

**One-day Learning Event for
Senior Managers of the International UN, NGO
and IGO Community on Protection from
Sexual Exploitation and Abuse
by UN and NGO Personnel and Partners**

A Guide for Senior Manager's PSEA Learning Event with CD-ROM



**Executive Committees on Humanitarian Affairs
and Peace and Security (ECHA/ECPS)
United Nations and Non-governmental Organization
Task Force on Protection from Sexual Exploitation and Abuse**

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FOREWORD AND ACKNOWLEDGEMENTS

In an effort to enhance measures to prevent and respond to sexual exploitation and abuse in humanitarian and development settings, the Executive Committees on Humanitarian Affairs and Peace and Security (ECHA/ECPS) United Nations (UN) and Non-governmental Organization (NGO) Task Force on Protection from Sexual Exploitation and Abuse has developed a curriculum for a one-day ***Learning Event for Senior Managers of the International UN, NGO and IGO Community on Protection from Sexual Exploitation and Abuse by UN and NGO Personnel and Partners.***

This guide provides an overall introduction to the materials necessary to facilitate the learning event, as well as brief guidelines for planning and implementing a learning event. This guide and the related learning materials in the attached CD-ROM are also available online through the PSEA Tools Repository of the ECHA/ECPS Taskforce: www.un.org/pseataskforce.

The learning materials were adapted by UNDP- supported consultant Jeanne Ward from a manual for focal points developed by partners in the ECHA/ECPS UN and NGO Task Force. They draw further from training materials and information prepared by a number of different organizations and individuals. The ECHA/ECPS UN and NGO Task Force gratefully acknowledges the contributions of all the individuals and organizations responsible for the preparation of the original materials from which the learning event draws.

ACRONYMS

BD	Participant binder document
ECHA	United Nations Executive Committee for Humanitarian Affairs
ECPS	United Nations Executive Committee for Peace and Security
FAQs	Frequently asked questions
FP	Focal point
GBV	Gender-based violence
HC	Humanitarian Coordinator
HO	Handout
IASC	Inter-Agency Standing Committee
IGO	Intergovernmental organization
NGO	Non-governmental organization
PP	PowerPoint
PSEA	Protection from sexual exploitation and abuse
RC	Resident Coordinator
SEA	Sexual exploitation and abuse
SGB	Secretary-General's Bulletin on <i>Special measures for protection from sexual exploitation and sexual abuse</i> (ST/SGB/2003/13)
UN	United Nations
UNCT	United Nations Country Team

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I. INTRODUCTION

What is the purpose of this guide?

This guide outlines the key components of the one-day ***Learning Event for Senior Managers of the International UN, NGO and IGO Community on Protection from Sexual Exploitation and Abuse by UN and NGO Personnel and Partners***, in order to assist facilitators in preparing for a learning event and in using the materials in the attached CD-ROM to lead participatory and experiential learning for senior managers on protection from sexual exploitation and abuse. It is meant to complement the detailed facilitator session notes, PowerPoint presentation, and participant documents that are in the CD-ROM.

Why a “learning event” for senior managers on protection from sexual exploitation and abuse (PSEA)?

Sexual exploitation and abuse by personnel and partners of the UN, NGOs and inter-governmental organizations (IGOs) is a global problem that undermines all those whose work is to alleviate suffering and protect and promote human rights. The available data still does not reflect the true extent of the problem. Lack of awareness, poor reporting mechanisms, lack of faith in investigative and disciplinary systems and a dearth in services to victims have all impacted on efforts to prevent and respond effectively to sexual exploitation and abuse.

This training has been developed specifically to assist UN, NGO and IGO senior managers in addressing sexual exploitation and abuse in the contexts in which they work, from humanitarian to development settings. It is based on the standards and obligations prescribed in the United

Nations Secretary-General's Bulletin on *Special measures for protection from sexual exploitation and sexual abuse* (ST/SGB/2003/13).

One of the six principles of the Secretary-General's Bulletin states that:

United Nations staff are obliged to create and maintain an environment that prevents sexual exploitation and sexual abuse. Managers at all levels have a particular responsibility to support and develop systems that maintain this environment.

Thus the SGB specifically highlights the special obligation of managers to prevent and respond to sexual exploitation and abuse in their duty stations. Other sections in the SGB detail some of the ways in which managers must fulfil this obligation, including providing staff with copies of the SGB and informing them of its content (s4.1), taking appropriate action when there is reason to believe that sexual exploitation and abuse has occurred (s4.2), appointing focal points and advising the local population how to contact them (s4.3), handling reports of sexual exploitation and abuse confidentially (s4.3), and keeping the Department of Management informed on actions that have been taken (s4.6).

The learning event is designed to provide an overview of the most pertinent issues related to PSEA that senior managers of humanitarian and development NGOs and the Heads of Agency representatives in UN country teams (including peacekeepers) need to know. It aims to provide a short introduction to key responsibilities, as well as resources that senior managers can access for further information and support.

In so far as it is conceived as a “learning event” rather than a “training,” the curriculum is meant to take into account and build upon the professional skills and capacity of participants in order to:

- *initiate reflection by senior managers on SEA and its impact on the work and reputation of the international community;*
- *provide an opportunity for discussion and information sharing; and*
- *encourage joint action among senior managers to support the work of PSEA focal points.*

How was this learning event developed?

Following a needs assessment among PSEA focal points that highlighted the importance of educating senior managers on PSEA, a questionnaire was distributed to senior managers inviting them to share their experience as well as their learning needs with regard to compliance with the SGB. Based on the outcomes of this questionnaire, UNDP, a member of the ECHA/ECPS UN and NGO Task Force, designed and piloted this learning package. Its content and structure reflect inputs from ECHA/ECPS UN and NGO Task Force members, participants in the pilot learning events and field-based practitioners.

II. CD-ROM AT A GLANCE

The following is a brief summary of all the folders in the CD-ROM.

Guide for Senior Manager's PSEA learning Event

- This guide introduces the learning materials and provides facilitators with an overview of key issues to consider in preparing for a learning event for senior managers.

Sample Invitation Letter

- This letter is a model that can be adapted for use by the host organization(s) in inviting participants to the learning event.

Facilitator Session Notes

- This folder contains a file with detailed notes for all sessions of the learning event.

Facilitator PowerPoint Presentation

- This folder contains the PowerPoint presentation for all the sessions of the learning event.

Participant Handouts

- This folder contains separate sub-folders for each of the sessions with the relevant participant handouts for that session.

Participant Binder Documents

- This folder contains separate sub-folders for each of the sessions with the relevant participant binder documents for that session.
- This folder also contains a sample Binder Cover.

Materials for Display at the Learning Event

- This folder contains several useful reference documents that facilitators may wish to display as samples on a resource/information table during the learning event.

Evaluation Tools

- This folder contains evaluation tools to monitor the impact of the learning event. The guidance document in the folder provides information for facilitators/event organizers about how to use the tools.

III. AGENDA AT A GLANCE

Session and Time	Topic	Activities
8.30 - 9.00 am	Registration	
Session 1 9.00 - 10.00 am	Opening Remarks and Introductions	Optional: Baseline Survey
Session 2 10.00 - 10.45 am	The Secretary-General's Bulletin: Definitions and Standards of Conduct	Optional: Agree/Disagree Activity Film: "To Serve with Pride"
10.45 am to 11.00 am	BREAK	
Session 2 (con't) 11.00 - 11.30 am	The Secretary-General's Bulletin: Definitions and Standards of Conduct	PowerPoint Presentation Case Scenarios Q&A
Session 3 11.30 am - 12.00 pm	Analysis of SEA Risks/Consequences in the Local Context	Pair Exercise Plenary Discussion
Session 4 12.00 - 1.00 pm	Responsibilities of Senior Managers and Focal Points within the Four Pillars of Community Engagement, Prevention, Response, and Management and Coordination	PowerPoint Presentation Speed Game: Focal Points vs. Senior Managers Optional: Organizational Assessment Q&A
1.00 pm to 2.00 pm	LUNCH	
Session 5 2.00 - 3.00 pm	Focus on Response: Reporting Systems, Investigations, Disciplinary Procedures and Victim Assistance	PowerPoint Presentation
Session 6 3.00 - 3.30 pm	Applying Theory to Practice	Small Group Work: Complaints Mechanisms, Conducting Investigations, Providing Victim Assistance, and Prevention
3.30 pm to 3.45 pm	BREAK	
Session 6 (con't) 3.45 - 4.00 pm	Applying Theory to Practice	Report Back: Good Practices
Session 7 4.00 - 4.45 pm	The Way Forward	Plenary Discussion
Session 8 4.45 - 5.00 pm	Closing	Brief Evaluation

IV. BASICS FOR FACILITATORS

What are the objectives of the learning event for senior managers?

The learning event aims to strengthen the shared commitment toward protection from sexual exploitation and abuse by assisting senior managers to understand and meet their responsibilities in creating safe organizations free from SEA.

The specific objectives of the learning event for senior managers are:

- *To advance understanding of the UN Secretary-General's Bulletin and other standards of conduct and senior managers' responsibilities in facilitating compliance (as elaborated in the Statement of Commitment of the High Level Conference, December 2006);*
- *To enhance senior managers' abilities to fulfil these responsibilities;*
- *To create a forum for sharing experience and expertise.*

Who should participate in the learning event?

This learning event specifically targets senior managers of the international UN, NGO and IGO community.

This includes senior managers of the UN and/or IASC/humanitarian country teams in a given country. Participation should therefore include **high-level managers** from UN bodies, including any UN peacekeeping mission, as well as UN partners.

In most cases it is highly preferable to have senior managers from the NGO and IGO community participate in the learning event, as their focal points will likely be members of the PSEA in-country network (should one exist), and the contribution of NGOs and IGOs working on the ground is important in identifying

key issues related to SEA that exist in field operations. Moreover, cooperation and coordination between UN actors and the NGO/IGO community is critical to any lasting efforts to address SEA.

In some settings it may be useful to include government representatives in the learning event in order to promote transparency and collaboration with government actors. However, this should be evaluated on a case-by-case basis according to input from those at the field level who are hosting the learning event.

In settings where activities to address SEA are already underway (i.e. agencies have designated PSEA focal points and there is an in-country focal point network) it is important that senior managers feel comfortable sharing their experiences in an open forum. For this reason, it is not recommended that members of the in-country PSEA focal point network attend all sessions of the learning event, as senior managers attending the event might feel reluctant to openly express their opinions. However, it may be useful to have representatives from the focal point network participate in *Session 7: The Way Forward*, in order to contribute to action-planning discussions.

In settings where activities to address SEA have not yet been instituted, it may be useful to have a broader audience for the event than *only* senior managers—such as gender focal points, those working on gender-based violence, etc. Broader inclusiveness of participants in settings that have not yet met the mandate to address SEA may stimulate action. Importantly, however, this broader inclusiveness should in no way discourage or limit the participation of senior managers: in all settings, they are the target audience!

It is recommended that no more than 25 participants attend the learning event in order to ensure ample time for discussion and dialogue amongst those present. Larger numbers may create significant challenges for facilitators! It is also important that all participants attend the entire day, as sessions progressively build on each other.

Who should facilitate the learning event?

It is recommended to have a facilitator with extensive experience in PSEA issues who is comfortable in guiding discussion amongst high-level professionals. Ideally, there would be two facilitators: one female and one male.

It is also strongly recommended that the Resident Coordinator/Humanitarian Coordinator (RC/HC) takes the lead in opening the event and, if possible, in closing the event by summarizing the outcomes of the action planning and identifying key next steps.

Should the learning event be conducted at the country, regional or HQ level?

While the content of the training is oriented to country-level discussion and action planning, the training can also be rolled out at the headquarters level and/or the regional level in order to sensitize all senior managers to their responsibilities. At the headquarters and regional levels, the priority is to generate a quorum that is representative of agencies/organizations operating on the ground and that is committed to ensuring that the information received is fed to country counterparts.

How should the learning event be “rolled out”?

The key to the success of a learning event is participation of high-level managers: heads of agencies/offices and their deputies. Given the very busy schedule of heads of agencies/offices, deputies are often designated to represent the heads of agencies/offices in trainings. In the instance of this learning event, every effort should be made to ensure that heads of offices are present, whether or not deputies are able to attend. In order to encourage this high-level participation, it is very important that the RC/HC or someone of equivalent authority sends out invitations to the learning event. (See below for more information about invitations to the learning event.)

In one setting where the learning event was piloted, the HC invited all participants to his home where he organized a “conference room” for the event. In another setting, the RC personally spoke with key heads of agencies to advocate for their participation. These strategies illustrated to invitees the commitment of the RC/HC and were both very useful in encouraging participation at the highest level. Another potential strategy to ensure participation is to hold the event during the annual UNCT retreat. However, this has some disadvantages that would need to be addressed in advance: often the UNCT agenda is very full so reserving a full day for the event might be difficult and there is usually no participation of NGOs at the UNCT retreats.

Any strategy for rolling out the learning event should be developed collaboratively with the hosting agency on the ground and with the full participation and endorsement of the RC/HC.

How is the learning event organized?

The learning event is structured in a series of eight sessions outlined in the agenda above. The curriculum includes a viewing of the training film “To Serve with Pride,” followed by a review of the key principles contained within the SGB. Senior managers are then asked to consider what some of the risk factors are for SEA in their areas of operation, in order to “localize” the issue to the contexts in which the senior managers and their organizations are working. Managers are also provided resources and guidelines related to their responsibilities and the responsibilities of focal points and are introduced to a comprehensive “four pillars” approach to addressing SEA through 1) engagement and support of local populations, 2) prevention, 3) response and 4) management and coordination. Using case studies relevant to their field operations, managers are asked to apply their learning to considering how to address SEA in terms of the four pillars. The event closes with a brief discussion about how senior managers can collectively move forward to improve efforts to address SEA in their duty stations, in their organizations and with beneficiaries/partners in the community.

The curriculum is accompanied by a PowerPoint as well as participant handouts and participant binder documents. The handouts should be distributed to the

participants during each of the relevant sessions, and the participant binder documents should be organized in advance in a ring binder that is given to each of the participants at the beginning of the learning event (described further below).

Can the learning event be adapted to the needs of participants?

While all sessions are important and ideally any learning event would include every session, the facilitator may opt to remove some of the sessions or components of the sessions according to the needs of participants and the time available. For example, in settings where there is a relatively high degree of knowledge about organization/agency responsibilities related to PSEA, facilitators may wish to spend more time focusing on managerial accountability by emphasizing the material in Sessions 4-6. In settings where there is a relatively low level of knowledge regarding PSEA basics, facilitators may wish to prioritize viewing of the film and discussion of the SGB (Session 2). If very little time remains at the end of the day, facilitators may opt to shorten the period for action planning by identifying another day in which the participants can gather to focus more specifically on next steps.

In all cases, facilitators should read through **all** the content of all the sessions and review all the handouts and binder documents before determining how to adjust the training to the needs of the participants.

Are the materials relevant to every cultural context in which a learning event might be conducted?

Several of the training materials have content that reflects Africa and/or refugee/IDP contexts, including the film “To Serve with Pride.” When learning events are being conducted in other regions of the world and/or in non-conflict settings, it is important that facilitators help participants understand that SEA is a problem all over the world, including development settings, and senior managers have a responsibility for combating it wherever they are working. Additional information about addressing SEA in development contexts should be sought from experts working in these settings as well as from the resources

posted to the online PSEA tools repository (www.un.org/pseataaskforce). More information is provided below on adjusting the Case Scenario (**HO 6.1**) to the local context to ensure that the case scenario exercise is relevant for participants.

What other training resources exist for building national and local capacity to address sexual exploitation and abuse?

The ECHA/ECPS Task Force has developed a training for PSEA focal points that provides an important complement to the senior manager's learning event. The training for focal points is organized as a three-day workshop, which aims to enable focal points to fulfil their responsibilities as outlined in the Terms of Reference for focal points developed by the ECHA/ECPS Task Force. Where senior managers' learning events are being offered at the country-level, a focal point training can be organized to either directly precede or directly follow the learning event in order to build capacity of focal points to maximize the commitment generated by senior managers during the learning event.

The focal point training materials, as well as other training materials targeting, for example, community awareness, are available in the online PSEA tools repository.

V. PREPARING FOR A LEARNING EVENT


Invitations and advance material

A sample invitation letter is included in the CD-ROM. Ideally, the letter of invitation would be distributed by the RC/HC and would be accompanied by a personal note indicating the importance of senior managers attending the event. The facilitators should work with the host team to identify those to whom the invitation should be sent.

Recognizing the busy schedules of senior managers, the invitation letter should be sent out at least **one month** in advance of the learning event, and should include all information about venue, time, logistics, etc. It may be useful to send out the agenda (see Participant Handouts/Session 1/ **HO 1.1: Agenda** in the CD-ROM) along with the invitation letter so that senior managers have a clear understanding of the content of the learning event.

It is advisable for facilitators to seek the advice of the host team to decide whether to send out advance reading materials. In some settings expecting participants to do advance reading may be unrealistic; in other settings advance reading material may be deemed an efficient way to give senior managers an opportunity to reflect on the content of the learning event prior to participation. If the latter is the case, advance reading material can be selected from the participant binder documents on the CD-ROM and might include:





In addition to advance reading, the learning event includes a baseline survey (see Participant Documents/Session 1/**HO 1.2: Baseline Survey** in the attached CD-ROM) that would ideally be sent to participants to complete at least **two weeks** in advance of the learning event. (See Facilitator Session Notes: **Session 1 Tips for Facilitators** as well as the **Guidance on Evaluating the SM Learning Event** in the **Evaluation Tools** folder in the CD-ROM for more information about the baseline survey.) Sending out this baseline survey in advance of the learning event can assist facilitators who are unfamiliar with the local context to understand the nature and scope of PSEA interventions in the setting where the learning event is being held. The Guidance on Evaluating the SM Learning Event in the Evaluation Tools folder provides additional information about using the Baseline Survey and other evaluation tools for monitoring the impact of the learning event.

At least **one week** prior to the training, the host team (if possible the RC/HC, or if this is not possible, the facilitators) should send out a reminder about the learning event reiterating information about the training venue, timing of the training, logistical issues, etc.

Venue

The venue for the training should be selected based on its ability to accommodate participants comfortably around a table (or tables) where they can take notes and also see all the other participants. (It is not recommended to hold the training in a room where participants must sit in rows.) The venue should have a large front wall on which to broadcast the LCD projector for screening the film “To Serve with Pride” and for showing the PowerPoint presentation linked to the learning sessions. Ample space for break-out activities and for relaxation during tea and lunch breaks is also important.

Handouts and binder documents

As mentioned above, each session is accompanied by handouts and/or participant binder documents. These handouts and participant binder documents have been organized in the CD-ROM in separate folders, with sub-folders for each of the sessions of the learning event. When a facilitator is preparing for a learning event remotely or has tasked someone else to prepare the materials for the event, the handouts and binder documents can be sent electronically **several weeks** prior to the event to the person responsible for photocopying.

The participant binder documents should be organized in advance of the learning event in a ring binder to be distributed to the participants at the beginning of the event. The binder should have 8 tabbed sections, with each section representing one session. One copy each of all the binder documents should be made for participants, hole punched and (if more than one page) stapled and then placed into the binder in the order in which they are presented in the complete agenda (see Participant Handouts/Session 1: **HO 1.1: Agenda**). Each document within each tabbed section should be separated by a piece of coloured paper. Even if there are no binder documents for a particular session (i.e. sessions 6, 7 and 8), there should still be a tabbed section for that session so that participants can insert their handouts for that session into the relevant section.

Each of the handouts should be hole-punched and (if more than one page) stapled in advance so that participants can easily include them in their binders as they are distributed. One copy per handout should be made for each participant. Facilitators should make sure that before the learning event handouts are laid out on the facilitation table for easy access and distribution.

As mentioned above, all materials for the learning event are available online at the PSEA tools repository for participants to download after the learning event has been completed. However, in some settings it may be difficult for participants to gain computer and/or web access. In this case, facilitators may wish to include copies of the learning event materials on a CD-ROM placed in the participant binders.

Case scenario

Session 6 of the learning event involves group work with a case study (see Participant Handouts/Session 6/**HO 6.1: Case Scenario**). It is important to develop a case study that is adjusted to the local context and addresses key issues regarding SEA in the specific duty station. As with the sample provided, the case study will be more compelling and challenging if it offers a degree of detail about various SEA concerns. It is recommended that the case study is developed in cooperation with those working at the field level who are familiar with the context and have knowledge of the issues around SEA.

The case study should be prepared in advance and photocopied along with the other participant handouts.

Training materials

The Facilitator Session Notes provide details about the training materials and preparation necessary for each session. The list below is a quick overview of the most essential materials, which should be organized in advance of the learning event:

LCD projector and screen for PowerPoint
Speakers for screening of "To Serve with Pride" DVD
Two to four flip chart stands with paper
Markers
Nameplates and/or nametags for all participants and facilitators
Masking tape
Ream of plain paper
Index cards
Candy

VI. USING THE TRAINING MATERIALS

The CD-ROM

The attached CD-ROM has a copy of this Guide, as well the complete Facilitator Session Notes for all of the sessions. The remaining training materials are organized in separate folders for the PowerPoint, Handouts and Participant Binder Documents. The Participant Handouts and Participant Binder Documents folders each have separate sub-folders for each session. The Session 1 sub-folder of the Participant Handouts folder contains the detailed agenda (**HO 1.1**) that summarizes the topics, activities, handouts and binder documents for all of the sessions. It is recommended that when preparing a learning event the facilitators first review the detailed agenda to get an overview of all the materials/activities.

The facilitator session notes begin each session with an introductory table identifying key information relevant to that session, including:

- *Objective* - clarifies the goal or expected outcome of the session;
- *Time* - indicates the approximate time required for the session with a further break-down of time required for each activity as appropriate;
- *Materials* - lists the materials required for each session;
- *Handouts* - lists the documents to be distributed during the session;
- *Binder documents* - lists the documents for that session that should be included in the participant binders;
- *Tips for facilitators/special notes* - provides additional suggestions based on experience/observations on how to prepare for and manage activities

General tips for facilitators

In addition to the key information presented in the table above, there are overarching concerns that facilitators should bear in mind throughout the learning event. Some of these include:

Timing: The suggested timing for each session follows the recommended one-day agenda, which begins at 8.30am and ends at 5pm. Facilitators will always need to be flexible on timing: some sessions may finish earlier than predicted; some may extend beyond the time allotted.

The event requires detailed information to be shared, which when presented in a didactic manner can be boring for participants; every effort has been made to vary the training methods to appeal to adult learning styles and to prevent participants' attention from waning. When time allows, facilitators as a rule should begin a new subject by asking for participants' views on different concepts or issues before delivering the information outlined in the session notes and presented in the PowerPoint.

Given the professional capacities of the high-level participants, it is important that facilitators allow opportunities for sharing of experiences, exchange of best practices, etc. At the same time, it is important that facilitators move through the session material relatively quickly so that participants get maximum benefit from the event. Facilitators should make every effort to read the knowledge levels of the participants to determine where different balances might need to be struck.

PowerPoint: The learning event is accompanied by a PowerPoint presentation. The content of the PowerPoint presentation does not always correspond exactly to the facilitator session notes; in some cases it only summarizes the key points. The notes indicate when each slide should be shown. The PowerPoint presentation is a tool only and facilitators can determine if they would prefer to use all or some of the PowerPoint presentation. They can also adapt the PowerPoint as appropriate.

PowerPoint presentations allow participants to identify the main messages when a lot of detailed information is being provided (and can be especially helpful for those whose first language is not English or who are not auditory learners). The PowerPoint presentation can also be photocopied and distributed as a handout at the end of the learning event.

Facilitating dialogue and information exchange: As mentioned above, facilitators must bear in mind that the participants of the learning event are well-established professionals with expertise and authority. It is absolutely critical that facilitators communicate respect for the knowledge and capacity of participants, even with those participants who may have limited understanding or exposure to PSEA issues. Those who do have limited understanding may be reluctant to engage in discussions for fear of being criticized by professional peers. Throughout the learning event it is important to encourage active participation of all and not to belittle or show contempt or shock towards anything that participants share or question. While the aim of the training is to sensitize participants, it is useful to remember that we all have blind spots and blocks to learning and that changing attitudes is a slow process.

Cultural sensitivities: Some participants may be uncomfortable with the nature of the topic due to cultural or traditional backgrounds. This should be sensitively addressed as senior managers must be prepared and able to discuss things of a sexual nature with others when receiving allegations and supporting PSEA focal points and other staff to address the issue. The beginning of the learning event offers an opportunity to openly discuss some of the challenges that senior managers may have when discussing sexual behaviour with their staff.

Cultural barriers: In light of certain cultural norms and beliefs, some participants may disagree with fundamental concepts presented during the learning event, such as the prohibition on SEA. Effective responses to such potential cultural challenges can be brainstormed with local actors prior to the training. Also, during the training participants from the same culture can be asked to weigh in to provide alternative perspectives that may help to overcome challenges that are raised.

Language issues: Participants should be advised in the letter of invitation of the language in which the learning event will be delivered. The program is currently designed to be presented in English and in French. However, due to limited funding not all material for the learning event has been translated into French; priority has been given to the PowerPoint presentation and key participant handouts and binder documents. Four documents, **BD 2.4 - Statement of Commitment, BD 4.6 – “Best Practices” Case Studies, HO 1.2 – Baseline Survey and HO 6.1 – Case Scenario** have not been translated.

It is expected that facilitators will have English proficiency and will therefore be able to use the Facilitator Session Notes in English during the learning event. Facilitators conducting trainings in French are advised to review the translated PowerPoint presentation, handouts and binder documents as well as the English Facilitator Session Notes very carefully prior to the training in order to ensure consistency of language during facilitation of the learning event. Facilitators should also be prepared to summarize for participants the binder documents which were not selected for translation and, for **HO 6.1 – Case Scenario**, to prepare a case scenario in French. It will be at the discretion of the facilitators whether or not they choose to translate and distribute **HO 1.2 – Baseline Survey**.

Some participants may struggle at times with the density of information or specific terms. Using the PowerPoint can help summarize the key messages and give participants a chance to absorb them in writing. Where terminology or understanding of key words might be an issue, one tip is to ask: “How do you say [word] in your language? Does it mean the same thing? Something more, something less?” so that everyone is clear on what is being discussed.

The broader context: Although the learning event does not include specific information about the broader problem of gender-based violence and/or gender inequality, it is useful throughout the training to link the issue of sexual exploitation and abuse to the broader context of gender-based violence, international law and international principles related to human rights, including gender equality.

Monitoring through follow-up: The CD-ROM includes an **Evaluation Tools** folder that provides information about how to use the tools in the folder to evaluate the learning event before, during and after the event. Facilitators are encouraged to review the **Guidance on Evaluating the SM Learning Event** in the folder during preparation for a learning event in order to plan an evaluation process in advance of conducting a learning event. Remember that follow up is key to ensuring success of a learning event!

NOTE: It is important that the facilitators have a thorough understanding of the background and history to preventing sexual exploitation and abuse by UN/ NGO/IGO personnel and partners, including being familiar with the relevant IASC documentation and the work of the ECHA/ECPS UN and NGO Task Force. Many resources are available for facilitators at the online PSEA tools repository (www.un.org/pseataaskforce). For more information about the ECHA/ECPS UN and NGO Task Force, contact: seatf@un.org