**Inter-agency Training for Focal Points
on Protection from
Sexual Exploitation and Abuse
by UN and NGO Personnel and Partners**

A Guide for PSEA Focal Point Training 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 around the world, 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 comprehensive three-day ***Inter-agency Training for Focal Points on Protection from Sexual Exploitation and Abuse by UN and NGO Personnel and Partners.***

This guide provides an overall introduction to the focal point training materials as well as brief guidelines for implementing a training workshop. This guide and the related training materials in the attached CD-ROM are also available online through the PSEA Tools Repository of the ECHA/ECPS Task Force at www.un.org/psea/taskforce.

The training materials were adapted by OCHA-supported consultant Jeanne Ward from previous work undertaken by OCHA and UNICEF. It draws further from training materials and information prepared by a number of different organizations and individuals.

The training materials were reviewed by members of the ECHA/ECPS UN and NGO Task Force, as well as field-based practitioners, and were piloted in Southern and Eastern Africa, in particular with focal point teams from Kenya and Somalia. The ECHA/ECPS UN and NGO Task Force gratefully acknowledges the contributions of all the individuals and organizations responsible for the development of the training content.

ACRONYMS

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
PD	Participant document
PP	PowerPoint
PSEA	Protection from sexual exploitation and abuse
RC	Resident Coordinator
SEA	Sexual exploitation and abuse
SGB	Secretary-General's Bulletin on *Special measures for protection from sexual exploitation and sexual abuse* (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 three-day ***Inter-agency Training for Focal Points on Protection from Sexual Exploitation and Abuse by UN and NGO Personnel and Partners.*** It is designed to assist facilitators in preparing for a training and in using the materials contained in the attached CD-ROM to conduct participatory and experiential workshops for focal points on protection from sexual exploitation and abuse. It is meant to complement the detailed facilitator session notes, PowerPoint presentations and participant documents included in the CD-ROM.

Why a training for focal points on protection from sexual exploitation and abuse (PSEA)?

As persons entrusted to realize the noblest aspirations of the international community, the United Nations, NGO and IGO staff, related personnel and partners have a duty to perform their responsibilities in a manner that is fully consistent with the fundamental principles of human dignity and human rights.

Sexual exploitation and abuse by UN, NGO and IGO personnel and partners is a global problem that has cast a dark shadow over those who work 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 of services to victims have all negatively affected efforts to prevent and respond effectively to sexual exploitation and abuse.

This training has been developed specifically to assist UN, NGO and IGO focal points 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).

All UN, NGO and IGO personnel and partners have an obligation to create and maintain an environment that prevents sexual exploitation and abuse. The role of the focal point is to identify ways to enhance prevention strategies and to undertake activities that support this goal. To that end, the training covers the responsibilities outlined in the Terms of Reference for PSEA focal points, produced by the ECHA/ECPS UN and NGO Task Force on PSEA, and equips focal points with the knowledge and skills required to undertake such responsibilities. Its aim is to ensure that, through the assistance of dedicated and trained focal points, all staff will translate their obligations under the SGB into actions that protect the people they serve who place their trust in them.

What was the impetus for developing these training materials?

After initial work by the Inter-agency Standing Committee (IASC) in 2002, in October 2003 the UN Secretary-General issued the Secretary-General's Bulletin (SGB) which contains definitions and six standards of behaviour agreed by the IASC. He also declared a policy of "zero tolerance" for sexual exploitation and abuse by UN personnel.

In June 2005, the General Assembly agreed that the standards of the SGB will apply to all peacekeeping personnel (Resolution 59/300), thus making certain that the SGB applies to all UN personnel at all times. The Security Council also requested the Secretary-General and all Member States to ensure that every measure is taken to prevent sexual exploitation and abuse by all categories of personnel in peacekeeping missions and to enforce UN standards of conduct in this regard.

The terms of the SGB require that its provisions be included in all cooperative arrangements with non-UN entities or individuals, in order that its standards and obligations apply to anybody who has any working relationship with the UN. Dozens of humanitarian NGOs and IGOs have also committed themselves to the principles of the SGB by endorsing the *Statement of Commitment on*

Eliminating Sexual Exploitation and Abuse by UN and Non-UN Personnel.

In 2005, responsibilities of the IASC transitioned to an expanded ECHA/ECPS UN and NGO Task Force on Protection from Sexual Exploitation and Abuse. Building on the work of the IASC, the ECHA/ECPS Task Force is now developing further policy and guidance. This training programme is part of that effort.

What should the "country team" know about PSEA focal points?

One of the six core 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 underscores the obligation of managers to ensure that efforts to prevent and respond to sexual exploitation and abuse are initiated in their duty stations. Other sections of 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 contents (s. 4.1);*
> - *Taking appropriate action when there is reason to believe that sexual exploitation and abuse has occurred (s. 4.2);*
> - ***Appointing focal points and advising the local population on how to contact them (s. 4.3);***
> - *Handling reports of sexual exploitation and abuse confidentially (s4.3).*

As highlighted above, the SGB clearly requires managers within UNCTs and humanitarian country teams to ***appoint focal points*** and guide them in meeting their responsibilities. Also in light of the SGB, Resident Coordinators (RCs) have been tasked with responsibility in their respective countries for ensuring that an in-country network on PSEA, composed of PSEA focal points, is operational and is supporting the development and implementation of a country-level PSEA action plan (see Participant Documents/Module ***4/PD 4.3: RC Job Description*** *in the CD-ROM).*

It may be useful for managers to note that the focal point designation is a role or “hat” and not necessarily a position; it can be assigned to existing personnel, or new personnel can be hired to carry it out. Ideally, managers should designate two focal points (one focal point and one “alternate”) to carry out the PSEA responsibilities of a given entity and, wherever possible, both human resource and operational staff should be selected.

According to the Terms of Reference for focal points (see Participant Binder Documents/Module *5/**PD 5.1: ToR for Focal Points***), a key role of a focal point is to coordinate the implementation of the SGB within his/her agency and at the community level. The focal point works in collaboration with the in-country network on PSEA.

Focal points meet their responsibilities by undertaking activities such as:

- *Facilitating awareness-raising, in coordination with the in-country PSEA network, in local communities about their rights and the reporting procedures available to them;*
- *Supporting inclusion of SGB standards in contractual arrangements;*
- *Conducting training and awareness-raising for staff;*
- *Ensuring the development of mechanisms for confidential staff and community-based reporting;*
- *Coordinating the organization’s adherence to monitoring/compliance mechanisms;*
- *Tracking all PSEA-related activities.*

In all of these activities, working with managers is key. However, in a global survey of focal points undertaken in 2008 by the ECHA/ECPS Task Force, respondents indicated that one of the greatest challenges as focal points was lack of support from senior managers. To this end, the ECHA/ECPS Task Force has developed a “learning event” to assist senior managers to understand and meet their responsibilities in combating SEA in their areas of operation. More information about the learning event is provided in section IV of this guide.

II. CD-ROM AT A GLANCE

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

Guide for PSEA Focal Point Training

- This guide provides an overview of key issues to consider in preparing for and conducting a focal point training.

Sample Invitation Letter

- This letter can be adapted for use by the host organization(s) in inviting participants.

Sample Participant Application

- This application can be used by facilitators and the hosting organization(s) to assist in selecting appropriate participants.

Facilitator Session Notes

- This folder contains a file with detailed session notes for all modules of the training.

Facilitator PowerPoint Presentations

- This folder contains all PowerPoint presentations for each session, organized in separate files in order to facilitate easy access to each module's PowerPoint.

Participant Handouts, including a sample Training Certificate

- This folder contains separate sub-folders for each of the modules with all of the participant handouts for that module.
- This folder also contains a sample training certificate that may be distributed to participants at the end of the training.

Participant Binder Documents, including a sample Binder Cover

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

Additional Materials for Display during Training

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

Welcome Pack

- This folder contains samples of materials that can be forwarded to participants in advance to help them prepare for the training (especially if the training is being conducted at the regional level).

III. AGENDA AT A GLANCE

TIME	DAY 1	TIME	DAY 2	TIME	DAY 3
8.30 am to 9.00 am	Registration and Opening Remarks	**8.30 am to 9.00 am**	Review and Housekeeping	**8.30 am to 9.00 am**	Review and Housekeeping
9.00 am to 10.00 am	**MODULE 1:** Introductions Expectations Review of Agenda Housekeeping	**9.00 am to 10.00 am**	**MODULE 4:** Framework for Taking Action Against SEA: The Four Pillars of Community Engagement, Prevention, Response, and Management and Coordination	**9.00 am to 10.00 am**	**MODULE 8:** Assisting Victims: Establishing an SEA Victim Assistance Mechanism
10.00 am to 10.30 am	**MODULE 2:** Understanding the Basics: Gender, GBV and SEA	**10.00 am to 10.30 am**	**MODULE 5:** Responsibilities of the Focal Point and the Network within the Four Pillars	**10.00 am to 10.30 am**	**MODULE 8 (con't):** Assisting Victims: Establishing an SEA Victim Assistance Mechanism
10.30 am to 10.45 am			**BREAK**		
10.45 am to 12.45 pm	**MODULE 2 (con't):** Understanding the Basics: Gender, GBVand SEA	**10.45 am to 12.45 pm**	**MODULE 6:** Focus on Response: Overview of Reporting Systems, Investigations and Disciplinary Procedures	**10.45 am to 12.45 pm**	**MODULE 9:** Focus on Prevention: The Focal Point as Messenger
12.45 pm to 1.45 pm			**LUNCH**		
1.45 pm to 3.15 pm	**MODULE 2 (con't):** The Secretary General's Bulletin: Definitions and Standards of Conduct	**1.45 pm to 3.15 pm**	**MODULE 6:** Focus on Response, Overview of Reporting Systems, Investigations and Disciplinary Procedures	**1.45 pm to 3.15 pm**	**MODULE 9:** Developing and Action Plan:Objectives, Activities and Actors
3.15 pm to 3.30 pm			**BREAK**		
3.30 pm to 4.30 pm	**MODULE 2 (con't):** The Secretary General's Bulletin: Definitions and Standards of Conduct	**3.30 pm to 4.30 pm**	**MODULE 6:** Receiving and Documenting Complaints: A Survivor-centred Approach	**3.30 pm to 4.30 pm**	**MODULE 9:** Presenting Action Plans
4.30 pm to 5.00 pm	Parking Lot and Evaluation of the Day	**4.30 pm to 5.00 pm**	Parking Lot and Evaluation of the Day	**4.30 pm to 5.00 pm**	**MODULE 11:** Closing: Assessment and Final Evaluation

IV. TRAINING BASICS

What are the objectives of the focal point training?

The objectives of the focal point training are:

- *To increase understanding of sexual abuse and exploitation and its consequences;*
- *To advance understanding of the Secretary-General's Bulletin and of standards of conduct;*
- *To enable participants to fulfil focal point responsibilities.*

It is critical that, regardless of the belief systems with which the participants may come to the training, they must leave with an understanding that the behaviour and requirements outlined in the SGB are non-negotiable.

Who should participate in the training?

This is an inter-agency training that specifically targets those who have been identified as focal points on protection from sexual exploitation and abuse within their agencies/organizations. All participants should therefore be ***designated focal points*** from UN bodies, including members of Conduct and Discipline Teams from peacekeeping missions, as well as from key NGOs, IGOs, and other partner agencies/organizations. Participants should be a mix of national and international staff.

It is not necessary that all participants have extensive experience addressing SEA in their field contexts; in fact, a mix of experience levels may enrich the training for all participants. However, to the extent possible, those who participate in the training should be prepared to replicate the training for focal point colleagues in their duty stations who are not able to attend the training.

It is recommended that no more than 25 participants attend the training in order to ensure ample time for discussion and dialogue. Larger numbers of participants pose significant challenges for facilitators!

Who should facilitate the training?

It is recommended to have at least two facilitators with extensive experience in SEA issues, ideally one male and one female. For a regional training it is recommended that the lead of the in-country network, where already established, facilitate the discussion on action planning amongst the "country team" present (as described in *Module 10: Developing an Action Plan).*

Should the training be regional or country-level?

There are several options for delivering the training. It may be delivered in a ***regional training*** of focal points from countries or regional offices in a particular geographic area, or it may be delivered in a ***national training*** of focal points from a particular country. If the training is conducted at the regional level, it may be useful to identify "teams" of three or more focal points from each participating country who are committed to replicating the training for their focal point counterparts in other agencies upon return to their home offices. Also regional offices can be invited to send representatives to regional trainings so that they can support the country-level replication of the training at a later stage. If the training is conducted at the national level, it may be useful to identify field-based focal points who are committed to delivering the training to their field-based colleagues. ***The key is to ensure that, for every training provided, a sufficient number of participants are able to replicate the training to those who are not in attendance.***

How should the training be "rolled out"?

In a regional training, the preferred method of delivery would be a consecutive three-day residential workshop. In a national training, there is the option of conducting the training over a period of two or more weeks in a non-residential setting (e.g. a setting where participants return to their homes at the end of the day rather than stay in or near the training facilities). This option may assist in reducing overall costs of the workshop and in addressing challenges associated with participants being excused from their other work responsibilities for three consecutive days. It should be noted, however, that presenting the training materials over an extended period of time rather than in three consecutive days increases the total amount of time necessary to cover the workshop content, as each new day requires a detailed review of the previous day's content in order to jog participants' memory, as well as time to re-introduce participants.

How is the training organized?

The training is structured in a series of eleven modules (or sessions), which begin with the basics, gradually go into details about the roles and responsibilities of focal points and end with a session on country-level action planning (as previously outlined in Section III). Each module is presented with a PowerPoint presentation (with the exception of Modules 10 and 11) supplemented by handouts and participant documents. The handouts should be distributed to the participants during each of the relevant sessions, while the participant documents should be organized in advance in a binder that is given to each of the participants at the beginning of the training (further details below).

Do participants need to attend the entire training?

For the training to be successful, it is extremely important that participants attend the entire training. The modules link to one another and full-time attendance is necessary for participants to build their knowledge as the modules progress.

Can the training be adapted to the needs of participants?

While all the modules are important and ideally any training would include every module, the facilitator may opt to remove some of the modules according to participants' needs. For example, if all participants have had prior extensive training in gender and gender-based violence, it may not be necessary to include all elements of *Module 2: Understanding the Basics: Gender, GBV and SEA.*

The facilitators should read through ***all*** the content of all modules and review all the handouts and participant documents before determining how to adjust the training to the participants' needs.

Are the training materials relevant to every cultural context where the workshop may be conducted?

Several of the training materials have content that focuses on Africa and/or refugee/IDP contexts. When trainings are being conducted in other regions of the world and/or in non-conflict settings, it may be advisable to adjust some of the materials to more accurately reflect the issues on the ground. Specifically, facilitators may wish to adapt the PopAid Case Study ***(HO 4.1)***, SEA Scenarios ***(HO 6.1)***, Chantal's Story ***(HO 7.7)*** and Ms. Kwazemera's Story ***(HO 7.8)***. Facilitators are recommended to seek the advice of local experts when adapting training materials. Facilitators may wish to access the PSEA Tools Repository for resources and information relevant to the setting in which they are conducting a training.

Most importantly, facilitators should help participants to understand that SEA is a global problem, including in development settings, and that UN, NGO and IGO personnel and partners have a responsibility for combating it wherever they are working.

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 module for senior managers that provides an important complement to the focal point training. The training module for senior managers is organized as a one-day "learning event," which aims to increase senior managers' capacity to lead and support activities in their duty stations to prevent and respond to sexual exploitation and abuse by UN, NGO and IGO personnel and partners. Where focal point trainings are being provided at the country-level, the senior managers event can be organized to either directly precede or directly follow the focal point training in order to stimulate senior managers' commitment to providing support to focal points to meet the responsibilities outlined in the focal point training.

The senior managers training materials, as well as other training materials targeting, for example, community awareness, are available in the PSEA Tools Repository.

V. PREPARING FOR A TRAINING

Invitations and participant applications

A sample invitation letter is included in the CD-ROM. If the training is to take place at the regional level, ideally the letter of invitation would be distributed by a high-level official of a relevant regional UN body, such as a regional OCHA or UNDP office, or distributed by the Resident/Humanitarian Coordinator (RC/HC) of the hosting country to counterparts in the target countries in the region. If the training is to take place at the national level, ideally the letter of invitation would be distributed by the RC/HC.

A sample participant application form is included in the CD-ROM. The participant application form should be sent out with the invitation letter. If the training is at the regional level, the RC/HC or a relevant official from each of the target countries should be requested to assist in identifying a "country team" to attend the workshop. In countries where in-country focal point networks exist, the "country team" should be comprised of members of that network. If the training is at the country level, participants should be selected from a range of UN, NGO and IGO partners.

For a regional training, the invitation letter and participant application form should be sent out at least ***two months*** in advance of the training in order to give facilitators time to review applications and select the most relevant participants, as well as to give participants time to arrange visas and travel. Two months can also allow sufficient time for organiser(s) to follow up with RCs/HCs and other relevant actors in the event that individuals rather than "teams" apply from each country (see above section on regional vs. country level training). For a country-level training, the invitation letter and participant application should be sent out at least ***one month*** in advance of the training.

Facilitators may wish to engage regional representatives and/or country-level representatives in the selection of participants, especially in situations where the number of applicants significantly exceeds the number of spaces available in the training. Efforts should be made to ensure that those applicants who are not accepted to the training have the opportunity to receive training as soon as possible by colleagues who are accepted to the training. For this reason, a list of all applicants should be retained by the facilitators and shared with potential facilitators of subsequent trainings.

Logistics

At least ***one week*** prior to the training (***two weeks*** for a regional training), facilitators should send out the finalized agenda along with information about the training venue and timing, logistical issues, etc. A sample ***welcome pack*** is included in the CD-ROM and may be particularly useful for a regional training as it provides an outline of key information - e.g. security, visas, passports, accommodation, etc. - for those attending a training from outside the country.

As highlighted in the ***sample logistical note*** included in the welcome pack folder, facilitators may wish to send out advance reading materials or direct participants to the PSEA Tools Repository for additional information on PSEA; advance preparation, however, is not a requirement for attending the training. Participants should nevertheless be encouraged to bring samples of PSEA resource materials developed by their organizations for display at the workshop.

Depending on budget, facilitators may wish to plan a cocktail reception on the first evening of the training. Attendees need not be limited to focal points; if appropriate, senior managers, donors and others can be invited to attend as a way to increase awareness about the focal point training and the importance of addressing SEA.

Venue

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

Handouts and binder documents

When a facilitator is preparing for a training remotely or has tasked someone else to prepare the materials for the training, the handouts and participant documents in the CD-ROM can be sent electronically ***several weeks*** prior to the training to the person responsible for training preparations.

The participant documents should be organized in advance of the training in a ring binder to be distributed to the participants at the beginning of the training. The binder should have 11 tabbed sections, where each section represents one module. Within each tabbed section, each document should be separated by a piece of coloured paper. Even if there are no binder documents for a particular module, a tabbed section for that module should still be included so that participants can insert their handouts for that module. One copy per binder document should be made for each participant, hole punched and (if more than one page) stapled and then placed into the binder in the order in which the documents are presented in the complete training agenda (see Participant Documents/Module 1: ***PD 1.1: Agenda).***

Each handout 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, with the exception of ***HO 0: Daily Evaluation,*** and ***HO 1.1: Assessment Test;*** for these two handouts two copies per participant should be made. Facilitators should make sure that before every session all the relevant handouts are laid out on the facilitation table for easy access and distribution.

As mentioned previously, all materials for the focal point training are available online in the PSEA Tools Repository for participants to download after the training 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 Focal Point Training CD-ROM in the participant binders. It is key that all participants leave the training with access to all of the materials necessary to replicate the training!

Training materials

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

- *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*
- *Ball of string, at least eight metres (25 feet) long*
- *Candy*

VI. USING THE TRAINING MATERIALS

The CD-ROM

The attached CD-ROM has a copy of this *Guide for PSEA Focal Point Training,* as well as the complete Facilitator Session Notes for all of the modules. The remainder of the training materials are organized in separate folders for PowerPoint Presentations, Participant Handouts and Participant Binder Documents. Each of these folders has separate sub-folders for each module. The Module 1 sub-folder in the Participant Binder Documents folder contains the detailed agenda ***(PD 1.1)***, which summarizes the topics, activities, handouts and participant documents for all of the modules. When preparing a training, it is recommended that facilitators first review the detailed agenda to get an overview of all the materials/activities.

The facilitator session notes for each module begin 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;*
- ***Participant documents –*** *lists the documents that should be included in the participant binders for that session;*
- ***PowerPoint presentations –*** *indicates the PowerPoint presentation that accompanies the session;*
- ***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 training process. Some of these include:

Timing: The suggested timing for each session follows the recommended agenda, which begins each day at 8.30 a.m. and ends at 5 p.m. Facilitators will always need to be flexible with timing: some sessions may finish earlier than predicted; some may extend beyond the time allotted. In some instances, participants may have to undertake group activities over the coffee breaks but this should be avoided if possible. During exercises, it is a good idea to give participants a 5 or 10-minute warning before time is up.

The training requires detailed information to be shared, which some participants can find overwhelming; every effort has been made to vary training methods to appeal to adult learning styles and to prevent participants' attention from waning. When time allows, however, facilitators should generally begin by soliciting participants' views on different concepts or issues before delivering the information outlined in the manual and presented in the PowerPoint.

Given the sensitive nature of the topic, it is also important to allow adequate time for open and honest dialogue, which may include questions as well as venting of frustrations or cynicism about how allegations of sexual exploitation and abuse might have been handled in the past or about the poor support given to focal points in some offices. Therefore, facilitators should constantly read the knowledge and interest levels of the participants to determine where different balances might need to be struck.

As described in the facilitator session notes for Module 1, it is useful to identify training "timekeepers" whose responsibility is to ensure that tea and lunch breaks begin and end on time. This sharing of responsibility for timekeeping by participants is a very effective way of helping facilitators and participants to keep time!

Powerpoint: The content of PowerPoint presentations does not always correspond exactly to the facilitator's notes; in some cases it only summarizes key points. The notes indicate when each slide should be shown. The PowerPoint presentations should be viewed just as tools, and facilitators are free to determine if they would prefer to use all or some of them. They can also adapt the presentations, 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 those who are not auditory learners). The PowerPoint presentations can be also photocopied and distributed as handouts at the end of a given session, but never in advance!

Facilitating trust and information exchange: Talking about sexual exploitation and abuse by UN/NGO/IGO personnel and partners can be difficult. For this reason, it is helpful to facilitate as much group work or active participation as possible, allowing participants to air their views, doubts, fears, anxieties and discomforts. It is essential to create a safe and trusting environment for open sharing to happen. This can be done through laying emphasis on confidentiality and agreeing with participants that anything they share will not be held against them or leave the room. Throughout the training, it is also important 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 focal points must be prepared and able to discuss things of a sexual nature with others when receiving allegations and doing trainings. If an individual participant believes he/she cannot discuss these things in public, the facilitator should brainstorm how to handle this with him/her during one of the breaks. At a later point, he/she should consider raising this with his/her headquarters focal point or Head of Office, possibly asking to be replaced as PSEA focal point.

Cultural barriers: Because of certain cultural norms and beliefs, some participants may disagree with fundamental concepts underlying the training, such as the prohibition of SEA. Effective responses to such potential cultural challenges can be brainstormed with local actors prior to the training. During the training, participants from the same culture can also 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 training will be delivered. The program is currently designed to be presented in English and in French. However, due to limited funding, not all the training material has been translated into French.

The following participant documents have not been translated into French:

- *HO 1.2: ECHA/ECPS Overview*
- *PD 2.1: UDHR*
- *PD 2.2: CRC*
- *PD 2.3: CEDAW*
- *PD 3.6: Statement of Commitment*
- *PD 4.3: RC Job Description*
- *PD 5.3: Kenya Code of Conduct*
- *PD 5.4: Kenya Interagency Protocols*
- *PD 6.1: IASC Model Complaints and Investigations Procedures*
- *PD 9.1: Model Information Sheet for the Local Community*

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, participant handouts and participant 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 handouts and participant binder documents that were not selected for translation.

Furthermore, some participants may struggle at times with the density of information or specific terms. Using PowerPoint presentations can help summarize 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 there is one session devoted to the larger context of gender-based violence, it is useful throughout the training to link the issue of sexual exploitation and abuse to the broader context of international law and international principles related to human rights, including gender equality.

Assessing levels of learning: An assessment test has been provided in Modules 1 and 11 to determine the extent of immediate knowledge gained by participants. Facilitators should review the answers provided on the assessment tests at the close of the first day of the training in order to better understand the knowledge of the participants. Facilitators can then measure the knowledge gained by comparing the initial assessment (pre-test) with the final assessment (post-test). Participants do not have to put their names on the assessment test: if they prefer, they can use a confidential symbol that only they know, but they must use the same symbol on both their pre- and post-test!

Monitoring through follow-up: The training closes with participants developing an action plan. It may be useful for facilitators to make copies of the action plans to: 1) include them in a post-training report in order to document discussion of key action points; and 2) use them as a basis for conducting follow-up with participants 3-6 months after the training to measure the progress made in carrying out the action plans.

NOTE: It is important that facilitators have a thorough understanding of the background and history relating to the prevention of 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 to address the problem of sexual exploitation and abuse. Many resources are available for facilitators at the online PSEA Tools Repository: www.un.org/psea/taskforce. For additional information about the ECHA/ECPS UN and NGO Task Force, contact: seatf@un.org