

# Ethiopia Protection from Sexual Exploitation and Abuse (PSEA) Network



## Training Manual







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WEEMA International

World Food Programme (WFP)

World Health Organization (WHO)

# Acronyms

<b>AoR</b>	Area of Responsibility
<b>CBCM</b>	Community-Based Complaint Mechanism
<b>CBO</b>	Community-Based Organizations
<b>CHS</b>	Core Humanitarian Standard
<b>CRC</b>	Convention on the Rights of the Child
<b>DAC</b>	Development Assistance Committee
<b>EHF</b>	Ethiopia Humanitarian Fund
<b>GBV</b>	Gender-Based Violence
<b>GBViE</b>	Gender-Based Violence in Emergencies
<b>FAQ</b>	Frequently Asked Questions
<b>IASC</b>	Inter-Agency Steering Committee
<b>INGO</b>	International Non-Governmental Organization
<b>NGO</b>	Non-Governmental Organization
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>PSEA</b>	Protection from Sexual Exploitation and Abuse
<b>SEA</b>	Sexual Exploitation and Abuse
<b>SOP</b>	Standard Operating Procedures
<b>TOR</b>	Terms of Reference
<b>ToT</b>	Training-of-Trainers
<b>UN</b>	United Nations





# 1. Training Package Overview

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## 1.1. Training Purpose

The purpose of this training is to build the capacities of Protection from Sexual Exploitation and Abuse (PSEA) Focal Points in Ethiopia who are members of the Ethiopia PSEA Network. The Ethiopia PSEA Network is made up of PSEA Focal Points from different United Nations (UN) organisations, NGOs and government ministries/agencies.

## 1.2. Target Audience

The target audience for this training are the PSEA Focal Points from the Ethiopia PSEA Network. PSEA Focal Points are appointed to the PSEA Network by their respective organizations/agencies. PSEA Focal Points hold positions in their respective organisations/agencies and have substantive roles and responsibilities related to those positions. PSEA Focal Point responsibilities are outlined in the PSEA Focal Point Terms of Reference (TOR).

## 1.3. Training Structure

This two-day training for PSEA Focal Points is designed to introduce and familiarize participants with their roles and responsibilities as PSEA Focal Points and members of the Ethiopia PSEA Network, as well as to ensure their familiarity with and understanding of key concepts, core principles and practical steps and practices for PSEA (see Table 1). An additional one-day training is provided to equip PSEA Focal Points to deliver a half-day PSEA Briefing to their colleagues in their respective organizations/agencies.

In the first day of training, the first half-day was designed to serve as a stand-alone PSEA Briefing session that can be used by PSEA Focal Points to train staff in their respective organizations/agencies about the Ethiopia PSEA Network, as well as other actors who are involved in the delivery of assistance to affected populations in Ethiopia, such as inter-agency clusters and working groups. PSEA Focal Points are expected to have the capacities to deliver the half-day PSEA Briefing.

## 1.4. Available Resources

This training manual contains the following resources:

- Preparation for the facilitator for Module One
- Session plans for Module One
- Preparation for the facilitator for Module Two
- Session plans for Module Two
- Preparation for the facilitator for Module Three
- Session plans for the Module Three
- Facilitators Notes for all three Modules
- Handouts for all three Modules
- Learner journal template (Annex A)

[Modules PowerPoints are provided in a separate file.](#)

**Table 1. Two-day training structure, content and delivery**

Module	Content	Who delivers and when
<b>Module One:</b> <b>Introduction to PSEA</b> <b>(½ day training)</b>	<ul style="list-style-type: none"> <li>• Unit 1: PSEA Key Concepts</li> <li>• Unit 2: PSEA core principles</li> <li>• Unit 3: What is in place?</li> <li>• Unit 4: What to do if a sexual exploitation and abuse (SEA) concern arises?</li> </ul>	Who: PSEA Trainer When: Delivered as part of two-day PSEA Focal Point Network Training and/or PSEA Briefing
<b>Module Two:</b> <b>Extended PSEA Focal Point Training</b> <b>(1½ day training)</b>	<ul style="list-style-type: none"> <li>• Unit 1: Role of PSEA Focal Points</li> <li>• Unit 2: Key gender concepts</li> <li>• Unit 3: Gender and Protection in Humanitarian Action</li> <li>• Unit 4: Understand Risks</li> <li>• Unit 5: PSEA Frameworks</li> <li>• Unit 6: Survivor-Centred Approaches</li> <li>• Unit 7: Community-Based Complaints Mechanisms (CBCMs)</li> <li>• Unit 8: Receiving a Report</li> <li>• Unit 9: Referral Pathways</li> </ul>	Who: PSEA Trainer When: Delivered as part of two-day PSEA Focal Point Network Training
<b>Module Three:</b> <b>Training-of-Trainers</b> <b>(1-day training)</b>	<ul style="list-style-type: none"> <li>• Unit 1: Adult learning styles</li> <li>• Unit 2: Exercise Introduction</li> <li>• Unit 3: Preparation</li> <li>• Unit 4: Training Delivery</li> <li>• Unit 5: Reflections</li> </ul>	Who: PSEA Trainer When: Delivered as part of two-day PSEA Focal Point Network Training

## 1.5. Choosing a Facilitator

The Facilitator for this training should have:

- Experience in the area of PSEA and/or experience of or a proven understanding of gender and gender-based violence (GBV)
- Experience in training delivery, particularly in participatory and interactive training styles
- Ability to deliver trainings in English
- Necessary skills and experience to be able to facilitate sensitive discussions
- Knowledge of UN and NGO policies and procedures related to PSEA
- If possible, experience in the Ethiopia context, particularly relating to humanitarian responses

Module One can also be delivered as a stand-alone training by PSEA Focal Points for external bodies.

To deliver this, the Facilitator should have:

- Experience delivering trainings
- Completed attendance of all three modules of the Ethiopia PSEA Network Training Package for PSEA Focal Points

## 1.6. How to Use This Training Manual

Familiarise yourself with the contents of the full Ethiopia PSEA Network Training Package that will be delivered, including:

- PSEA Training Manual
- Facilitator Notes, Handouts and Exercises (Annexes A to L)
- Module One PowerPoints
- Module Two PowerPoints
- Module Three PowerPoints

Ensure that you have access to the additional resources required to deliver this training, including:

- A copy of or access to the video “No Excuse for Abuse”
- A copy of “How to support survivors of GBV when a GBV actor is not available” for Module Two, adapted and contextualised by United Nations Children’s Fund (UNICEF), United Nations Population Fund (UNFPA) and United Nations Entity for Gender Equality and Empowerment of Women (UN Women) Ethiopia Country Office (ECO)

Read through the materials for the module(s) that you will be delivering, including the facilitator preparation section, well in advance of delivering the trainings. Do not wait until the last minute!

Modules One and Two in this training package allow for a seven-hour training day, with one-hour for lunch and two breaks of 15 minutes each. You can adjust the timing for each module and session depending upon your circumstances.

The training time required for Module Three is longer than that required for Modules One and Two. Ensure you allow enough time for all participants to practice a training session. This training is eight hours in total, including one-hour for lunch and two breaks of 15 minutes each. This means that, for example, a 9:00 am (09.00) start time will require a 5:00 pm (17.00) finish time.

Where an exercise is included in a session plan, timings specific for the exercise are provided. The overall time for the session should include enough time to deliver session content, introduce and set up exercises, allow participants to complete exercises, and time for discussion and closing points (if any) for each exercise and the session as a whole. If it looks like a session may take longer than the overall time allocated for the session, you may need to shorten the time allowed for exercises. Facilitators will make sure to keep track of the amount of time spent on each exercise to avoid spending too much time on any one exercise.

## 2. Module One: Introduction to PSEA

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### 2.1. Module One Training Objectives

At the end of Module One: Introduction to PSEA, participants will be able to:

- Demonstrate understanding of key concepts related to PSEA
- Demonstrate understanding of core principles related to PSEA, particularly those principles aligned with approaches advanced by the Inter-Agency Standing Committee (IASC) PSEA
- Know when, how and where to report a safeguarding concern

### 2.2. Facilitator Preparation

**Documents for Review:** The PSEA Network is responsible for sharing the following documents or an updated version of documents with the facilitator:

- Ethiopia PSEA Strategy
- UN and Implementing Partners PSEA in Humanitarian Action Standard Operating Procedures (SOP)
- Ethiopia PSEA Network TOR
- Ethiopia PSEA Focal Points TOR
- Referral Pathways Map, if available

**Learner Journals:** If participants for the ToT Workshop are attending this training, you will need to share Learner Journals in advance, either digitally via email or as a hard copy. Explain that the purpose of the Learner Journal is to provide a place for them to note their reflections on each session in Module One: Introduction to PSEA (Annex A).

Notes should include:

- What went well and what worked
- What did not go so well and what did not work
- Questions that arose and how to respond to them
- Points to remember when they are delivering this session

**Venue Set-up:** Check the venue to ensure it is suitable for delivering the training, and accessible for persons with disabilities who may be participants in the training. This training requires a training room that has space for all participants to be able to work together in one room – sitting in a way that allows everyone to see one another. It also requires sufficient space for the whole group to be able to break into smaller groups to discuss and work together in teams.

At regular intervals during the training, ensure that time is created to discuss challenges, points to remember, and/or points that need to be reviewed and reinforced.

Set up a flip chart stand and paper at the front of the room. Note: This is not essential for Module One, but can be useful for noting down points for follow-up, to share useful resources and more.

Prepare two pieces of A4 paper, one with 'Agree' written on it and the other with 'Do Not Agree' written on it. Stick the pieces of paper on opposite walls of the training room.

You will need to have appropriate audio-visual equipment to show the video 'No Excuse for Abuse'. For example, a projector connected to a laptop and speakers. Make sure to test the audio-visual equipment in advance of starting the training. If you have concerns about connectivity to the

internet, it may be possible to download this video onto the laptop before the workshop starts. Please note that the video is available in Amharic, Oromiffa, Tigrigna and Somali on YouTube. This will allow you to play the video directly from the laptop without connectivity issues. Check with your IT Department/IT staff.

Print a copy of the following for each participant and all those who prefer to follow along:

- Handouts
- Module PowerPoint slides

Additional Preparation: If you are delivering the PSEA Focal Point Training that follows after Module One: Introduction to PSEA, make sure to read the 'Facilitator Preparation' section for Module Two: Extended PSEA Focal Point Training.

## 2.3. Module One Timeline

Below is the timeline for delivering Module One: Introduction to PSEA. Timing for Module One is shown as starting at 00.00 and continuing forward (see Table 2). You will need to fit these times to the normal working times for the group.

Table 2. Timeline for Module One: Introduction to PSEA (Day 1 Training)	
Time	Session Plan
00.00 - 00.15 15 minutes	Introduction
00.15 – 00.45 30 minutes	Unit 1: PSEA Key Concepts
00.45 - 01.30 45 minutes	Unit 2: PSEA Core Principles
01.30 - 01.45 15 minutes	Break
01.45 - 02.00 15 minutes	Unit 3: What's in Place?
02.00 - 02.45 45 minutes	Unit 4: What to Do If a SEA Concern Arises?
02.45 - 03.00 15 minutes	Conclusions & Evaluation
03.00 – 04.00 60 minutes/1 hour	Lunch

## 2.4. Module One Session Plans and Guidance

Table 3 outlines in more detail the timeline for Module One: Introduction to PSEA, including guidance notes for delivering each of the session plans, and resources required for each session.

Table 3. Sessions Plans and Guidance for Module One: Introduction for PSEA (Day 1 Training)		
Time	Session Plan	Guidance Notes
00.00 - 00.15 15 minutes	Introduction (Slides 1 – 3)	<p>1. Welcome participants to the training. Introduce yourself as the Facilitator and share what experience you have related to PSEA, gender and/or GBV in Emergencies (GBViE).</p> <p>2. Ask participants to introduce themselves by sharing their name, job title and experiences related to PSEA and/or GBViE.</p> <p>3. Explain or have the group create the ground rules (e.g., mobile phones turned to silent, no talking over other participants)</p> <p>4. Show participants the flip chart paper with 'Parking Lot' written on it. Explain that if any issues arise that are outside of the immediate scope of a training session, but need to be addressed, you will write them here and return to them at the conclusion of the training.</p> <p>5. Explain that if participants want to ask questions or provide feedback, but do not want to do so publicly, they can approach you during the break or write a note on the flip chart themselves.</p> <p>6. Show slides 1-3 and talk through the workshop and module objectives and what will be covered.</p> <p>7. Explain to participants that when discussing their own experiences in exercises and plenary, they should not share any identifying information.</p> <p>8. Remind ToT attendees to complete their Learner Journal (Annex A) with any key points or reflections throughout the module.</p>
		<b>Resources Required</b> <ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Copy of Learner Journal for ToT attendees (Annex A)</li> <li>• Flip chart paper prepared with 'Parking Lot' written on it</li> </ul>

<p>00.15 - 00.45 30 minutes</p>	<p>Unit 1: PSEA Key Concepts (Slides 4 – 14)</p>	<p>1. Explain to participants that they are going to undertake a short, fun exercise to explore some key concepts related to PSEA, before taking a look at the definitions.</p> <p>2. Module 1, Exercise 1: Agree/Do Not Agree (Annex C): Ask participants to stand in the middle of the training room. One-by-one read out the statements in the Facilitators Notes: PSEA Definitions and Standards Section.</p> <ul style="list-style-type: none"> <li>● Each time you read out a statement ask each of the participants to stand closer to the 'Agree' or 'Do Not Agree' sign, depending on how strongly they feel about the statement. Discuss the responses using the Facilitators Notes.</li> </ul> <p>3. If you have the facilities to do so, show the video 'No Excuse for Abuse'.</p> <p>4. Emphasise to participants that SEA is an abuse of power. Discuss how some individuals use their positions of power to exploit or abuse those less powerful than them. To prevent this, agencies have policies and practices in place for PSEA and reporting and responding to incidents of SEA.</p> <p>5. Show slides 7-12, and talk participants through key definitions related to each of the key concepts related to PSEA.</p> <p>6. Reinforce that Humanitarian and development actors for the purpose of this PSEA Strategy are: 'All persons involved in providing protection and/or assistance to affected populations/communities and who have a contractual relationship with the participating agency/organization/partners. It refers to all staff of humanitarian agencies and organizations, including UN agencies, NGOs, implementing partners, and relevant community-based organizations (CBOs), including paid staff, volunteers, contractors, incentive workers from target communities, and anyone performing a task on behalf of any humanitarian or development agency or organization, regardless of the type or duration of their contract.'</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• If possible, resources to play the YouTube video, such as laptop projector and speakers</li> <li>• InterAction's video 'No Excuse for Abuse'. Retrieve from: <a href="https://www.youtube.com/watch?v=48MCG22FqrE&amp;t=1s">https://www.youtube.com/watch?v=48MCG22FqrE&amp;t=1s</a></li> </ul> <p>You can find subtitles by turning on closed captions [CC] then clicking on [settings] and selecting Amharic, Tigrinya, or Somali.</p> <p>If it's not possible to show the video, share transcript in Handout 1: No Excuse for Abuse Transcript (Annex B)</p> <ul style="list-style-type: none"> <li>• Copy of Exercise 1: Agree/Do Not Agree (Annex C)</li> <li>• Two pieces of A4 paper with 'Agree' and 'Do Not Agree' written on them</li> </ul>
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00.45 - 01.30 45 minutes	Unit 2: PSEA Core Principles (Slides 14 – 20)	<p>1. Show slides 14-17 which focus on the six core principles for PSEA. Explain that these core principles were developed by the IASC PSEA, and endorsed by all members. The IASC forum for coordination, policy development and decision-making involve key UN and non-UN humanitarian partners.</p> <p>2. Remind participants that although the six core principles for PSEA form the basis of the sector's approach to PSEA, their agencies' policies and codes of conduct are probably more detailed and may have specific prohibitions in them.</p> <p>3. Recommend that participants familiarise themselves with their individual obligations with regards to PSEA, in keeping with their organisation's policies.</p> <p>4. Explain to participants that we are going to explore what the six core principles for PSEA mean for their work and for the Ethiopian context.</p> <p>5. Point out that participants who are managers have an extra responsibility: "Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.". Note that heads of agencies or organisations have specific responsibilities which are outlined in Annex 8 of the Ethiopia 2020 PSEA Strategy.</p> <p>6. Explain that we are going to undertake an exercise to take a closer look at the IASC's six core principles for PSEA.</p> <p>7. Module 1, Exercise 2: What Does This Mean for Me? (Annex D) - Split participants into groups of 3-4. In more conservative environments, it might be necessary to consider the groupings – for example for group men with men and women with women, to allow more open discussion.</p> <p>• Provide all participants with the Handout: Six Core Principles in English and Amharic (Annex E). The resource is also available in Oromiffa, Tigrigna and Somali upon request from UN Women and WFP.</p> <p>• Ask participants to spend 10 minutes in their group discussing the following question: In our work, what parts of the six core principles are easy to implement, and which are a challenge? Remind groups to select one member to share back the outcome of their discussion in plenary.</p> <p>• Ask the representative from each group to feed back the outcome of their discussion in plenary. Allow 30 minutes for the plenary feedback and discussion. Use the frequently asked questions (FAQs) in the Facilitators Notes to help answer any questions that may arise</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Exercise 2: What Does This Mean for Me? (Annex D)</li> <li>• Handout 2: Six Core Principles in English and Amharic (Annex E)</li> </ul>
01.30 - 01.45 15 minutes	Break		
01.45 - 02.00 15 minutes	Unit 3: What Is in Place? (Slides 21 – 24)	<p>1. Explain to participants that there are structures in place in the humanitarian and development community to prevent and respond to SEA.</p> <p>2. Use slides 21-23, talk participants through what is in place, i.e., those structures that are in place to prevent and respond to SEA.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul>



<p>02.00 - 02.45 45 minutes</p>	<p>Unit 4: What to Do If an SEA Concern Arises? (Slides 25 – 31)</p>	<p>1. Explain that we are going to explore what is an SEA concern, and what is not. We will do this by looking at some case studies.</p> <p>2. Module 1, Exercise 3: Case Studies (Annex F) - Divide participants back into their groups. Share the Handout 3: Case Studies (Annex G). Ask participants to spend 10 minutes in their group discussing the case studies and answering the questions:</p> <p>3. Is this a breach of the six core principles?</p> <p>4. What is my responsibility?</p> <p>5. Remind participants to select one member to share back the results of their discussion in plenary. It can be the same person or someone different if they prefer.</p> <p>6. Ask group representatives to feed back their discussions in plenary. Use the Facilitators Notes: What to do if an SEA concern arises section to guide the discussion. Allow 30 minutes for feedback and discussion.</p> <p>7. Share slides 25-30 on individual responsibility for PSEA.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Exercise 3: Case Studies (Annex F)</li> <li>• Handout 3: Case Studies (Annex G)</li> </ul>
<p>02.45 - 03.00 15 minutes</p>	<p>Conclusions (Slides 32 – 34)</p>	<p>1. To conclude the training, ask participants to volunteer to share in plenary what they think the key messages are from this workshop. Take three or four responses.</p> <p>2. Re-emphasize slides 27-30 on individual responsibility for PSEA, and compare it to the participants' responses – bring out any points that weren't covered by participants.</p> <p>3. Respond to any questions on the 'Parking Lot' flip chart paper. If you can answer the question, do so, or refer participants to other resources.</p> <p>4. Explain to participants that for those responsible for implementation of PSEA, there are many standards and resources to help them. Show slide 31 with examples of resources. Remind participants that they have copies of the PowerPoint slides if they need a copy of links.</p> <p>5. Ask participants if they have any other useful standards or resources to share with the group. Note these on flip chart paper. Participants may want to take pictures if they have smartphones, as a reminder of the links. Otherwise, suggest that you can share the links with the participants via email after the training.</p> <p>6. Have each participant complete an evaluation of Module One.</p> <p>7. Thank participants for their time.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Flip chart paper and pen</li> </ul>

## 3. Module Two: Extended PSEA Focal Point Training

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### 3.1. Module Two Training Objectives

At the end of Module Two: Extended PSEA Focal Point Training, participants will understand and be confident to fulfil their duties outlined in the PSEA Focal Point TOR, including:

- Demonstrate understanding of key gender concepts
- Understand the importance of gender-responsive humanitarian operations
- Demonstrate understanding of risks of SEA
- Demonstrate understanding of PSEA measures
- Know the internal reporting procedures for SEA
- Know the IASC PSEA Community-Based Complaints Mechanisms (CBCMs), with focus on the Ethiopia PSEA SOPs
- Know the referral pathways for PSEA
- Demonstrate an ability to explain and promote a survivor-centred approach

### 3.2. Facilitator Preparation

Documents for Review: The Ethiopia PSEA Network is responsible for sharing the following documents, or more up-to-date versions, with the facilitator:

- Ethiopia PSEA Strategy
- UN and Implementing Partners PSEA in Humanitarian Action SOPs
- Ethiopia PSEA Network TOR
- Ethiopia PSEA Focal Point TOR
- GBV Pocket Guide

Make sure that you are familiar with PSEA Focal Point responsibilities spelled out in the PSEA Focal Point TOR, PSEA Network TOR and the IACS PSEA CBCMs, with a focus on the Ethiopia PSEA Network SOPs. Note the following:

- All PSEA Focal Points will be responsible for their organisation's/agency's CBCMs (or other mechanisms for receiving and managing reports), as per their TOR. Ethiopia PSEA Network SOPs do not override existing, organisation/agency-specific policies on PSEA.
- As part of the SOPs, all PSEA Focal Points will have responsibility for awareness-raising with affected populations on available reporting channels through CBCMs.
- If a PSEA Focal Point is on a local CBCM team, they will have additional responsibilities for management and coordination). CBCM team members will be determined by the Ethiopia PSEA Network.

Make sure that you are familiar with commonly used PSEA standards, including the following:

- IASC Minimum Operating Standards on PSEA

<https://interagencystandingcommittee.org/iasc-task-team-accountability-affected-populations-and-protection-sexual-exploitation-and-abuse-4>

▽ Core Humanitarian Standard (CHS) Alliance PSEA Index (currently being updated)

<https://www.chsalliance.org/get-support/resource/pseah-index/>

▽ IASC 2018 Action Plan for Accelerating PSEA Efforts in Humanitarian Action

[https://interagencystandingcommittee.org/system/files/iasc\\_plan\\_for\\_accelerating\\_psea\\_in\\_humanitarian\\_response.pdf](https://interagencystandingcommittee.org/system/files/iasc_plan_for_accelerating_psea_in_humanitarian_response.pdf)

- United Nations Children's Fund (UNICEF) PSEA Assessment tool  
<https://www.unicef.org/about/partnerships/files/Information-Brief-PSEA-Assessment-PSEA-Toolkit-for-CSO-Partners-24-Jan-2020.pdf>
- Organization for Economic Co-operation and Development, Development Assistance Committee (OECD/DAC) Recommendations on Ending SEA  
[https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DCD/DAC\(2019\)31/FINAL&docLanguage=En](https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DCD/DAC(2019)31/FINAL&docLanguage=En)

Additional resources include:

- IASC PSEA Gender Handbook.  
<https://www.gihahandbook.org/>
- Guidelines for Integrating GBV Interventions in Humanitarian Action  
<https://gbvguidelines.org/wp/wp-content/uploads/2016/01/2015-IASC-GBV-Guidelines-main-book-without-table-spreads.pdf>
- How to support survivors of GBV when there is no GBV actor in your area  
<https://gbvguidelines.org/en/pocketguide/>
- CHS Alliance PSEA Implementation Handbook  
<https://www.chsalliance.org/get-support/resource/psea-implementation-quick-reference-handbook/>
- IASC PSEA Best Practice Guide on Inter-Agency CBCMs  
<https://interagencystandingcommittee.org/accountability-affected-populations-including-protection-sexual-exploitation-and-abuse/documents-50>
- CHS Alliance Guidelines on Investigating SEA  
<https://www.chsalliance.org/get-support/resource/guidelines-for-investigations/>
- UN Protocol on the Provision of Assistance to Victims of SEA  
[https://www.un.org/en/pdfs/UN%20Victim%20Assistance%20Protocol\\_English\\_Final.pdf](https://www.un.org/en/pdfs/UN%20Victim%20Assistance%20Protocol_English_Final.pdf)

**Participant Preparation Requirements:** Prior to participating in the training ask participants to do each of the following:

- Complete Modules One and Two of the IASC e-Learning course on Gender Equality in Humanitarian Action  
<https://trainingcentre.unwomen.org/portal/product/iasc-e-learning-on-gender-equality-in-humanitarian-action/>
- Read the most recent version of the Humanitarian Needs Overview for Ethiopia  
[https://reliefweb.int/sites/reliefweb.int/files/resources/Ethiopia\\_Humanitarian\\_Needs\\_Overview\\_2020.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/Ethiopia_Humanitarian_Needs_Overview_2020.pdf)
- Read Handout 4 from the Handout pack

**Area Resources:** For Unit 9: Referral Pathways, contact the GBV Area of Responsibility (AoR) to check what referral pathways exist, if any, in the region where you are conducting the training. If referral

pathways exist, add contact details to the slide.

If the GBV AoR is present, check whether they have completed a mapping of safe, appropriate, accessible referral pathways (see Handout 5 as an example of what that might look like) that you could share during the training. If the GBV AoR is not active in your area, check what alternative clusters or networks might be present who can provide support on responding to GBV.

If there are actors providing support on responding to GBV in the region where you are conducting the training, invite them, if possible, to provide a short briefing (5-10 minutes) during Unit 9: Referral Pathways.

Ask participants in the training to come prepared with referral pathway mappings their organisation/ agency may have completed, to be shared during Unit 9: Referral Pathways.

Venue Set-up: Check the venue to ensure it is suitable for delivering the training, and accessible for persons with disabilities who may be participants in the training. This training requires a training room that has space for all participants to be able to work together in one room – sitting in a way that allows everyone to see one another. It also requires sufficient space for the whole group to be able to break into smaller groups to discuss and work together in teams.

At regular intervals during the training, ensure that time is created to discuss challenges, points to remember, and/or points that need to be reviewed and reinforced.

Set up a flip chart stand and paper at the front of the room. The flip chart will be needed for the exercises.

Prepare three pieces of flip chart paper with 'Prevent', 'Report' and 'Respond' written on them (one word per piece of flip chart paper). Stick the pieces of paper on the walls of the training venue.

Distribute post-it notes and marker pens, if you have them, otherwise normal pens will do.

Prepare for Module 2, Exercise 3: Privilege Walk by printing off the role descriptions and cutting them into slips of paper to distribute to participants.

Optional: Find a packet of dried seeds or beans for Unit 4: Understand Risk. If seeds or beans are not available, sticky dots (stickers shaped in small dots) or even small post-it notes can be used.

Print a copy of all slides and handouts for each participant and all those who prefer to follow along. Note: Handout 6: 'How to support GBV survivors when there is no GBV actor in your area' can be downloaded from: <https://gbvguidelines.org/en/pocketguide/>

### 3.3. Module Two Timeline

Below is the timeline for delivering Module Two: Extended PSEA Focal Point Training. Timing for Module Two is shown as starting at 04.00 onwards, picking up immediately where Module One ends and assuming that participants will have attended the Module One training (see Table 4). You will need to fit these times to the normal working times for the group.

Table 4. Timeline for Module Two: Extended PSEA Focal Point Training (Day 1 & 2 Trainings)	
Time	Session Plan
<b>Day 1</b>	
04.00 – 04.15 15 minutes	Introduction
04.15 – 04.45 30 minutes	Unit 1: PSEA Focal Point Role
04.45 – 05.30 45 minutes	Unit 2: Key Gender Concepts
05.30 – 05.45 15 minutes	Break

05.45 – 06.15 30 minutes	Unit 3: Gender and Protection in Humanitarian Action
06.15 – 06.45 30 minutes	Unit 4: Understand Risk
06.45 – 07.00 15 minutes	Conclusions
<b>Day 2</b>	
00.00 – 00.15 15 minutes	Welcome back
00.15 – 00.45 30 minutes	Unit 4, Cont.: Understanding Risk
00.45 – 01.45 60 minutes/1 hour	Unit 5: PSEA Frameworks
01.45 – 02.00 15 minutes	Break
02.00 – 02.45 45 minutes	Unit 6: Survivor-Centred Approach
02.45 – 03.15 45 minutes	Unit 7: Community-Based Complaint Mechanisms (CBCMs)
03.15 – 04.15 60 minutes/1 hour	Lunch
04.15 – 04.30 15 minutes	Unit 7: CBCMs, Cont.
04.30 – 05.30 60 minutes/1 hour	Unit 8: Receiving a Report
05.30 – 05.45 15 minutes	Break
05.45 – 06.45 60 minutes/1 hour	Unit 9: Referral Pathways
06.45 – 07.00 15 minutes	Conclusion

### 3.4. Module Two Session Plans and Guidance

Table 5 outlines in more detail the timeline for Module Two: Extended PSEA Focal Point Training, including guidance notes for delivering each of the session plans, and resources required for each session.

Table 5. Sessions Plans and Guidance for Module Two: Extended PSEA Focal Point Training (Day 1 & 2 Trainings)			Resources Required
Time	Session Plan	Guidance Notes	
<b>Day 1</b>			
04.00 – 04.15 15 minutes	Introduction (Slides 1 – 4)	<p>1. Welcome participants remaining from the morning training. Remind participants that this module which will be delivered over the next 1.5 days will focus on PSEA Focal Points' roles and responsibilities, and will build their capacities to fulfil these roles and responsibilities.</p> <p>2. Show slides 1-3 outlining Module Two objectives and agenda.</p> <p>3. Explain that you want to learn more about what participants hope to gain from this workshop, so you will be conducting an exercise to find this out. Distribute post-it notes and marker pens (or ballpoint pens will do).</p> <p>4. Module 2, Exercise 1: Training Expectations - Ask each participant to take some post-it notes and write their expectations for this training on each post-it note. What would you like learn or gain by the end of the training?</p> <ul style="list-style-type: none"> <li>• There should be one expectation written on each post-it note. Participants can write as many expectations as they want. Ask participants to stick their post-it notes on the flip chart paper when they have finished writing them.</li> <li>• In plenary, look at all the post-it notes and a few that look interesting. Explain that you will review the expectations in more detail during the break, and ensure that expectations not already covered by the training plan are addressed, either by including them in the training or sign-posting participants to other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Flip chart paper</li> <li>• Post-it notes</li> <li>• Pens (markers or ball point pens)</li> </ul>

4.15 – 04.45 30 minutes	Unit 1: PSEA Focal Point Role (Slides 5 – 7)	<ol style="list-style-type: none"> <li>1. Explain that in this session you will look at the PSEA Focal Point role.</li> <li>2. Show slide 4 with an outline of the PSEA Focal Point role. Ask participants if this reflects their understanding of the role.</li> <li>3. Module 2, Exercise 2: PSEA Focal Point Expectations - Divide participants into pairs. The easiest way to do this is by asking each participant to turn to the person next to them and form a pair. In more conservative environments, you may want to pair men with men, and women with women.</li> <li>• Ask the pairs to discuss their experience and/or expectations of the PSEA Focal Point Role, including successes and challenges. If there are participants that are new to the role, pair them with a more experienced PSEA Focal Point. Give each pair 10 minutes to complete the task.</li> </ol> <p>In the plenary, ask pairs to provide feedback on their discussion. Spend 15 minutes on the discussion. If the group is large, there is no need to go around each pair. Ask pairs to volunteer to share any key issues that arose in their discussion.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Exercise 3: The Privilege Walk (Annex H)</li> </ul>
04.45 – 05.30 45 minutes	Unit 2: Key Gender Concepts (Slides 8 – 24)	<ol style="list-style-type: none"> <li>1. Module 2, Exercise 3: The Privilege Walk (Annex H) - Conduct the Privilege Walk exercise with participants, as outlined in Activity 1 in the Facilitator Notes. Allow 15 minutes for this exercise.</li> <li>2. Go through slides 9-24 and discuss each of the key gender concepts. Invite participants to ask question for points of clarification. Your goal should be to ensure all participants understand these key gender concepts.</li> <li>3. Offer participants the opportunity to quickly review the core concepts introduced and discussed in Modules 1 and 2 of the IASC e-Learning course on Gender Equality in Humanitarian Action that the participants should have completed before this session, or to ask questions for clarification.</li> <li>4. Review the responsibility of humanitarian actors to mainstream gender in their work and report on gender mainstreaming outcomes and indicators.</li> </ol>	
05.30 – 05.45 15 minutes	Break		
05.45 – 06.15 30 minutes	Unit 3: Gender and Protection in Humanitarian Action (Slide 25 – 34)	<ol style="list-style-type: none"> <li>1. Go through slides 25-34 which focuses on gender and protection in humanitarian action. Review the responsibility of government, civil society, UN agencies and other development and humanitarian actors to ensure PSEA and GBV prevention and mitigation are integral to their work</li> <li>2. Reinforce that “protection of all persons affected and at risk must inform humanitarian decision-making and response, including engagement with States and non-State parties to conflict. It must be central to our preparedness efforts, as part of immediate and life-saving activities, and throughout the duration of humanitarian response and beyond. In practical terms, this means identifying who is at risk, how and why at the very outset of a crisis and thereafter, taking into account the specific vulnerabilities that underlie these risks, including those experienced by men, women, girls and boys, and groups such as internally displaced persons, older persons, persons with disabilities, and persons belonging to sexual and other minorities.” (IASC Principals’ statement on the Centrality of Protection in Humanitarian Action, endorsed December 2013 as part of a number of measures that will be adapted by the IASC to ensure more effective protection of people in humanitarian crises)</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul>



06.15 – 06.45 30 minutes	Unit 4: Understand Risk (Slides 35-37)	<p>1. Explain to participants that we are going to explore what the specific SEA risks might be in their operations, and how it changes depending on various factors, such as what the activities are, who is undertaking them, and what is the existing risk in the context.</p> <p>2. Module 2, Exercise 4: Understand Risk - Divide participants into groups of 4-5 persons, with each group working on similar programmes if possible. Provide each group with a piece of flip chart paper.</p> <ul style="list-style-type: none"> <li>• Ask each group to write on the flip chart paper all the activities that bring their agency into contact with affected populations. This can include examples, such as distributions, door-to-door monitoring, working with community groups and more. Allow 10-15 minutes for this exercise.</li> <li>• Once this list is complete, distribute ten beans/seeds to each group and ask them to lay the flip chart paper on the floor or table (if using beans/seeds). Explain to the group that they are going to use the beans/seeds to identify which activities on the list they think represent the greatest risk of SEA occurring.</li> <li>• Deciding as a group, they can put as many beans/seeds as they like on each activity (or none at all if they don't think the activity presents a risk). For example, a high-risk activity may have lots of seeds/beans on it, a medium-risk activity will have some seeds, a low-risk activity will only have a few seeds. Allow 10 minutes for this exercise.</li> <li>• See Facilitators Notes for an illustration of what the completed exercise could look like.</li> </ul> <p>3. Ask each member of the group to take a picture using their smartphones of their list and piles of beans/seeds, as tomorrow they will start the day by discussing this activity and their risk rankings of activities. If you have secured the room and can leave everyone's work on the table or floor over night that would be ideal.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Flip chart paper</li> <li>• Pens</li> <li>• Dried beans or seeds if you have them (see Facilitator preparation). Provide at least 20 seeds/beans per group</li> </ul>
06.45 - 07.00 15 minutes	Conclusions (Slides 38-39)	<p>1. To conclude the training, ask participants to volunteer to share in plenary what they think the key messages are from this workshop. Take three or four responses.</p> <p>2. Respond to any questions on the 'Parking Lot' flip chart paper. If you can answer the question, do so, or refer participants to other resources.</p> <p>3. Have each participant complete an evaluation of Module Two, Day One.</p> <p>4. Thank participants for their time and remind them that tomorrow they will start by finishing the exercise that they started today.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Flip chart paper and pen</li> </ul>
Day 2			
00.00 – 00.15 15 minutes	Welcome Back (Slide 39)	<p>1. Welcome participants back to the workshop.</p> <p>2. Remind participant of what was covered the previous day and where they left off working on the risks exercise.</p> <p>3. Ask participants to volunteer to share any thoughts and reflections they have on the previous day's activities.</p> <p>4. Review the objectives of today's training.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul>
00.15 – 00.45 30 minutes	Unit 4: Understand Risk, Continued from Day 1 (Slides 41-43)	<ul style="list-style-type: none"> <li>• Module 2, Exercise 4: Understand Risk (Continued) - Have everyone return to their groups that they were in yesterday when they were working on the risk exercise. Given them 10 minutes to pick-up where they left off and revisit the activities on their list and their ranking of them as risky. Remind them to look at the picture they took yesterday of their activity or they may still have it set up in the room.</li> <li>• In plenary, ask each group to pick one or two high risk activities, and explain why. Encourage other participants to ask questions about which activities were ranked high-, medium- and low-risk and why. Allow 20-30 minutes for this discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Flip chart paper</li> <li>• Pens</li> </ul>



00.45 – 01.45 60 minutes/1 hour	Unit 5: PSEA Frameworks (Slides 44-52)	<p>1. Explain that previously we looked at risk, and now we are going to look at what needs to be in place to reduce those risks and respond to concerns.</p> <ul style="list-style-type: none"> <li>• Explain that there are a few great frameworks for assessing and implementing PSEA measures, such as the CHS Alliance PSEA Index, the IASC 2018 Action Plan for Accelerating PSEA efforts in humanitarian action and the UNICEF PSEA Assessment tool. Ask participants what other frameworks and tools they are familiar with.</li> <li>• Explain that most frameworks cover the same core elements: what needs to be in place to: <ul style="list-style-type: none"> <li>• Prevent</li> <li>• Report</li> <li>• Respond</li> </ul> </li> <li>• Module 2, Exercise 5: PSEA Policy and System Needs (Annex I) - Ask participants to stand by the piece of flip chart paper representing the element they would like to comment on. Rearrange the resulting groups if they are very uneven in number.</li> <li>• Give each group 15 minutes to write on their piece of flip chart paper what policies, systems and/or procedures need to be in place to implement the core element they have chosen.</li> <li>• Ask participants to walk round the room looking at the other pieces of flip chart paper to see what other groups have written. Encourage them to add any points that have been missed/I off. Allow 15 minutes for this exercise.</li> <li>• Using the Facilitators Notes, discuss any points you think might have been missed from the flip charts. Allow 15 minutes for this discussion.</li> <li>• Leave all the flip chart papers from this exercise where they are as you will use them in the next unit's exercise related to survivor-centred approaches.</li> <li>• Explain to participants that there are several tools available to assess how well your agency is implementing PSEA. These include: <ul style="list-style-type: none"> <li>• The IASC Minimum Operating Standards on PSEA</li> <li>• The UNICEF PSEA Assessment</li> <li>• The CHS Alliance PSEAH Verification Framework (in development)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Three pieces of flip chart paper with 'Prevent', 'Report', 'Respond' written on them and stick them to the walls of the training venue</li> <li>• Markers/pens for writing on the flip chart paper</li> <li>• Exercise 5: PSEA Policy and System Needs (Annex I)</li> </ul>
01.45 – 02.00 15 minutes	Break		

02.00 – 02.45 45 minutes	Unit 6: Survivor-Centred Approach (Slides 53-62)	<p>1. In plenary, ask participants what is meant by a survivor-centred approach. Take around three to four responses.</p> <p>2. Talk participants through definitions and approaches using slides 55-59.</p> <p>3. Module 2, Exercise 6: Survivor-Centred Approach - Going back to the exercise from the previous unit. Ask participants to go back to their groups from the previous activity. Ask them to again stand by the piece of flip chart paper representing the element they would like to comment on/add to from a survivor-centred approach. Explain that all policies, systems and procedures need to put the best interest of the survivor first. Groups should be the same as before.</p> <ul style="list-style-type: none"> <li>• Give each group 15 minutes to examine the list of policies, systems and/or procedures listed on the flip chart paper and ask them to add to the list to ensure that it is survivor-centred. Add to the list with a different colour marker/pen or put an asterisk (*) next to those added as survivor-centred approach.</li> <li>• Ask participants to walk round the room looking at the other pieces of flip chart paper to see what other groups have added to their lists to ensure that it is survivor-centred. Encourage them to add any points that have been missed/left off. Allow 15 minutes for this exercise.</li> <li>• Using the Facilitators Notes, discuss any points you think might have been missed from the flip charts. Allow 15 minutes for this discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Flip chart papers from the previous exercise</li> <li>• Markers/pens for writing on the flip chart paper</li> </ul>
02.45 – 03.15 45 minutes	Unit 7: Community-Based Complaint Mechanisms (Slides 63-79)	<p>1. Explain that we are now going to look at how to respond when concerns or reports of SEA are made. Talk participants through slides 64-79 on CBCMs.</p> <p>2. In plenary, ask participants if this reflects their understanding of their responsibilities. If there are any discrepancies, recommend that participants clarify this with their agency.</p> <p>3. Explain that we are now going to discuss barriers to reporting concerns of SEA.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul>
03.15 – 04.15 60 minutes/1 hour	Lunch		
04.15 – 04.30 15 minutes	Unit 7: Community-Based Complaint Mechanisms, Continued (Slides 80-81)	<p>4. Module 2, Exercise 7: What Might Prevent People from Reporting Concerns about SEA? (Annex J) - Ask participants to divide into pairs (as before, either by turning to the person sitting next to them, or, in more conservative environments, by pairing men with men, and women with women). Ask the pairs to spend 10 minutes discussing the question 'What might prevent people from reporting concerns about SEA?'</p> <p>5. Ask the pairs to feed back on their discussions in plenary. If the group is large, there is no need to go round each pair – ask participants to share any key issues that arose in the discussion. Use the Facilitators notes to add any points that may have been missed. Explain that CBCMs need to be designed with these barriers in mind.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Exercise 7: What might prevent people from reporting concerns about SEA? (Annex J)</li> </ul>

<p>04.30 – 05.30 60 minutes/1 hour</p>	<p>Unit 8: Receiving a Report (Slides 82 – 90)</p>	<p>1. Explain that this session covers what to do if someone discloses a concern about SEA directly to you. Go through Slides 83–88 which focus on PSEA Focal Point responsibilities that arise when there are complaints, reports and questions about alleged acts of SEA.</p> <p>2. Explain that disclosures made directly to you about staff from your organisation should be handled using your agency's internal procedures.</p> <p>3. Reports received through the Inter-agency Joint CBCM and/or reports relating to staff from other agencies should be handled by the CBCM team.</p> <p>4. Talk participants through slides 85–86 on what to do and what not to do if you receive a direct disclosure, and what to do next. Then show slide 87, what happens to the report. Explain that this is not their responsibility, but we are going through it so they know how their organisation should be dealing with the report.</p> <p>5. Note that we will be discussing more on referring to law enforcement in the next session.</p> <p>6. Explain that we are now going to do a role play of receiving a report.</p> <p>7. Module 2, Exercise 8: Role Play – Ask participants to divide into the pairs they were in for the previous exercise. Reassure participants that if they feel uncomfortable, they don't have to participate in the role plays. Suggest that they can observe another pair if they prefer or sit out the exercise altogether.</p> <ul style="list-style-type: none"> <li>• Ask pairs to decide between them who will first play the person making a report, and who will play the person receiving the report.</li> <li>• Distribute Handout 4: Role play – Making a Report (Annex K) to participants who are playing the person making a report only</li> <li>• Give participants 25 minutes for the role play</li> <li>• The first 5 minutes is for reading the role play and preparing, and deciding who will play which role first – each will get a turn.</li> <li>• The next 10 minutes is for the first role play.</li> <li>• The final 10 minutes is for participants to swap roles and play the role play again from a different perspective.</li> <li>• Note that in the second role play, the person receiving the report will already know the details – but it is still useful to swap roles and see things from a different perspective.</li> </ul> <p>8. In plenary, ask participants to provide feedback on the role play experience. Ask them what they learned from playing the two different roles. Allow 15 minutes for feedback.</p> <p>9. Explore with participants what their agency might do if the SEA victim wishes are different from agency policies and procedures. If this is not clear, encourage participants to check with their organisation to see how this would be handled.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Handout 4: Role Play – Making a Report (Annex K)</li> </ul>
<p>05.30 – 05.45 15 minutes</p>	<p>Break</p>		

05.45 – 06.45 60 minutes/1 hour	Unit 9: Referral pathways (Slides 91-96)	<p>1. Explain to participants that when we learn that a child or adult may have been harmed by our staff, we have a duty of care to ensure they have information and support to be referred to the services they need, if they chose to use them – even before an investigation or any further action takes place.</p> <p>2. Additionally, if we learn of SEA concerns in the course of our programme work, even if it is not caused by our staff or programmes, we should also be ready to refer the SEA victim(s) to relevant authorities and services, respecting the wishes of and with the consent of the victim.</p> <p>3. Either way, we need to be prepared and have referral information ready to share with victims. These potential referrals to relevant authorities and services are called 'referral pathways.'</p> <p>4. Talk participants through slides 82-95 on referral pathways. Explain that referrals are not their sole responsibility and that their organisation should ensure these steps take place, but that they should be able to advise their organisation as to what needs to be done.</p> <p>5. Explain that we are going to take a more detailed look at the referral pathway mapping, such as when we undertake a mapping of available referral pathways in the location we are working, so that we are ready to inform any SEA victims of the services that are available to them and that they can access. Services are assessed to determine whether they are safe, appropriate and accessible to SEA victims.</p> <p>6. Option 1: If an external facilitator from GBV AoR or other organisation/network working on SEA and/or GBV responses is available, invite the external facilitator to present on available referral pathways in the region.</p> <p>7. Option 2: If an external facilitator from GBV AoR or other organisation/network working on SEA and/or GBV response is NOT available. Tell participants that we are going to undertake an exercise that aims to map the referral pathway. Explain that this exercise will only get them started with a referral mapping – a full mapping process would be a participatory process and require consultations with other stakeholders, especially GBV actors and the GBV AoR.</p> <p>8. Show slide 91 on what to consider when mapping referral pathways.</p> <p>9. Module 2, Exercise 9: Referral Pathway Mapping - Divide participants into groups of four to five people. If possible, ask participants who work in the same location to form groups together.</p> <p>10. Distribute Handout 5: Referral Pathway Mapping (Annex L) and Handout 6: How to support SEA Victims when a SEA and/or GBV actor is available (separate from this pack). Ask groups to begin to complete the handout as best they can with the information that they already know, and mapping already conducted by their organisations. If participants have phones or laptops and have access to the internet, they can use these for research. Allow 30 minutes for this exercise.</p> <p>11. Recommend to participants that they complete the mapping process back in their agencies, if the agency does not already have one in place.</p> <p>12. Please note that the participants will be familiar with the concept of referral pathways from the GBV module the first day and this may be mentioned here too as a way to build upon previous sessions and demonstrate alignment between GBV and SEA response.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Handout 5: Referral Pathway Mapping (Annex L)</li> <li>• Handout 6: How to support SEA Victims when a SEA and/or GBV actor is available (separate from this pack).</li> </ul>
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06.45 – 07.00 15 minutes	Conclusion (Slides 97-99)	<ol style="list-style-type: none"> <li>1. Explain to participants that Module Two is coming to an end. Ask if there are any outstanding questions. If you do not know the answers, write the question down to follow-up on with colleagues and share any response with the participants by email after the training.</li> <li>2. Show slide 99 directing participants to further resources.</li> <li>3. Have each participant complete an evaluation of Module Two, Day Two.</li> <li>4. Thank participants for their time and hard work in the training.</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul>
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## 4. Module Three: Training-of-Trainers

### 4.1. Module Three Training Objectives

At the end of Module Three: Training-of-Trainers, participants will understand and be confident to fulfil their duties outlined in the PSEA Focal Point TOR, including:

- Feel confident to explain and promote the principles of PSEA
- Feel confident to discuss the challenges of PSEA in the Ethiopian context
- Be able to deliver a half-day training, Module One: Introduction to PSEA

### 4.2. Facilitator Preparation

Venue set-up: Check the venue to ensure it is suitable for delivering the training, and accessible for persons with disabilities who may be participants in the training. This training requires a training room that has space for all participants to be able to work together in one room – sitting in a way that allows everyone to see one another. It also requires sufficient space for the whole group to be able to break into smaller groups to discuss and work together in teams.

At regular intervals during the training, ensure that time is created to discuss challenges, points to remember, and/or points that need to be reviewed and reinforced.

Set up a flip chart stand and paper at the front of the room.

Print copies of Handout 2 and Handout 3 for groups who will be delivering sessions on ‘PSEA Core Principles and ‘What to do if an SEA concern arises.’

Print a copy of the PowerPoint slides for each participant and those who prefer to follow along. Print a copy of the Session Plans and Facilitators Notes for Module One for each participant to take home.

Training Time: Note that this training is longer than Modules One and Two. Allow enough time for all participants to practice a training session. This training is eight hours in total, including one hour for lunch and two 15-minute breaks. This means for example a 9:00 am (09.00) start time and a 5:00 pm (17.00) finish.

### 4.3. Module Three Timeline

Below is the timeline for delivering Module Three: Training-of-Trainers. Timing for Module Three is shown as starting at 00.00 onwards (see Table 6). You will need to fit these times to the normal working times for the group.

Table 6. Timeline for Module Three: Training-of-Trainers (Day 3 Training)	
Time	Session Plan
00.00 - 00.10 10 minutes	Introduction
00.10 – 00.25 15 minutes	Unit 1: Adult Learning Styles
00.25 – 01.00 35 minutes	Unit 2: Exercise Introduction
01.00 – 03.00 2 hours, includes a 15-minute break	Unit 3: Preparation
03.00 – 04.30 1 hour 30 minutes	Unit 4: Training Delivery
04.30 – 05.30 60 minutes/1 hour	Lunch
05.30 – 07.00 1 hour 30 minutes	Unit 4: Training Delivery (Continued)
07.00 – 07.15 15 minutes	Break
07.15 – 07.45 30 minutes	Unit 5: Reflections
07.45 – 08.00 15 minutes	Conclusion

## 4.4. Module Three Session Plans and Guidance

Table 7 outlines in more detail the timeline for Module Three: Training-of-Trainers, including guidance notes for delivering each of the session plans, and resources required for each session.

Table 7. Sessions Plans and Guidance for Module Three: Training-of-Trainers (Day 3 Training)			Resources Required
Time	Session Plan	Guidance Notes	
Day 3			
00.00 - 00.10 10 minutes	Introduction (Slides 2 - 3)	<ol style="list-style-type: none"> <li>1. Welcome participants to the training.</li> <li>2. Establish the ground rules (e.g., mobile phone on silent/vibrate, no talking over participants).</li> <li>3. If this training does not take place immediately after Module Two: Extended PSEA Focal Point Training or if it is a different set of participants, introduce yourself as the trainer, and share what experiences you with PSEA, gender and/or GBVIE</li> <li>4. Ask participants to introduce themselves, by sharing their name, job title, and experiences related to PSEA, gender and/or GBVIE.</li> <li>5. Show participants slides 2-3 with the objectives and agenda for today's training.</li> <li>6. Explain that participants will be learning through practicing delivery of the Module One: Introduction to PSEA Training.</li> <li>7. Check whether participants have any questions about the objectives and agenda.</li> <li>8. Invite participants to share some brief reflections from their Learner Journals that they completed during the Module One: Introduction to PSEA Training.</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Completed Learner Journals</li> </ul>
00.10 – 00.25 15 minutes	Unit 1: Adult Learning Styles (Slides 4 – 7)	<ol style="list-style-type: none"> <li>1. Explain to participants that adults learning styles differ from those of children, and that there are theories about adult learning styles that guide the way that we develop training materials and deliver them to adult learners. Explain that you will touch on some of these key points during this session.</li> <li>2. Show participants slide 5 and explain that it is important to keep these principles in mind when delivering the training.</li> <li>3. Show participants slide 6. In plenary, ask participants to give examples of different ways of delivering trainings that fit under each of these headings. Examples are provided in the Facilitator Notes.</li> <li>4. Ask participants to volunteer to share which style of learning suits them best. Different participants will have different reflections.</li> <li>5. Explain that the best trainings incorporate different learning styles to accommodate adults with different learning styles.</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul>



00.25 – 01.00 35 minutes	Unit 2: Exercise Introduction (Slides 8 – 11)	<p>1. Explain to participants that in the afternoon, they will be delivering a brief version of sessions from Module One: Introduction to PSEA. Participants will be divided into groups, and each group will be assigned a different session which they will prepare and deliver to the larger group. They will then receive feedback on how the session went.</p> <p>2. Remind participants that this is a safe space to practice delivering Module One. All feedback should be constructive and we should keep the training environment encouraging and supportive.</p> <p>3. Feedback should:</p> <ul style="list-style-type: none"> <li>• Relate to delivery of the session</li> <li>• Identify what went well and what could be improved</li> <li>• Offer constructive ideas for improvement</li> </ul> <p>4. Feedback should not:</p> <ul style="list-style-type: none"> <li>• Be personal (e.g., you are not good at ...)</li> <li>• Be a general criticism without offering ideas for improvement (e.g. the session wasn't clear enough)</li> </ul> <p>5. Module 3, Exercise 1: Delivering the Training – Divide participants into four groups and allocate each group a session from the following list:</p> <ul style="list-style-type: none"> <li>• Group 1: PSEA Key Concept</li> <li>• Group 2: PSEA Core Principles</li> <li>• Group 3: What's in place?</li> <li>• Group 4: What to do if a SEA concern arises?</li> </ul> <p>6. Share the Copies of Sessions Plan and Guidance Notes for Module One for these sessions. Ask participants to read the material relevant to the session they have been assigned to deliver. Remind them they will be delivering the session to the larger group, who will take part in all exercises and can ask questions. Be mindful of keeping to time!</p> <p>7. They will have half an hour to deliver their session. Explain that some of the session plans should be shortened to fit the timeframe for today's training.</p> <p>8. Check that all participants are clear of the task</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentations</li> <li>• Copies of Session Plan and Facilitator Notes for Module One</li> <li>• Copies of Handout 2 for delivery of Module One, Unit 2: PSEA Core Principles</li> <li>• Copies of Handout 3 for delivery of Module One, Unit 4: What to do if an SEA concern arises?</li> </ul>
01.00 – 03.00 2 hours, including 15-minute break	Unit 3: Preparation (Slides 12 – 14)	<p>1. Module 3, Exercise 2: Group Preparation – Groups prepare to deliver their session. The facilitator should be on hand to answer any questions.</p> <p>2. Explain to participants that they have 2-hours to complete their preparation, which includes a 15-minute break.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul>
03.00 – 04.30 1 hour 30 minutes	Unit 4: Training Delivery (Slide 15)	<p>1. Each group takes their turn to deliver their session.</p> <p>2. After each session, ask participants to give constructive feedback; remember points related to the feedback provided in the previous unit.</p> <p>3. Give each group 30 minutes for their presentation and 15 minutes for feedback. If you are concerned about time, you may want to set a stopwatch or phone alarm for each session.</p> <p>2. Explain that groups 1 and 2 deliver first, then we will break for lunch, after which Groups 3 and 4 will present.</p>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul>

04.30 – 05.30 60 minutes/1 hour	Lunch			
05.30 – 07.00 1 hour 30 minutes	Unit 4, Continued: Training Delivery	1. Groups 3 and 4 deliver their sessions.		• PowerPoint presentation
07.00 – 07.15 15 minutes	Break			
07.15-07.45 30 minutes	Unit: 5: Reflections (Slides 16 – 18)	<p>1. Ask participants to reflect on what went well and what could be improved next time in the delivery of the session.</p> <p>2. Module 3, Exercise 3: What Went Well/What to Improve - Label two flip chart papers – one with ‘what went well’ and the other ‘what could be improved.’</p> <p>3. Distribute post-it notes to participants and ask them to write their reflections on the post-it notes – one post-it note for each thing that went well and one for each thing that could be improved. Participants can write as many or as few post-it notes as they want.</p> <p>4. Ask participants to stick all post-it notes of ‘what went well’ on the piece of flip chart paper labelled ‘what went well’ and all post-it notes of ‘what could be improved’ on the piece of flip chart paper labelled ‘what could be improved.’</p> <p>5. Once all participants have placed their post-it notes on the appropriate flip chart papers, start by read out a few of the post-it notes to the group from the ‘what went well’ post-it notes/flip chart paper. Discuss them. Allow 10-15 minutes for discussion.</p> <p>6. Next read the post-it notes to the group from the ‘what could be improved’ post-it notes/flip chart paper. Discuss them. Allow 10-15 minutes for discussion.</p> <p>7. Ask participants to make a note of what went well and what could be improved in their Learner Journal. Remind them to keep their Learner Journal after this training, so that they can use it as a guide when they deliver Module One: Introduction for PSEA to their colleagues in the future.</p> <p>8. Hand out a copy of Module One: Introduction to PSEA to each participant to take away.</p>	• Post-it notes • Flip chart paper	
07.45 – 08.00 15 minutes	Conclusion (Slides 19 – 21)	<p>1. Explain to participants that Module Three is coming to an end.</p> <p>2. Ask if there are any outstanding questions. If you do not know the answers, write the questions down to follow-up with colleagues, and share any response with the participants via email after the training.</p> <p>3. Have each participant complete an evaluation of Module Three.</p> <p>4. Thank participants for their time and hard work in the training and wish them luck in delivering Module One: Introduction to PSEA in the future.</p>		

## Annex A: Learner Journal

### Module One: Introduction

What went well and what didn't go so well

Questions that arose and how to respond to them

Was the time allowed enough/too much?

Points to remember when delivering this session

Other notes

### Module One, Unit 1: PSEA Key Concepts

What went well and what didn't go so well

Questions that arose and how to respond to them

Was the time allowed enough/too much?

Points to remember when delivering this session

Other notes

### Module One, Unit 2: PSEA Framework

What went well and what didn't go so well

Questions that arose and how to respond to them

Was the time allowed enough/too much?

Points to remember when delivering this session

Other notes

### Module One, Unit 3: What's in Place?

What went well and what didn't go so well

Questions that arose and how to respond to them

Was the time allowed enough/too much?

Points to remember when delivering this session

Other notes

### Module One, Unit 4: What to Do If a SEA Concern Arises?

What went well and what didn't go so well

Questions that arose and how to respond to them

Was the time allowed enough/too much?

Points to remember when delivering this session

Other notes

### Module One: Conclusion

What went well and what didn't go so well

Questions that arose and how to respond to them

Was the time allowed enough/too much?

Points to remember when delivering this session

Other notes

## Annex B: Module 1, Handout 1 - No Excuse for Abuse Transcript (English)

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Meet John and Fatima. They are aid workers, like you, who have just started working for a humanitarian organization. Everyone who works with a humanitarian organization is an aid worker, even volunteers, short-term staff and contractors. The most important part of their job is to make sure that they do no harm to the communities they serve.

The people in this community have been affected by disaster and/or conflict. Some people, such as women, children, and people living with disabilities, may be at greater risk of experiencing abuse or harm than others. John and Fatima must treat everyone in the community with respect. Aid workers must not take advantage of the communities they support. If they do, they will harm individuals, destroy the relationship with the community and they may lose their jobs.

So, what are some things John and Fatima should be aware of?

As aid workers, John and Fatima are in positions of power. As a Program Officer from a different part of the country, John holds power because of his age, gender, wealth, expertise and position. As a community mobiliser from the local community, Fatima also has power. The community sees her leading activities, working closely with other aid workers, and sharing information about resources and services.

Whether true or not, community members believe that aid workers control access to resources and services; whereas community members often have little control over access to resources and services. Because of this, community members may feel they cannot say 'no' to anything John and Fatima ask of them. They might be afraid that if they say 'no', they or their families will not receive aid. John and Fatima must consider the power that people think they have. They must never abuse their power.

Aid workers can abuse their power in many ways. One of the most harmful ways is through sexual exploitation and abuse (SEA).

Sexual exploitation is when a person convinces someone with less power to participate in sexual activities. For example, if an aid worker offers extra rations or money in exchange for sex. Sex includes sexual acts with and/or without physical contact, such as online sex or by text message (sending, receiving or forwarding sexually explicit messages, photographs or images by mobile phones and online or social media platforms).

Sexual abuse happens when a person forces someone with less power to participate in sexual activities against their will. For example, if an aid worker forces someone to kiss them or to participate in sexual activities with them, either with and/or without physical contact.

To help guide aid workers like you, John and Fatima, and to keep vulnerable communities safe, there are a few important principles that all aid workers must follow:

- Aid workers must always treat the local community with respect, both during and outside of working hours. SEA threatens the dignity of people that aid workers are supposed to assist and protect.
- Aid workers are not allowed to have sexual relationships with anyone under the age of 18, even if it is legal in the country. Not knowing the person's age is not a valid excuse.
- Aid workers are not allowed to pay for sex. They also cannot exchange employment, goods or services for sex, or even suggest it.
- Aid workers are not allowed to have sexual relations with anyone receiving assistance, even if that person is willing.

If any of these principles are broken, humanitarian workers can be disciplined and even lose their job. In many countries, they may also face criminal prosecution.

What happens if John or Fatima, or anyone in the community sees or suspects SEA by an aid worker? They must report any possible, suspected or actual SEA they have seen or heard about. They should never investigate it themselves. It is someone else's job to find out what really happened.

If aid workers like John and Fatima are scared to report, they can report it anonymously through their organization's PSEA Focal Point, or reporting mechanism. To keep that information confidential, they should not discuss it with anyone else. All aid organizations should have a clear and easy way for people to share their concerns.

We want all people to be and feel safe and protected from harm. SEA takes advantage of vulnerable people. All of us must prevent SEA. Everything that John and Fatima have learned in this video applies to you in your role.

If you have any questions about this training, please contact the SEA or Safeguarding Focal Person in your organization. You can also speak to your manager and/or the Protection, Gender Based Violence or other Technical Lead.

For more information visit: [www.interaction.org](http://www.interaction.org)

(This is also available in Amharic, Oromiffa, Tigrigna and Somali. UN Women ECO will be able to share needed resources)

## Annex C: Module 1, Exercise 1 - Agree/Do Not Agree

### Preparation

Ask “participants” to stand in the middle of the training room. One-by-one read out the statements in the Facilitators Notes below, and for each one statement ask participants to stand closer to the ‘Agree’ or ‘Don’t agree’ sign depending on how strongly they feel about the statement. Discuss the responses using the Facilitators Notes for each statement

### Facilitator Notes

Questions for Agree/Don’t Agree Exercise: Read out each statement in turn. After reading the question, ask participants to stand near the sign that represents their answer to the question.

First, use the practice question to get participants used to the exercise. You can use your own practice question if you prefer – make it something light-hearted. If they strongly agree with the statement that you read out, they should stand very close to the ‘Agree’ sign. If they partly agree, they can stand a bit further away, and so on. The same goes for the ‘Do Not Agree’ sign. If they don’t feel strongly one way or another, they can stand in the middle of the room!

Practice Statement - Dancing is the best form of exercise.

Exercise Statements:

1. My agency has a Code of Conduct or equivalent that sets out expectations for our behaviour.
2. I have been thoroughly briefed on my agency’s Code of Conduct or equivalent.
3. Gender is a matter related to women.
4. GBV is perpetrated against someone because of their gender.
5. Men and women are different, so it is natural that they do different things.
6. My employer does not have a say in my private life.
7. Abuse in our sector is an expat problem.
8. If you are working in a community and start a relationship with a community member, it’s an equal relationship.

**Use these notes to facilitate responses to the statements.**

1. My agency has a Code of Conduct or equivalent that sets out expectations for our behaviour.  
Hopefully everyone will Agree!  
Equivalents can be Safeguarding Policies, PSEA Policies or similar – anything that outlines what is expected in terms of conduct to prevent harassment, exploitation, or abuse.
2. I have been thoroughly briefed on my agency’s Code of Conduct or equivalent.  
If any participants stands by ‘Do not Agree’ sign, recommend that they familiarise themselves with their agency’s Code of Conduct.
3. Gender is a matter related to women.
4. Gender refers to both boys and men, and girls and women. Gender does not equate to women and girls only. There are two genders – males and females. GBV is perpetrated against someone because of their gender.  
Hopefully most every will Agree!  
GBV is perpetuated against someone because of their gender. Both women and men



experience GBV, but the majority of victims are women and girls.

5. Men and women are different, so it is natural that they do different things.

Men and women are different, but this does not mean that they do not deserve equal opportunities to satisfy their practical and strategic needs.

6. My employer does not have a say in my private life.

Codes of Conduct apply 24-hours a day whilst you are under contract for the agency. This is because our roles as humanitarian/development workers put us in an actual or perceived position of power, so standards apply for our conduct at all times. Staff member's behaviour, both professional and personal, can always be associated with and reflect upon the organisation.

7. Abuse in our sector is an expat problem.

Anyone can harass, exploit, or abuse, including national and expat staff, and men and women. UN agencies, international nongovernmental organizations (INGOs), national NGOs, civil society organisations (CSOs), and others delivering humanitarian assistance can all be involved in SEA. Equally, anyone in the affected population can experience SEA, including men and women, boys and girls, older and younger people, people of any sexual orientation and gender identity expression (SOGIE), and any at-risk, vulnerable and disadvantaged groups in the community.

8. If you are working in a community and start a relationship with a community member, it's an equal relationship.

If you are working for an agency, you have access to goods and services that people may need, and that puts you in a position of power – even if you are from that same community. If the relationship is with someone benefiting from our/your agency's humanitarian assistance or protection, it is not an equal relationship.

Emphasize to participants that SEA is an abuse of power. Explain that some individuals use their position of power to exploit or abuse those less powerful than them. To prevent this, agencies have policies and practices in place to prevent, report and respond to incidents of SEA.

Proceed with presenting the slides in this section and explaining PSEA key concepts.

## Annex D: Module 1, Exercise 2 – What Does This Mean for Me?

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### Annex E, Handout 2 – PSEA Core Principles is needed for this exercise.

Explain to participants that we are going to explore what the six PSEA core principles mean for their work and for the Ethiopian context.

Point out that participants who are managers have an extra responsibility. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment. Explain that Heads of agencies/organisations have specific responsibilities which are outlined in Annex 8 of the Ethiopia 2020 PSEA Strategy.

Split participants into three to four groups. Provide all participants with the Handout 2: PSEA Core Principles in English and Amharic (Annex E). Ask participants to spend 10 minutes in their group discussing the following questions:

In our work, what parts of the six PSEA core principles are easy to implement? Which are a challenge to implement?

Ask groups to feed back their discussions in plenary.

### Frequently Asked Questions (FAQs)

**Q: The policy says no sexual activities with anyone under the age of 18, and yet it is common to get married below that age in Ethiopia.**

A: The legal age of sexual consent in Ethiopia is 18 years, although marriage below the age of 18 still occurs in practice. In any case, we require that for the time that staff and associated personnel are contracted to our agencies, that they abide by our Codes of Conduct. We define anyone under the age of 18 as a child, in line with the UN Convention on the Rights of the Child (CRC), which is a globally recognised and almost universally ratified convention. As of 2020, the UN CRC has been ratified by every country except the United States of America (USA).

We set these standards to protect children and others who come into contact with us, whilst we are in a position of responsibility in our agencies. In cases where staff members are already married to individuals under 18 year of age, this should be dealt with on a case-by-case basis by the agency in question.

**Q: Are we opening ourselves up to malicious complaints by people wanting to get staff members into trouble?**

A: False reports of SEA are extremely rare. In fact, SEA is massively underreported, and every effort should be made to encourage reporting and to deal safely and appropriately with any concerns raised.

It is important that we follow-up on all reports of SEA. We should not be discouraged from following up on all reports of SEA for fear that malicious reports will happen; we may miss genuine reports this way. All organisations/agencies should have policies that protect whistle-blowers by allowing any misconduct reports to be made in good faith, even if they prove to be mistaken or unfounded.

**Q: What do I do if I witness SEA in the community I'm working in, but it is not caused by a humanitarian or development organisation/agency?**

A: If we become aware of SEA issues in the community we are working in, even if they are not caused by our agencies, we have a duty of care to follow-up on the situation. You should refer the concern through the appropriate referral pathways with the informed consent of the SEA survivor, unless they are under 18 year of age, in which case they should always be referred. Your PSEA Focal Point or local GBV actors will be able to support you on this.

**Q: What if I see something that makes me feel uneasy, but there's nothing concrete to go on?**

A: We are required to report any concerns of SEA, even if they are rumours or there is not much information to go on. Even if there is insufficient information to follow-up on or report, this is useful information for agencies and the PSEA Network to track trends and to have information on file should similar incidents arise, and to work on safer programming. It is not your role to investigate or confirm the allegation, rather it is your role to report the allegation.

If your report is made in good faith through the appropriate channels, you will be protected by your agencies' Disclosure of Malpractice ('whistle-blower protection') policies.

**Q: Principle 5 says I have a duty to report, but what if someone discloses abuse to me then says they don't want it taken any further?**

A: Reporting of SEA is mandatory for humanitarian and development workers. This obligation can raise difficult questions and operational challenges related to survivor consent, which must be resolved in coordination with GBV specialists. SOPs should include that best efforts will be made to balance respect for survivors' rights while communicating the limits of confidentiality when it comes to mandatory reporting requirements. It is recommended that all aid workers who may be in direct receipt of first-hand reports of SEA are trained on how to communicate the limits of confidentiality before a disclosure is made. This does not fully resolve issues of confidentiality, informed consent, or mandatory reporting, but it provides the survivor with an opportunity to reflect on what they choose to disclose.

**Q: What if I report that SEA happened in my organization and our donor finds out and we lose funding?**

A: Donors know that SEA is happening everywhere; this includes governments and UN partners. They want to see organisations taking responsibility to address this issue, and some are making it explicit in funding proposals (e.g. USA) and/or require a joint PSEA strategy to release funding (e.g., United Kingdom). UN agencies are now obligated to support their partners' capacity in PSEA, including the UN Implementing Partner Protocol. This includes setting up reporting channels expecting to receive more allegations of SEA.

**Q: Why should we have to follow UN and NGO rules when the laws of the country say something different? Shouldn't the UN and NGOs respect local customs?**

A: The Six Core Principles and organisation/agency Codes of Conduct set out the standards of behaviour expected of staff, and form part of our contractual obligations. The UN and NGOs should respect local customs. Having an additional set of standards does not mean that the UN and NGOs do not respect local laws and customs; rather, it simply means it has adopted an additional standard and requires its staff to behave in a particular way. The two are not contradictory.

## Annex E: Module 1, Handout 2 – PSEA Core Principles (English and Amharic)

This handout is to be used with Annex D, Exercise 2 - What Does This Mean for Me?

### PSEA Core Principles in English

1. SEA by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
2. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defence.
3. Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to beneficiaries.
4. Any sexual relationship between those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work.
5. Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.
6. Humanitarian workers are obliged to create and maintain an environment which prevents SEA and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.”

### PSEA Core Principles in Amharic

#### የሰብአዊ ዕርዳታ ሰራተኞች የፆታዊ ስነምግባር ህግ

የሰብአዊ ዕርዳታ ሰራተኞች አግባብነት ለሌለው ፆታዊ ግንኙነት ባህሪ ምክንያት የእርምጃ ሊወሰድባቸው ወይም ከስራ ሊባረሩ ይችላሉ። ከዚህ በታች የተዘረዘሩት ህጎችን ሰራተኞች ሊያከብሩዋቸው ይገባል፤

- የሰብአዊ ዕርዳታ ሰራተኞች የሚኖሩበት ሀገር ህግ በፈቅድም እንኳን አድሜያቸው ከ 18 አመት በታች ከሆኑ ማናቸውም ሰዎች ጋር ፆታዊ ግንኙነት ማድረግ ከልክል ነው። አንዲሁም ፆታዊ ግንኙነት ያደረጉትን ሰው ትክክለኛ አድሜ ስላላወቁሁ ነው ማለት ተቀባይነት የለውም።
- የሰብአዊ ዕርዳታ ሰራተኞች ለፆታዊ ግንኙነት አላማ ገንዘብ መክፈል፣የስራ አድል ማመቻቸትም ሆነ ቁሳቁስ እና አገልግሎት መስጠት ከልክል ነው። ይህም ለተረጋጃዎች የተዘጋጁ ቁሳቁሶችና የተለያዩ አገልግሎቶችን ያጠቃልላል። የሰብአዊ ዕርዳታ ሰራተኞች እነዚህን ነገሮች በመጠቀም እና ታል በመግባት የሌሎች ሰዎችን ኩብር፣ ሞራል የሚነካ ወይም ለብዝሃ የሚዳርግ ተገቢ ያልሆነ ባህሪያቸውን እንዲቀበሉ ማድረግ አይገባም። ይህም በወሲብ ተግባር ከተሰማሩ ሰዎች ጋር ፆታዊ ግንኙነት ለማድረግ ገንዘብ መክፈልንም ይጨምራል።
- የሰብአዊ ዕርዳታ ሰራተኞች ማን ቁሳዊ አርዳታና አገልግሎት ማግኘት እንዳለበት መወሰንና ተጽእኖ ማሳደር ይችላሉ። ይህም እነሱን አርዳታና ድጋፍ በሚሹ ሰዎች ላይ የበላይነት ስልጣን ይሰጣቸዋል። በዚህም ምክንያት የሰብአዊ ዕርዳታ ድርጅቶች ሰራተኞቻቸውን ሰብአዊ ድንገተኛ አደጋዎች ወይም ችግሮች ከገጠማቸው ሰዎች ጋር ፆታዊ ግንኙነት እንዳይኖራቸው በጥብቅ ያበረታታሉ። ይህ አይነት ግንኙነት የሰብአዊ አርዳታውን ስራ ቅንነት የሚያለውና ተአማኒ ያልሆነ ያስመስለዋል።
- የሰብአዊ ዕርዳታ ሰራተኞች በሚሰሩበት ድርጅት ሆነ በሌላ ዕርዳታ ድርጅት ውስጥ በሰብአዊ ዕርዳታ የፆታዊ ስነምግባር ህግ የተጣሰ ከመሰላቸው ወይም ካላሰሰባቸው የድርጅታቸውን አሰራር በመከተል ራፖርት ማድረግ አለባቸው።
- የሰብአዊ ዕርዳታ ሰራተኞች ተገቢ ያልሆነ ፆታዊ ባህሪያትን የሚከላከል የስራ ደብዳቤ መፍጠርና መጠበቅ አንዲሁም ሁሉንም ሰራተኞች በድርጅቱ የስነምግባር ህግ መሰረት እንዲንቀሳቀሱ ማበረታታት አለባቸው። ሁሉም ሰራ አስኪያጆች ይህን አይነቱን አሰራር የመደገፍ እና ስርዓት የመዘርጋት ሀላፊነት አለባቸው።

ይህ በፆታዊ ጥቃትና ብዝሃነት ጉዳዮችን በተመለከተ የ IASC መርሆችን ከዚህ በታች ባለው ሊገኝ ይገኛታል፤

[http://www.pseataaskforce.org/uploads/tools/sixcoreprinciplesrelatingtosea\\_iasc\\_english.doc](http://www.pseataaskforce.org/uploads/tools/sixcoreprinciplesrelatingtosea_iasc_english.doc) ይህ ቀላል አቀራረብ ቅጽ የተዘጋጀው ለተጎዱ ሰዎች ተጠያቂነትና ከ ፆታዊ ጥቃትና ብዝሃነት ጥበቃ ( IASC ግብረ ሀይል ቡድን ና ድንበር የሸሸ ተርጅሚዎች (Translators without Borders) ትብብር ነው።

Note: Principle 4 has been updated since this translation—from sexual relationships with beneficiaries of assistance being ‘the Ethiopia PSEA Network. The PSEA Network have the latest version available in Amharic, Oromiffa, Tigrigna and Somali.

## Annex F: Module 1, Exercise 3 – Case Studies, Facilitator Notes

Annex G, Handout 3 – Case Studies is needed for this exercise. You will distribute Annex G, Handout 3 – Case Studies to the participants. These are your facilitator notes for the question and answer related to each scenario.

### Preparation

Divide “participants” into four groups. Share the Handout 3: Case studies with each of the groups or participants. Ask participants to spend 10 minutes in their group discussing the case studies and answering the questions:

- Is this a breach of the six core principles?
- What is my responsibility?

Ask groups to feed back their discussions in plenary. Use the Facilitators Note below to guide the discussion.

### Facilitation Notes

#### Scenario 1: Haile the Manager

Haile works for your organisation supporting campaigns on HIV/AIDS prevention and awareness. As part of this, Haile is responsible for selecting HIV/AIDS awareness ‘youth ambassadors’ to attend conferences and events to promote the campaign. These ambassadors are selected from youth advocacy groups working on the issue. Youth ambassador is a prestigious role and opportunity, potentially involving international travel. Rumours are starting that Haile will only select young women if they agree to a sexual relationship with him.

Some in the office are critical of the young women and think that they are demeaning themselves by flirting with Haile to get a job. Others point out that the young women seem competent enough, maybe it is insulting to suggest that they did not get selected on their own merit.

Either way, you are certainly not the only person in the office who knows the rumours. In any case, you have no proof. So, is it any of your business?

#### Q: Is this a breach of the six PSEA core principles?

A: It is not yet known if Haile is selecting youth ambassadors in return for sexual favours. If he did, he is in breach of Principle 3, exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited.

#### Q: What should you do next, if anything?

A: Even though ‘everyone’ in the office knows the rumours you are still obliged to report any SEA concerns as per Principle 5, ‘where a humanitarian worker develops concerns or suspicions regarding SEA by a fellow worker ... or s/he must report such concerns via established agency reporting mechanisms.’

#### Scenario 2: Hannah the International Staff Member

Hannah is an international staff member working in a remote area of the country on a programme providing humanitarian assistance. She has been working there for a long time, and is making an effort to learn Amharic and getting to know people in the local community.

You are visiting Hannah’s office as part of a monitoring visit from the Country Office in Addis Ababa. While conducting some key stakeholder interviews with distribution recipients (beneficiaries of

the programme), one tells you that Hannah is having a relationship with a member of the local community. Your interviewee points this member of the community out to you; the man is in line waiting for the distribution. This is a small community and everyone is buzzing with the gossip.

**Q: Is this a breach of the six PSEA core principles?**

A: We do not know for certain if Hannah is having a relationship with the community member. If she is and the community member is a beneficiary of assistance, Hannah is in breach of Principle 4, 'Any sexual relationship between those providing humanitarian assistance and protection and a person benefiting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited.'

**Q: What should you do next, if anything?**

A: Do not try to talk to Hannah or the community member yourself. Report this concern confidentially through the appropriate mechanisms in your agency

### **Scenario 3: Hiwot and Tadesse the Colleagues**

Hiwot and Tadesse are colleagues in the same office. Hiwot works on the WASH team and Tadesse works in the MEAL department.

Both are away from the office on a business trip attending a conference that your employer is hosting. They are staying at the hotel where the conference is occurring, in a different part of the country from where their office is located. One morning, you notice Hiwot quietly creeping out of Tadesse's hotel room. Both of them are married to different people, but it looks very much as if they are having an affair!

**Q: Is this a breach of the six PSEA core principles?**

A: If Hiwot and Tadesse are consenting adults and there is no exploitative or transactional element to this relationship, they are not in breach of the six PSEA core principles. Note that Hiwot and Tadesse are in different departments. If two staff members in the same management line are in an intimate relationship, many agencies will specify that they must declare their relationship to prevent conflicts of interest.

**Q: What should you do next, if anything?**

A: No action required.

### **Scenario 4: Training in the Sub-Office**

You are conducting a training on PSEA for all your staff in one of your agency's sub-offices. During the training, your staff point out that some of them are married to people under the age of 18, and that this is normal in their region. The staff members say that it is culturally insensitive to try and impose external values on common practices in their region.

**Q: Is this a breach of the six PSEA core principles?**

A: Principle two states that 'sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally.' In any case, the age of consent in Ethiopia is 18 years.

**Q: What should you do next, if anything?**

A: Clarify to the staff that while they are under contract with your agency, they must adhere to the six PSEA core principles and national laws. Your agency's senior management should address the contractual issues of those staff members currently married to people under 18 years of age.

Remember that in all cases when a concern of SEA arises, we will provide support to the survivor(s) in accordance with their wishes and consent, regardless of the outcome of the report.

## Annex G: Module 1, Handout 3 – Case Studies

### Scenario 1

Haile works for your organisation supporting campaigns on HIV/AIDS prevention and awareness. As part of this, Haile is responsible for selecting HIV/AIDS awareness ‘youth ambassadors’ to attend conferences and events to promote the campaign. These ambassadors are selected from youth advocacy groups working on the issue. Youth ambassador is a prestigious role and opportunity, potentially involving international travel. Rumours are starting that Haile will only select young women if they agree to a sexual relationship with him.

Some in the office are critical of the young women and think that they are demeaning themselves by flirting with Haile to get a job. Others point out that the young women seem competent enough, maybe it is insulting to suggest that they did not get selected on their own merit.

Either way, you are certainly not the only person in the office who knows the rumours. In any case, you have no proof. So, is it any of your business?

**Q: Is this a breach of the six PSEA core principles?**

**Q: What should you do next, if anything?**

### Scenario 2

Hannah is an international staff member working in a remote area of the country on a programme providing humanitarian assistance. She has been working there for a long time, and is making an effort to learn Amharic and getting to know people in the local community.

You are visiting Hannah’s office as part of a monitoring visit from the Country Office in Addis Ababa. While conducting some key stakeholder interviews with distribution recipients (beneficiaries of the programme), one tells you that Hannah is having a relationship with a member of the local community. Your interviewee points this member of the community out to you; the man is in line waiting for the distribution. This is a small community and everyone is buzzing with the gossip.

**Q: Is this a breach of the six PSEA core principles?**

**Q: What should you do next, if anything?**

### Scenario 3

Hiwot and Tadesse are colleagues in the same office. Hiwot works on the WASH team and Tadesse works in the MEAL department.

Both are away from the office on a business trip attending a conference that your employer is hosting. They are staying at the hotel where the conference is occurring, in a different part of the country from where their office is located. One morning, you notice Hiwot quietly creeping out of Tadesse’s hotel room. Both of them are married to different people, but it looks very much as if they are having an affair!

**Q: Is this a breach of the six PSEA core principles?**

**Q: What should you do next, if anything?**



## Scenario 4

You are conducting a training on PSEA for all your staff in one of your agency's sub-offices. During the training, your staff point out that some of them are married to people under the age of 18, and that this is normal in their region. The staff members say that it is culturally insensitive to try and impose external values on common practices in their region.

**Q: Is this a breach of the six PSEA core principles?**

**Q: What should you do next, if anything?**



## Annex H: Module 2, Exercise 3 – The Privilege Walk

Time: 15 minutes

### PURPOSE OF THE ACTIVITY

The purpose of this exercise, The Privilege Walk, is to help participants learn to recognize how power and privilege can affect our lives, even when we are unaware that it is happening. The purpose is not to blame anyone for having more power or privilege or for receiving more help in achieving goals, but to have an opportunity to identify obstacles and/or benefits experienced in our lives.

**IMPORTANT NOTE:** This is a “high risk” activity that requires trust building and safety for participants; introducing this activity too early in the training or before building trust risks creating resentment and hurt that can inhibit further sharing and openness.

### SUPPLIES AND SPACE NEEDED

- List of statements related to privilege and obstacles
- List of subjects to be distributed to participants
- Slide with instructions for the Privilege Walk
- Space large enough for participants to form a straight line with an arm’s length between each person on their left; there should be space in front of the line to move forward 10 steps and space in back of the line to move backward 10 steps.

### DIRECTIONS FOR THE ACTIVITY

Have participants form a straight line across the room about an arm’s length apart, leaving space in front and behind.

Explain: Listen to the following statements, and follow the instructions given. For example, when I read “If you are a white male, take one step forward,” only white males will take one step forward, everyone else will stand still. Each step should be an average length step. You are the judge as to whether you should take a step forward; no one is going to ask you to verify.

Read the statements one at a time allowing time for participants to take a step.

### PRIVILEGE WALK SUBJECTS

- Caucasian businessmen
- Rich single woman studying at the university
- Male taxi driver
- African refugee man living in a poor neighbourhood
- European married woman living in a rich neighbourhood
- Widow mother of 3 kids
- 15-year-old married girl
- 13-year-old boy with a mobility impediment
- Female domestic worker
- Male religious leader
- Other that you can think of

**Note:** Subjects can be repeated once if group is too large

## PRIVILEGE WALK STATEMENTS

1. If you can expect to complete your education up to high school, take one step forward. If you can expect to complete your education up to University, take another one step forward. If you can expect to complete your education up to postgraduate studies, take another one step forward.
2. If you have been the victim of physical violence based on your gender, ethnicity or age, take one step backward.
3. If you have ever felt passed over for an employment position based on your gender, ethnicity or age, take one step backward.
4. If you have ever felt unsafe walking alone at night take one step backward.
5. If you have been taunted, teased, or socially ostracized due to a disability, take one step backward.
6. If having children and working will bring negative comments from your community, take one step backwards.
7. If your elected representatives are mostly people of your sex and the more prestigious and powerful the elected position, the more this is true, take a step forward.
8. If when you ask to see “the person in charge,” odds are you will face a person of your sex and the higher-ups in the organization the person is, the surer you can be certain they will be of your sex, take a step forward.
9. If you have to think about the message your wardrobe sends about your modesty, take a step backwards.
10. If most individuals portrayed as sexual objects in the media are not the same sex as you are, take a step forward.
11. If major religions in the world are led mainly by people of your sex, take a step forward.
12. If you can look at international mainstream media and find people of your ethnic origin and religion represented fairly and in a wide range of roles, take a step forward.
13. If you can consider many options -- social, political and professional -- without asking whether a person of your gender would be accepted or allowed to do what you want to do, take a step forward.
14. If you can be sure that your social class will be an advantage in social interactions, take a step forward.
15. If you have a savings account/saving set aside in case of emergency, take a step forward.
16. If people assume you are poor because of your nationality or ethnicity, take a step backwards.
17. If you want to, you can travel freely to almost any country, take a step forward.
18. If you are a Caucasian male, take one step forward.

## PROCESS THE ACTIVITY

When all the statements have been read, process the activity using the following questions:

- What is your “gut reaction” to where you find yourself standing at the end of this list of privileges?
- Are you surprised at where you are standing?
- How does it feel to be in front? In the middle? In back?
- Did you come to any new realizations? If so, which one had the most impact?

## Annex I: Module 2, Exercise 5 – PSEA Policy and System Needs

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### Suggested policies, systems or procedures to support each element:

#### Prevent

- Core policies in place that include PSEA/safeguarding policy and protection for whistle-blowers
- Safe recruitment procedures including:
  - PSEA mentioned in job advertisements
  - PSEA questions in job interviews
- Thorough reference and background checks
- Staff induction
- PSEA training, including regular refresher trainings
- Board/senior management responsibility and accountability
- PSEA Focal Points in place
- SEA Risk Register
- PSEA in partner and contractor agreements
- Organisational culture that supports PSEA
- Safe programme design and implementation

#### Report

- Safe, confidential and accessible means for the affected populations to report concerns about SEA.
- Awareness-raising activities with affected populations so that they know their rights and what to expect from our agencies, and how to report if they have a concern about SEA.
- Procedures for receiving and managing concerns about SEA once they come into the agency
- Procedures for ensuring confidentiality.

#### Respond

- Policy on support to SEA survivors.
- Awareness of referral pathways for support to SEA survivors.
- Procedures for investigating SEA reports.
- Access to appropriately skilled and trained investigators.
- Clear and consistently applied sanctions for misconduct.
- Transparent process for appeals.

## Annex J: Module 2, Exercise 7 – What Might Prevent People From Reporting Concerns About SEA?

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### Examples of barriers to reporting.

#### External barriers

- It is not clear how to report or who to report to.
- Reports have not been seen to be taken seriously in the past and people have lost confidence in the system.
- Children may not be believed.
- People reporting may be seen as ‘troublemakers.’
- Physical barriers to reporting, such as not being able to travel to the office or not having access to a mobile phone.
- Access issues for people living with disabilities.
- Lack of clarity on what can be reported.
- Low literacy levels prevent submitting reports in writing, such as in complaints boxes.
- Lack of confidence that the report will remain confidential.

#### Internal Barriers

- Fear of reprisal by the perpetrator.
- Issues of SEA are not discussed in the cultural context.
- Concern that assistance may be withheld if people are seen to complain.
- For workplace issues, fear of losing a job.
- Children may be unable to articulate concerns about SEA.
- Concern that the issue of SEA is not ‘important’ enough to raise.
- Gender constraints, such as women and girls may face sanctions if they are victims of SEA, and strong taboos may exist that make it difficult for men or boys to make allegations of SEA.
- People living with disabilities may not be able to communicate through existing reporting mechanisms.
- People may fear that their sexual orientation and/or gender identity expression may put them at risk if they report.
- Older people may think that no one will believe that they could be a SEA victim.
- Some people from marginalised groups may not feel safe reporting and/or may fear they will not be taken seriously.

## Annex K: Module 2, Handout 4 – Role Play – Making a Report

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### Background Information

You are on a village distribution committee where agency X is undertaking distributions. Recently, one of agency X's locally hired distribution managers approached you when no one else was around. He said, 'If you spend one night with me, it will greatly benefit you when we make the distribution'.

There is already a lot of bad feeling against this distribution manager in the community because he is known to be corrupt. You have seen a poster about SEA which says you can report it to the agency, so you think finally this might be the way to get him removed.

### What you will say in the role play

You will explain that you would like to report misconduct of agency X staff, and you will tell the person receiving the report what the distribution manager said.

If asked, you can provide the following information:

The distribution manager's name is Legesse

This incident happened two weeks ago, at agency X's most recent distribution

There were no other witnesses

You will state to the person receiving the report very clearly that you would like this staff member dismissed immediately. After that, the community has mechanisms for dealing with him. You are not interested in any of agency X's internal processes for dealing with this; dismissal is the only outcome you require.

## Annex L: Module 2, Handout 5 – Referral Pathway Mapping

Fill in this information sheet for services in your area and keep it in a place where it is easily accessible.

Work with a GBV specialist, your team leader and partners to identify:

1. Available services provided by humanitarian partners
2. Community-based services, such as women's groups, religious groups/places of worship, disabled persons organizations, etc.

Services	Category	Notes
Child protection	Information	
	Focal Points	
Mental health/Psycho-social support	Information	
	Focal Points	
Health	Information	
	Focal Points	
Sexual and reproductive health	Information	
	Focal Points	
Non-food items/WASH, including dignity kits	Information	
	Focal Points	
Shelter	Information	
	Focal Points	
Legal	Information	
	Focal Points	
Food and nutrition	Information	
	Focal Points	
Services for children, adolescents and youth	Information	
	Focal Points	
Services for persons with disabilities	Information	
	Focal Points	
Services for women and girls	Information	
	Focal Points	
Services for GBV victims/survivors	Information	
	Focal Points	
Services for PSEA victims/survivors	Information	
	Focal Points	
Other	Information	
	Focal Points	









