation guide, slides and additional materials were created by Juliette Sanchez-Lambert, in collaboration with Digna and their training working group. The resources are available to all and free to reuse and modify as needed.

> ### *Acknowledgments:*
>
> This facilitation guide uses elements from existing PSEA training materials:
>
> • Module 1 and 2 of Interaction's Course Materials For Preventing Sexual Exploitation And Abuse (updated in May 2022)
> • Digna's Case study scenarios: a how-to guide for PSEA trainings (2022).
> • IASC's training "Saying no to sexual misconduct" (2020)
>
> There are also elements created specifically for this training (such as the long case study based on Period Brussels Red Flag System[1]).

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1. Adapted from It's Not That Grey. A practical guide for the twilight zone of harassment, Period. Brussels, 2019.

Preparing your workshop

Choose the trainers

Besides having technical expertise, cultural competence and professional integrity, trainers should be:

• Experienced in communication, facilitation and training, with excellent interpersonal skills.
• Comfortable openly discussing gender norms, power dynamics, and local and internationally used terms to describe different types of SEA and harassment.
• Able to facilitate a productive and honest session that may be difficult and uncomfortable for some participants.
• Skilled at redirecting a conversation when participants have gone off topic or become argumentative.[2]

Trainers should be knowledgeable on the topic of PSEA and be prepared to answer FAQs (see resource list in annex).

Trainers may do a self-assessment before the training (see below "training preparation checklist").

We recommend to co-facilitate sessions. Topics of SEA can trigger difficult emotions among participants. The presence of a second trainer ensures that one trainer can support participants in need while the other trainer keeps running the session for the rest of the group. In online workshops, the other trainer is also in charge of monitoring the group chat and raising the attention of their colleague about questions or needs expressed by participants.

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2. Advice from Interaction's PSEA training guide, module 1: PSEA Standards and Response, p.8.

Training preparation checklist

Conduct a trainer self-assessment

Ask yourself:[3]
- How might this subject matter affect me?
- Where am I in terms of processing my own experiences in this area?
- Am I the best trainer for this group, at this time?
- If not, who else might I connect the organization with instead?
- If I go ahead, what can I do to prepare for this session?
- Specifically, how might this subject matter be triggering for participants?
- Am I equipped to handle disclosure?
- How will I ensure safety for participants within the session?
- What can I do for my own self-care after this session?

Do:
- Choose your co-trainer using the same criteria and questions.
- If you are not from the country/region where the training is being held or where most/all participants are from, it is important to consider at least having a co-facilitator from the country/region. It can be very helpful, especially having someone who understands the context and 1) helps you adapt the training to ensure scenarios are context specific 2) ensures that language (aside from translation) is appropriate and 3) helps support learning for the staff member of the topic and training (if they did not have this experience previously).

Know your participants

Ask yourself:
- Are you training members of one organization? implementing partner(s)? a mix of both?
- Are participants part of different organizations?
- Do participants work in the same thematic areas?
- Do they have a Code of Conduct and/or reporting mechanisms in their organization(s)?

- Have they been trained on the topic before or do they know it well already?

Do:
- Depending on their preexisting knowledge, you may send preliminary readings together with the pre-training questionnaire for example.
- If participants are from different organizations, make sure to adapt exercises on the reporting systems accordingly (see handout page).

Set up your learning objectives

Ask yourself:
- What skills, attitudes and ideas should participants leave the workshop with?
- How will I measure participants' progress?

Do:
- Use the pre- and post-training questionnaires to measure participants' progress (available in annex).

Know your reporting system

Do:
- Review the organization's policy and/or procedures on reporting staff misconduct, and any specialized policies or procedures on reporting sexual exploitation and abuse.
- Be sure to find the ones that address SEA complaints, and not general human resource grievances on interpersonal conflict in the workplace. Sometimes these are called "Whistleblowing Policies" or "Complaint Handling Procedures."

Do your research

Ask yourself:
- What parts of the training materials will need to be adapted?
- Where do I risk enforcing stereotypes (i.e. Global North/Global South, gender, cultural etc.), power relations and/or a post-colonial approach?
- What are the key concepts in the language

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3. Questions from Digna's *Case study scenarios: a how-to guide for PSEA trainings*, p.5.

of facilitation and/or languages spoken by participants and program participants?

Do:
- Gather context-specific information such as local legislation (e.g. age of sexual majority).
- Gather data such as statistics relevant to the context of your training (e.g. sexual violence numbers compared to number of complaints) or, if you cannot find those, international studies.
- Prepare and print a list of contacts for referrals within the organization (if you train your colleagues) and/or outside the organization(s) that the participants belong to in case of a diverse group. This will be a key resource document for any participant that wishes to seek additional support concerning sexual misconduct, as this training may trigger difficult emotions or thoughts.

Design the agenda

Ask yourself:
- How much time do you have for the workshop?
- Can I use a sample agenda or do I need to create my own?

Do:
- Look at the sample agendas in this facilitation guide. Remember that in order to be efficient, a PSEA training should ideally last at least 1.5 days, but no less than 1 day.
- If you create your own and use existing materials, make sure to always quote your sources.
- Remember to be generous with time and schedule regular breaks.

Identify and adapt relevant content

Ask yourself:
- How can I make the training relevant to participants?
- What are the needs participants may have that will not be covered with generic material?

Do:
- Have your thematic material, such as case studies, checked by local partners.
- Adapt your case studies;
  – translate them to the language of facilitation
  – turn them into longer case studies
  – include thematic elements relevant to your participants.

Prepare participants onboarding

Ask yourself:
- What do participants need to know before the training?
- Is there information that will improve their learning experience and that cannot be covered in the training? If yes, does it have to be sent before or can it be an add-on (e.g. resource list sent after the training)?

Do:
- Request participants to fill-in a pre-workshop questionnaire (available in annex) or a pre-training evaluation.[4]
- Send material to read or review beforehand only if absolutely necessary - keep in mind that participants may have difficulties finding time to read them and you may find yourself with only half the group briefed.
- If you work with a diverse group from different organizations and plan to support them on their organizations' policies or procedures, ask them to bring the texts along with them.

Prepare elements to be sent after the training

Prepare a post-training email including, if relevant, the materials used for your presentation, further resources, list of contacts and resources for survivors and the training evaluation questionnaire.

- Post-training evaluation (1): straight after the training.
- Post-training evaluation (2): three months after the training to measure learnings and progress.

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4. For an example, see Interaction PSEA training materials, module 1: PSEA Standards and Response, handouts, p.27.

Designing your training agenda

General and logistic considerations

Safer space

Participants may have experienced sexual abuse, sexual exploitation or other types of sexual violence themselves. They may also have been witnesses or close to sexual violence survivors.

No space can be entirely safe for anyone. People may come with the best intentions, yet unaware of their own biases, and may say something hurtful to someone else. However, as a trainer, there are some things you can do to foster a space where participants feel comfortable to learn and share.

Whether or not you are operating in a context where it's safe to talk about PSEA, your participants are already working on PSEA or are new to the topic, you should always prepare a group agreement with ground rules.

Digna's Code of Conduct
Digna created a Code of Conduct (available in annex) and asks participants in all their events and trainings to respect it. Its principles are:

- Inclusion
- Equity
- Humility
- Safety
- Solidarity

Examples of safer spaces principles
- care and self-care
- active listening
- respect
- integrity
- confidentiality
- no disclosing

This is applicable both for in-person and online workshops.

Psychosocial support

Digna offers psychosocial support to participants in all events. If there is such support available in your organization, make sure to warn them you will facilitate a training on PSEA and give the contact information at the beginning of your training.

If you do not have such psychosocial support available, prepare a list of hotlines and organizations participants can contact in case of need, and provide the list at the beginning of the training.

Tips to create a safer space

- Ask participants to agree to the group agreement, add to it (time allowing) and be ready to refer back to it should an incident arise.
- Get ready to answer frequently asked and difficult questions.
- Draw the line between genuine learning interest and discriminatory behavior, and make sure you communicate it to participants at the beginning of the workshop.
- Make sure you master responses to FAQs (see resources list in annex), including some specific to the context of participants.
- Obtain consent before taking pictures (or screenshots for online workshops) and recording the event.
- Keep personal data secure and do not share it with other participants without consent. Ensure you are clear about what any data will be used for after the workshop and who may have access to it (e.g., reports, photos, etc.)
- Consider sharing your pronouns when you introduce yourself, e.g. "Hello, my name is Juliette and my pronouns are she/her", and offer participants space to do the same.

You can use the following words from Egale, a Canada-based NGO that fights against homophobia, biphobia, transphobia and all other forms of oppression, to explain why this is important: "Learning to ask for and use someone's pronouns [...] [is to] affirm someone's right to be addressed the way they want to be is a simple step in boosting mental health. Inclusive pronoun usage is a step towards inclusion and cultivating a safer space for 2SLGBTQI[5] people."[6]

However, be mindful that this practice should be adapted to the context of the training. Is it safe and/or legal to talk about gender and/or 2SLGBTQI+ issues in the country where the training takes place? Have participants had conversations about gender issues before?[7] It is also important to never force someone to disclose their pronouns, as this can be a very personal decision.

Accessibility

Trainers are responsible for ensuring that the learning space and content of the workshop will be accessible to all participants.

Questions to ask yourself to anticipate participants' accessibility needs:
- Physical accessibility (for in-person workshops): is the building accessible to people with mobility issues? Is there a quiet room for participants who may need to take a break from the group?
- Digital accessibility (for online workshops): do all participants have a stable internet connection and access to data?
- Language accessibility: do all participants speak the language in which you will facilitate the session? Is interpretation, including sign-language interpretation, needed? Do interpreters know the right terminology to use? For online workshops: is there a need for sign-language interpretation or live transcription?
- Visual accessibility: can all participants see the materials displayed? In case of online delivery, are your slides visually accessible (consider the size of text and colours used)? Do some participants need to receive the slides in advance or have a printed handout?
- Spiritual or religious accessibility: is there a room where people can retreat and practice in silence and peace?
- Food accessibility: do you provide drinks, snacks and meals that take into account participants' dietary or religious needs?

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5.   Two-Spirit, lesbian, gay, bisexual, transgender, queer (or questioning) and intersex
6.   Pronoun Usage Guide, Egale.
7.   For a list of countries that criminalize LGBTQIA+ people, see ILGA-World's maps of sexual orientation laws and trans legal mapping report.
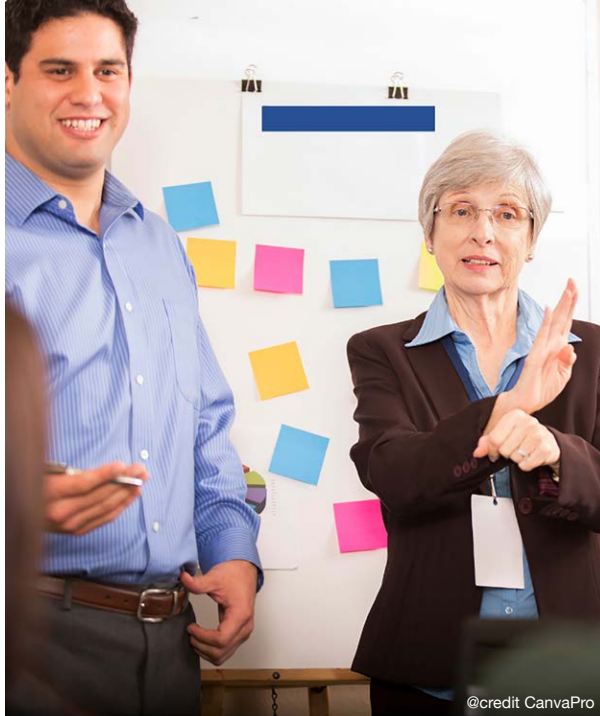
In addition to these questions, make sure to add a question on accessibility needs in your registration form. If a participant informs you of their needs in that regard, call them before the training to discuss how you can support their participation.

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Resources on accessible meetings

EDF guide for accessible meetings for all: http://www.edf-feph.org/content/uploads/2021/02/edf_guide_for_accessible_meetings_1.pdf

Hosting Accessible Remote Meetings and Events: https://accessibility.huit.harvard.edu/hosting-accessible-remote-meetings-and-events

Make your PowerPoint presentations accessible to people with disabilities https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25

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@credit CanvaPro

Venue: in-person or online?

Online gatherings, such as online workshops, have become more common; sometimes, such as when travel and public health restrictions are in place, they are the only option.

Online workshops are not mere replacements to in-person workshops. They have their own advantages, in that they are:
- more cost-effective: no travel fees for participants, no venue costs, …
- accessible to anyone with internet access, regardless of location. Participants do not need to travel or ask for a visa.

However, online workshops also have their own constraints compared to in-person workshops:
- They demand strong technical knowledge and extensive preparation from the facilitators to ensure smooth facilitation.
- Participants should have reliable internet access (both network access and data) and preferably use a laptop with video and microphone capabilities. Both of which are not always possible depending on the context.
- Online workshops come with their own accessibility and safety considerations (e.g. intrusions of people not invited to the meeting, possibility to record the conversations, etc.).
- Participants should have a minimum level of online literacy, and higher levels if using collaborative and interactive tools, such as online whiteboards, poll platforms, etc.
- Non-verbal communication cues are reduced to the minimum, rendering interactions more difficult to process and more tiresome.[8]
- Participants connect straight-away to the meeting. There is no space and time for informal exchanges. In in-person gatherings, this is where some of the most meaningful connections between participants take place.

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8. "[…] during video calls we focus extra attentional effort on available non-verbal cues, like facial expressions, because these are fewer and more difficult to pick up on in virtual environments. In larger screen meetings, it is more difficult to decode multiple faces at once." Online meeting fatigue, HETI.NSW.GOV.AU, 2020.

> ### *Tips to make the most of online workshops:*
>
> - Find a "tech host", i.e., someone whose only role is to support all things technical. They will be in charge of letting people in the room, helping participants facing technical difficulties, creating and starting breakout rooms, monitoring the chat, dealing with eventual disruptions etc. They should know how to deal with disruptions with your chosen platform.[9]
> - Have a tech run-through with your tech host.
> - Assess your participants' tech literacy levels before choosing online tools.
> - Plan more and longer breaks to optimize your participants' attention span and counter online fatigue. We recommend you schedule a break after every hour of training.
> - Acknowledge the existence of online fatigue and the difficulties of connecting from home at the beginning of the session. Encourage participants to take care of themselves, by disabling notifications on their smartphone and/or laptop, muting and turning off video when not participating, avoiding multitasking when possible and hiding their self-view.
> - Include the advice above in your pre-training email.

Training length

In order to be effective, PSEA trainings should last 1.5 days minimum. Sessions can be conducted over several days.

You will find sample agendas in this guide for a 1.5 day training and for a two-day training.

You may fit all material in one day. However you will need to significantly reduce the time allocated to each topic and activity. This will make the training fast-paced, leaving less space for discussion and making it more stressful for the trainer and the participants.

Choosing and adapting content

Whether you use an existing agenda or decide to create your own, you will need to ensure your content is relevant to your public.

Working with case studies

Why use case studies?[10]

Case studies:
- can be a useful tool to promote discussion, facilitate learning and increase an organization's ability to identify PSEA framework development needs and actions to build capacity to prevent sexual exploitation and abuse.
- provide an opportunity for participants to gain insight into the feelings of the characters who are experiencing the situations or events firsthand. This method allows participants to empathize with the characters and put themselves in the situations of others.
- may allow participants to better integrate what was taught because the information is more realistic and relevant when applied to a specific situation.

Things to consider before using case studies:

- Safety of participants
  – Anticipate the case study content may be triggering or emotional for some participants

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9.   See for example: Dealing with disruptors in Zoom online meetings or trainings, Training for Change.

10.   From Case study scenarios: A how-to guide for PSEA trainings, Digna, pp. 4-5.

– Will participants be comfortable with the situational ambiguity and requirement for active involvement?

- Time: does the method seem appropriate given the amount of time allotted for the entire session? There should be enough time to unpack the themes included in the story.
- Confidentiality: case studies should not identify or potentially identify the real individuals involved. A trainer should never knowingly use a case study that is close to a participant's own experience.
- Content: invite key stakeholders to review case studies to ensure that they do not create or reinforce stereotypes or misconceptions about sexual exploitation, abuse or victims/survivors.
- Intersectionality:[11] case studies should be carefully reviewed to ensure that they do not stigmatize or marginalize groups or individuals and that they reflect the broadest range of human experience.
- Type of scenario: simple scenario with a "what would you do?" prompt or a more detailed case study requiring greater analysis and a more detailed action plan.

Double-check the vocabulary used in the slides and exercises you will use.

For example, Interaction materials use terms like "victim" and "beneficiaries" whereas Digna refers to "survivors" and "program participants". Decide what to use based on what is the most empowering and that will be understood by the participants. A lexicon is a useful tool so everyone has an understanding of vocabulary being used.

Short scenarios

Short scenarios are helpful to illustrate definitions of SEA with concrete behavior and situations. For example, Interaction's PSEA training material uses scenarios to help participants recognise who holds positions of power.

They may also be followed by a "what would you do" question. For example, Digna developed several case studies to explore the responsibility of workers and cooperants to report SEA.

Long scenarios: using the Red Flag System

Longer scenarios are useful to illustrate how SEA is not a one-time occurrence but something that may develop over time. By studying longer scenarios, participants can learn to detect early signs of SEA and intervene accordingly.

In Digna's summer 2022 PSEA train-the-trainer course, we used Period. Brussels' Red Flag System[12] to try and identify the early signs of SEA.

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11. Intersectionality is "a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other. We tend to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What's often missing is how some people are subject to all of these, and the experience is not just the sum of its parts." Kimberlé Crenshaw in Time.com
12. Adapted from It's Not That Grey. A practical guide for the twilight zone of harassment, Period. Brussels, 2019.

@credit CanvaPro

Sample agendas

In this section, you will find three sample agendas, each including:

- Session duration
- Activity duration
- Adaptations when needed

There are approximately 2.5 hours of content per half a day, plus 30 minutes for a break and additional time for discussion.

It is recommended not to have more than 6 hours of training per day. The agendas were developed for in-person training. You may adapt them in an online format (you will find advice on how to do so in this section).

We created a set of slides for the 1.5 day training and the add-on on bystander intervention. If you decide to go for a one-day training, make sure to adapt the slide deck accordingly.

You will find speaking notes in the presenter notes on the slide decks.

Sample agenda 1: 1.5 day training.

This is the standard duration for PSEA training.

This agenda is inspired by Interaction materials, adding some elements from other existing training material from Digna and IASC.

Interaction materials also include a 1.5 day training agenda.

Sample agenda 2: two-day training.

This agenda contains the same elements as sample agenda 1 with an extra afternoon to fit a session on bystander intervention.

Sample agenda 3: one-day training.

This training configuration requires significantly reducing the time allocated to each topic and activity. This makes the training fast-paced, leaving less space for discussion and making it more stressful for the trainer and the participants.

Sample agenda 1: One and a half day training

Day 1 - morning			
35 minutes: Training introduction			
5 minutes	**Hello & welcome**	Introduction by trainers	
10 minutes	**Safer space guidelines**	Code of Conduct Available support Safer space guidelines	
20 minutes	**Introductions**	Icebreaker or energizer	If participants are from different organizations, facilitate an icebreaker. If participants are from the same organization, facilitate an energizer (see references in the annexes).
110 minutes: Session 1: What is SEA?			
20 minutes	**What is SEA?**	Presentation of the current SEA situation Video "PSEA, it's everyone's responsibility" followed by whole group discussion	If participants work in emergency settings, use Interaction's video "No Excuse for Abuse".
45 minutes	**Respect**	Small group discussion on actions that demonstrate respect	
45 minutes	**Power**	Group activity: the Power Walk	Detailed instructions in the handouts.

Day 1 - afternoon			
5 minutes	**Energizer**	Group activity	Examples in the annexes.
75 minutes: Session 2: The Six Core Principles/Code of Conduct			
45 minutes	**Principles**	IASC principles overview Small group discussion: the impact of SEA	Adapt this section depending on your group: • If participants are from different organizations, or from the same organization but don't have a Code of Conduct, introduce the IASC principles • If participants are from the same organization, introduce that organization's Code of Conduct.
30 minutes	**Definitions**	Understanding SEA Terms	Detailed instructions in the handouts.
60 minutes: Session 3: identifying SEA			
60 minutes	**Thematic case studies**	Small group discussion on case studies	Detailed instructions in the handouts.
15 minutes: Conclusion of day 1			
	Q&A		

Day 2 - morning			
15 minutes: Opening of day 2			
15 minutes	**Welcome**	Reminder on safer space principles Check-in in pairs Unanswered questions from day 1	
120 minutes: Session 4: Reporting SEA			
20 minutes	**Key Principles of a Reporting System**	Small group discussion	Detailed instructions in the handouts.
45 minutes	**Key Elements of a Good Reporting System**	Small group discussion	Detailed instructions in the handouts.
60 minutes	**Barriers to Reporting and Solutions to Overcome Barriers**	Small group discussion	Detailed instructions in the handouts.
35 minutes: Conclusion & ending			
30 minutes	**Facilitated Q&A**	Discussion in pairs Q&A in plenary Journalling	
5 minutes	**Evaluation questionnaire & next steps**		

Sample agenda 2: Two day training

Day 1 - morning			
35 minutes: Training introduction			
5 minutes	**Hello & welcome**	Introduction by trainers	
10 minutes	**Safer space guidelines**	Code of Conduct Available support Safer space guidelines	
20 minutes	**Introductions**	Icebreaker	If participants are from different organizations, facilitate an icebreaker. If participants are from the same organization, facilitate an energizer (see references in the annexes).
110 minutes: Session 1: What is SEA?			
20 minutes	**What is SEA?**	Presentation of the current SEA situation Video "PSEA, it's everyone's responsibility" followed by whole group discussion	If participants work in emergency settings, use Interaction's video "No Excuse for Abuse".
45 minutes	**Respect**	Small group discussion on actions that demonstrate respect	
45 minutes	**Power**	Group activity: the Power Walk	Detailed instructions in the handouts.

Day 1 - afternoon			
5 minutes	**Energizer**	Group activity	Examples in the annexes.
90 minutes: Session 2: The Six Core Principles/Code of Conduct			
45 minutes	**Principles**	IASC principles overview Small group discussion: the impact of SEA	Adapt this section depending on your group: • If participants are from different organizations, or from the same organization but don't have a Code of Conduct, introduce the IASC principles • If participants are from the same organization, introduce that organization's Code of Conduct.
45 minutes	**Definitions**	Understanding SEA Terms	Detailed instructions in the handouts.
60 minutes: Session 3: identifying SEA (part 1)			
60 minutes	**Thematic case studies**	Small group discussion	Detailed instructions in the handouts.
15 minutes: Conclusion of day 1			
15 minutes	**Q&A**	Answer question from participants & the parking lot	

Day 2 - morning			
15 minutes: Opening of day 2			
15 minutes	**Welcome**	Reminder on safer space principles Check-in in pairs Unanswered questions from day 1	
45 minutes: Session 3: identifyi`ng SEA (part 2)			
30 minutes	**Long case scenario**	Small group discussion	Detailed instructions in the handouts.
15 minutes	**The Red Flag System**	Presentation	
120 minutes: Session 4: Reporting SEA			
15 minutes	**Key Principles of a Reporting System**	Whole group discussion	Detailed instructions in the handouts.
45 minutes	**Key Elements of a Good Reporting System**	Small group discussion	Detailed instructions in the handouts.
60 minutes	**Barriers to Reporting and Solutions to Overcome Barriers**	Small group discussion	Detailed instructions in the handouts.

Day 2 - afternoon			
5 minutes	**Energizer**	Group activity	Examples in the annexes.
90 minutes: Session 5: Bystander intervention			
25 minutes	**The bystander effect**	Video and presentation	Detailed instructions in the handouts.
20 minutes	**The behavior continuum**	Group activity (moving debate)	Detailed instructions in the handouts.
45 minutes	**Bystander intervention**	Small group discussion	Detailed instructions in the handouts.
30 minutes: Conclusion & ending			
25 minutes	**Facilitated Q&A**	Discussion in pairs Q&A in plenary	
5 minutes	**Evaluation questionnaire & next steps**		

Sample agenda 3: One day training

Morning			
35 minutes: Introduction			
5 minutes	**Hello & welcome**	Introduction by trainers	
10 minutes	**Safer space guidelines**	Code of Conduct Available support Safer space guidelines	
20 minutes	**Introductions**	Icebreaker	
20 minutes: Session 1: What is SEA?			
20 minutes	**What is SEA?**	Presentation: SEA, the current situation Interaction video	
90 minutes: Session 2: The Six Core Principles/Code of Conduct			
30 minutes	**Respect**	Small group discussion: actions that demonstrate respect	
30 minutes	**Power**	Small group discussion (case studies) Presentation: factors relating to power	Detailed instructions in the handouts.
5 minutes	**Principles**	Presentation	Detailed instructions in the handouts.
25 minutes	**Definitions**	Understanding the Terms SEAH terms recap (IASC diagram)	Detailed instructions in the handouts.

Afternoon			
Session 3: identifying SEA (total: 30 min)			
30 minutes	**Thematic case studies**	Small group discussion	Digna case studies: choose one story and have all groups work on it.
Session 4: Reporting SEA (total: 60 min)			
15 minutes	**Key Principles of a Reporting System**	Small group discussion	Detailed instructions in the handouts.
45 minutes	**Key Elements of a Good Reporting System**	Small group discussion	Detailed instructions in the handouts.
Conclusion & ending (total: 20 min)			
15 minutes	**Q&A**		
5 minutes	**Evaluation questionnaire & next steps**		

Facilitation tips

Dealing with triggers

Some advice:

- If possible, co-facilitate the training with a colleague. If someone seems upset, one of you can offer your support while the other continues with the workshop
- If your presence is welcome (check with the person), offer them to sit somewhere quiet, tissues and a glass of water
- Listen to them and ask them how you can support
- Direct them to the relevant resources

Dealing with difficult conversations

When the conversation becomes heated, or a participant becomes hostile or argumentative, you may use one of the following approaches to address the problematic comment or conversation.[13]

- **Safer space principles:** remind participants that they all agreed to follow these principles at the beginning of the training.
- **Workshop scope approach:** if it is the case, remind participants that the topic discussed is out of the scope of the workshop, and time is too scarce to get into this conversation.
- **Workshop goals approach:** remind people of the goal of the workshop: increasing awareness on sexual exploitation and abuse.
- **Human rights approach:** human rights are universal and everyone should have their rights protected, regardless of who they are.
- **International standards approach:** remind participants that as NGO workers, representatives or implementing partners, they are bound by international human rights standards and the obligation to prevent SEA.

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13. Adapted from Trainer's manual "Reducing health inequalities for LGBTI people: what is your role as a healthcare professional?", Health4LGBTI project, 2018, p.19.

Annexes

Resources

PSEA training material

Case study scenarios: a how-to guide for PSEA trainings, Digna, 2022. Available in English and French.

Ethiopia Protection from Sexual Exploitation and Abuse (PSEA) Network: Training Manual, UN Women, 2021.

Learning Package on Protection from Sexual Misconduct for UN partner organization, IASC, 2020. Available in English, French, Arabic, Spanish, Portuguese, Russian, Polish.

Interaction:
- PSEA training: Module 1: PSEA Standards and Response, Module 2: Prevention of PSEA and Module 3: Managing an SEA Investigation and Anticipated questions
- Community-Based Complaints Mechanism Workshop
- Investigations Workshop
- Management of Investigations Workshop

Digna's Code of Conduct for events (in annex)

Frequently Asked Questions for PSEA trainings:
- Anticipated Questions for the InterAction SEA Modules: Community-Based Complaints Mechanisms, Investigations and Management of Investigations, Interaction, May 2012.
- Ethiopia Protection from Sexual Exploitation and Abuse (PSEA) Network: Training Manual, UN Women, 2021, pp. 34-35

Training resources

100 ways to energise groups: Games to use in workshops, meetings and the community, The International HIV/AIDS Alliance.

Resources on PSEA

PSEA glossary in several languages: https://glossaries.clearglobal.org/psea/

Videos:
- PSEA: It's Everyone's Responsibility, Interaction, 2020
- No Excuse for Abuse: Preventing Sexual Exploitation and Abuse in Humanitarian Action, Interaction, 2021
- What if it were you?, IASC, 2020
- Afrida Case Study, IASC, 2020

Free Online Course to Mitigate the Risk of Sexual Exploitation and Abuse in Aid Distribution, Empowered Aid.

Supporting Survivors of SEA: A How-to Guide for Creating Support Resources, Digna, 2022. available in English and French.

Other

It's Not That Grey. A practical guide for the twilight zone of harassment, Period. Brussels, 2019.

Eve Tuck, Associate Professor at Ontario Institute for Studies in Education (UofT) on Indigenous Studies about her facilitated Q&A approach.

Fact sheet on false reporting, National Sexual Violence Resource Center.

Digna's Code of Conduct for events

CODE OF CONDUCT

digna
PSEA/PEAS

EVENT CODE OF CONDUCT

Digna is dedicated to providing a safe, respectful, and inclusive virtual event. This Code of Conduct applies to the session organizers, speakers, and participants within the sessions, in addition to communications pertaining to the event (e.g. on social media).

ALL PARTICIPANTS COMMIT TO:

1. RESPECT

I COMMIT to being respectful, candid, transparent, and fair to all participants regardless of language, race, national or ethnic origin, age, sex, gender, sexual orientation, marital status, ability, etc. throughout the conference.

2. INCLUSION

I COMMIT to creating space for all in attendance to contribute and participate, to give prominence to the voices and stories of those who might otherwise be excluded, and to seek out the wisdom and reflection of those who may feel silenced.

3. EQUITY

I COMMIT to encouraging a forum in which the varied experiences of participants are given equal weight.

4. HUMILITY

I COMMIT to participating in the forum with a spirit of openness to learning, and a recognition that the broad diversity of participants includes experience and knowledge that is beyond my own, and through which I can grow.

5. SAFETY

I COMMIT to ensuring the physical, emotional, sexual, and spiritual safety of all participants in the conference, including by calling out harassment when it is witnessed and reporting incidents to conference organizers or other authorities as appropriate.

6. SOLIDARITY

I COMMIT to the broad goals of strengthening Canada's global leadership and recognize that all participants share those goals. In all conversations and forums, I will remember that we are on the same side and will seek to find common ground and inspiration.

STAY CONNECTED WITH US   USE THE HASHTAGS #DignaPSEA and #CanadiansPreventingSEA

www.facebook.com/dignacan

www.digna.ca   Digna.info@cooperation.ca   @Digna_Can   www.linkedin.com/showcase/digna_can

Questionnaires

Pre-training questionnaire

The purpose of this evaluation is to assess your expectations and needs during the training. It will also allow us to measure the progress of your cohort by comparison with the post-training questionnaire.
Your answers are 100% anonymous. Please allow about 10 minutes to complete the form.

Your gender	
Woman	
Man	
Non-binary	
Other:...	
Prefer not to disclose	

Organization size	
1-10 employees	
11-29 employees	
+30 employees	

Your role	
PSEA focal point	
Leader	
Other:...	

Why are you attending this training?	
to improve my knowledge and skills on PSEA	
to improve my facilitation capacity	
I was asked or required to do so	
Other:...	

How would you rate your knowledge on sexual exploitation and abuse? *(scale from 1 to 4; 1 = none // 4 = I am an expert)*	

How would you rate your knowledge on prevention of sexual exploitation and abuse? *(scale from 1 to 4; 1 = none // 4 = I am an expert)*	

How would you rate your ability to facilitate trainings on PSEA? *(scale from 1 to 4; 1 = none // 4 = I am an expert)*	

Have you already been trained on PSEA?	
Yes	
No	
Please detail here:...	

Have you already facilitated PSEA training yourself?	
Yes	
No	
Please detail here (context, public):...	

Does your organization have a Code of Conduct? (Yes / No)

What are your expectations from this training?

How can we make this training safer, comfortable and accessible to you?

Anything else you would like to tell us?

Post-training evaluation (1): straight after the training

The purpose of this evaluation is to measure the progress of your cohort following the training. It will also allow us to improve the training for future cohorts based on your comments.
Your answers are 100% anonymous. Please allow about 10 minutes to complete the form.

Your gender	
Woman	
Man	
Non-binary	
Other:...	
Prefer not to disclose	

Organization size	
1-10 employees	
11-29 employees	
+30 employees	

Your role	
PSEA focal point	
Leader	
Other:...	

How would you rate your knowledge on sexual exploitation and abuse? *(scale from 1 to 4; 1 = none // 4 = I am an expert)*	

How would you rate your knowledge on prevention of sexual exploitation and abuse? *(scale from 1 to 4; 1 = none // 4 = I am an expert)*	

How would you rate your ability to facilitate trainings on PSEA? *(scale from 1 to 4; 1 = none // 4 = I am an expert)*	

Training evaluation: **How would you rate these aspects of the training?** *(scale from 1 to 4; 1 = very dissatisfied // 4 = very satisfied)*	
Format	
Duration	
Interactivity	
Theoretical content	
Learning activities	

Comments: **How would you rate the trainers?** *(scale from 1 to 4; 1 = poor // 4 = excellent)*	

Were your expectations from this training met? (Yes / No)	

What did you like the most about this training?	

What do you think could be improved?	

Would you recommend this training to others?	
Yes	
No	
I am not sure	

I gained ideas for my work	
Yes	
Somewhat	
No	

Did this course increase your knowledge on PSEA?	
Yes	
Somewhat	
No	

Anything else you would like to tell us?	

Post-training evaluation (2): three months after the training to measure learnings and progress

Your answers are 100% anonymous. Please allow about 10 minutes to complete the form.

Since the end of the training, have you been able to apply what you have learned?	
Yes	
Yes, partially	
No	
Details here:...	

As a result of this training, were you able to facilitate PSEA trainings?	
Yes	
No	
Details here:...	

Do you think the training was relevant to the job or realities of the sector?	
Yes	
No	
Details here:...	

Would you recommend this course to someone in the same profession as you? (Yes / No)

Other comments or suggestions for improvement:

Facilitator guide for training on the prevention of sexual exploitation and abuse