



Facilitator's Guide

Introduction to Safeguarding
for Civil Society Organisations
in Eastern Europe

March 2023



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Introduction

About the training

This training introduces participants to the basic principles of safeguarding. The purpose of the training is to provide participants with an understanding of the safeguarding concept, drivers of abuse in the humanitarian context, safeguarding rights and responsibilities for staff, as well as organisational approaches to prevent and respond to safeguarding incidents.

The training does not cover the development and implementation of an organisational safeguarding system, nor how to integrate safeguarding measures in operations and programmes. This would be suitable for management, leadership and other staff in charge of specific safeguarding responsibilities e.g., programme/project managers/coordinators safeguarding focal points, human resources staff.

Who is this training for?

The training is suitable for staff and volunteers in your organisation who have not received training on safeguarding or Protection from Sexual Exploitation and Abuse [PSEA]. It is also suitable for those who would like to refresh and improve their safeguarding knowledge. This training can be used as part of onboarding of new staff or regular refresher training for staff.

It is recommended that the training size does not exceed 25 participants due to its participatory nature. Larger groups will make it very difficult to achieve learning objectives as the subject matter requires a supportive and confidential environment. The training will also benefit members of various sector teams to represent perspectives and experiences in different organisational functions.

About the training pack

The training pack is intended to be a helpful tool for civil society organisations [CSOs] in Eastern Europe involved in the response to the Ukraine war and refugees. It is for training staff and volunteers on safeguarding from harm and abuse. The training materials have been adapted from the **Global RSH Safeguarding Essentials** and incorporate a range of resources from international NGOs, the United Nations, intercultural learning as well as the consultants' own materials.

The pack includes a Training Manual, PowerPoint slides, Handouts [found in Annex 1] and a list of helpful resources and recommended further trainings [Annex 2]. The slides and handouts can be further adapted to meet your specific context, organisational and staff learning needs.

The pack was developed by Justyna Herbut, Safeguarding Consultant for Safeguarding Resource and Support Hub, Eastern Europe, with input from Sarah Martin, Safeguarding Capacity Development Advisor for the RSH EE. This training pack was first piloted in Poland in November 2022 and then adapted based on evaluations from the participants of the pilot. The Pilot was conducted with local CSO staff who partnered with the international NGO, The Project HOPE.

The training manual was written in English and translated into Polish, Romanian, Russian and Ukrainian by CLEAR Global.

The training programme

The training programme is divided into 5 sessions and uses a variety of training methods, including presentations, plenary discussions, group and individual activities. Each session is explained in this pack with a step-by-step facilitation instruction, corresponding PowerPoint slides and handouts.

The training can take up to seven hours, but it may be longer if interpreters are being used. It can be delivered in one day OR over two consecutive days.

It is recommended to plan your own schedule to suit needs. The training programme has five sessions as summarised in the table below:

| Session | Content Overview |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 0: Introduction | This session is about introducing the participants and the learning objectives, establishing ground rules, and making a safe learning space. |
| Session 1: Understanding Safeguarding | This session explores understanding of different types of abuse, exploitation and harassment. It introduces the core concepts of safeguarding and why it's essential in humanitarian work. It also clarifies what safeguarding entails and what causes it. |

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| <p>Session 2: Identity, Power, and Safeguarding</p> | <p>This session focuses on the roots of safeguarding abuses. It reflects on social norms and gender stereotypes that shape the context of the organisation’s work and the wider humanitarian response. It introduces the participants to the concept of intersectionality and makes the linkages between abuse of power and safeguarding.</p> |
| <p>Session 3: Organisational safeguarding system</p> | <p>This session provides an overview of Safeguarding prevention and response practices used by organisations across the world</p> |
| <p>Session 4: Safeguarding in practice: Prevention</p> | <p>This session explores the values and behaviors that support strong safeguarding culture. It helps participants to identify misconduct that can lead to abuse.</p> |
| <p>Session 5: Safeguarding in practice: Reporting</p> | <p>This session covers reporting principles and the basics of how to report safeguarding concerns or incidents. It explores common barriers to reporting.</p> |
| <p>Session 6: Safeguarding in practice: Response</p> | <p>This session takes participants through the survivor-centered response to sexual exploitation, abuse and harassment and helps participants practice ways to respond. It provides a general overview of case management.</p> |

Preparing for the training

- Facilitation:** Choose a facilitator with experience in delivering or co-facilitating trainings and ideally has a background in safeguarding or safeguarding-related topics such as gender-based violence, anti-discrimination, or child protection. It is useful to have two facilitators to support with time management during the training, or to write down key points from discussion groups, registration, and feedback activities as well as prevent fatigue.
- Adapting the Materials:** The key to a good training is adapting and modifying the training materials [slides, handouts] so that they are relevant to the work of your organisation and to the context you are working in. You need to meet the learning

needs of the participants you will be working with and using context specific examples will help them more quickly grasp the concepts.

- Make sure to read the preparation instructions for each exercise ahead of time and adapt or print out all materials.
 - Make sure to include the current reporting mechanisms for SEA and Safeguarding in your organisation and in the context in the presentation and refer to the current law in your country in relation to mandatory reporting. Seek guidance on this from relevant human rights organisations if needed.
 - It is very helpful to gather statistics about violence and discriminatory practices and behaviours specific to the country and work context of your organisation to help persuade those who are resistant to the topic. Check Annex II for some suggestions on places to get data.
 - If your organisation involves work with children, consult with a child safeguarding specialist, a relevant focal point in your organisation, the child protection working group or invite a child protection specialist to lead this section of the training.
- **Language:** If the training will be run with a consecutive interpretation, include additional time in the preparation and implementation for translation and interpretation. Be sure to include time for a discussion with the interpreter before the training about terminology and how you will work during the training. Choose an interpreter that has experience or at least a good understanding of the subject matter, gender-based violence, child protection, or human rights. Reserve the interpreters time after to analyse the evaluations as well.
 - **Venue and Food:** Many of the participants have been working in projects for over a year and may be very tired from their work. Going to a training can be a chance to revitalize them and having a good training facility can help them learn new ideas. Choose a venue that provides comfort and sufficient space for all participants. It should be well ventilated and have natural light if possible as well as space for group activities, or additional rooms to use. Plan for healthy, diverse, nutritious snacks, water, tea and coffee and meals, if provided. Providing participants with coffee/tea and healthy snacks during the course of each session will help them devote their time and energy to the work of the group.
 - **Emotional support:** Some participants may be triggered by discussions of abuse of power, sexual harassment and abuse, and other topics and may wish to access support after the workshop. Prepare a list of support services and focal points in your organisations in advance to share with the participants during the training. Make sure the services are available in the language your participants speak. Share these resources even if no one asks for them as they may use them in the future.

- **Materials:** Gather all the materials you need in advance. In all sessions, you will need a laptop and projector to present the power point slides. Be sure it is working ahead of time. Having a flip chart with stand or a whiteboard with markers, colorful post-it notes, paper is good for keeping track of group discussions. Provide pens or pencils for participants, and ensure that you have printed handouts and facilitator guide ahead of the training. Obtaining blu- tack/tape for sticking flip chart paper on the wall is also helpful.

Creating a participatory and safe learning environment

Careful preparation that ensures the workshop has a positive and supportive learning environment can help participants deal with any difficult or uncomfortable feelings that may arise during the activities. A supportive and safe (physically, socially and emotionally) learning environment is important for working effectively and respectfully with diverse audiences, and foster learning. It is particularly important when dealing with challenging and sensitive topics and situations such as those that may arise in relation to safeguarding. It is particularly important when dealing with challenging and sensitive topics that may arise in relation to safeguarding. See Session 1 for a step-by-step guidance on creating safe learning space in this training.

Dealing with challenging participants, topics, and questions

No matter how knowledgeable or prepared facilitators may be, when they come to the training, there will always be an element of unpredictability or challenging constraints that may be encountered. Dealing with challenging participants, topics and questions are perhaps the most common things that facilitators face. Below are some tips to handle these issues.

When participants have challenging behaviours, they interfere with the learning experience of the group, and they risk derailing the training. While what constitutes a difficult behaviour may vary depending on the personalities and the context, below is a list of different characters that are most often found in a training environment (hopefully not all at once!) that you may encounter in your training sessions.

- The **Talker** is someone who always has something to contribute or who likes to talk at length, leaving little opportunity or space for the others to contribute.
- The **Challenger** is someone who constantly disagrees with or argues about everything, and often not in a constructive manner.

- The **Know-it all** is someone who believes that they already know everything already and attempts to lead the discussion.
- And finally, the **Complainer** has a negative opinion about everything, and is constantly sceptical about what could be done.

Following are a few useful tips to handle each one of these types. Recognizing that often some of these behaviours coexist and possibly overlap, corresponding tips may apply to more than one type.

| Behaviour | Tips for handling |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Talker | <ul style="list-style-type: none"> • Acknowledge the person’s contribution • Invite others to intervene and share their views • Encourage participants to step out of their comfort zone and listen when they like to talk, and talk when they like to listen at the beginning of sessions • Assign the person a listening role, for example note taker, group presenter, timekeeper etc. |
| The Challenger | <ul style="list-style-type: none"> • Acknowledge the person’s view and opinion respectfully • Invite others to share their opinions, and ask for their thoughts • Ask additional questions with the intent to trigger some further (positive) reflection |
| The Know-it All | <ul style="list-style-type: none"> • Acknowledge the person’s knowledge and expertise • Ask the person to share more with the rest of the participants • Assign the person a role that allows them to get the attention that the person needs (such as asking them to prepare a presentation or to facilitate a session if appropriate) |
| The Complainer | <ul style="list-style-type: none"> • Invite others to share their views and ask for their thoughts • Rely on the positive opinion and thought and restate and reframe negative opinions in the facilitation • Provide “the other side of the coin” |

Other points for consideration

A common mistake that people make when planning workshops is to overfill the agenda. This leaves participants feeling tired, unable to take in new learning and unable to reflect on how such learning relates to their own lives. It is important to allow time and space for participants to ‘breathe’ during the workshop. Informal social interaction and exchanges about the learning content outside of the workshop’s objective is important to digest information and learning content. Breaks allow the mind to relax and reflect better and to

absorb new information. As mentioned above the training can be done on two consecutive days. There are two samples of agenda in [Handout 1](#).

Session 0: Introduction

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Time: 30-40 min [Depending on number of participants] | |
| Learning Objectives | |
| <ul style="list-style-type: none"> • To get to know each other • To familiarize participants with the learning objectives • To establish safe learning space | |
| Method: Small group exercise, plenary discussion, presentation | Slides: 1-4 |

Facilitator’s note: Introduction of both facilitators and participants is a good opportunity to start the training off positively, even if participants work together in the same office. It is important to make introductions fun and engaging, considering that some participants may already know each other professionally, but may still be interested in sharing other aspects of themselves (for example, an activity that they enjoy doing, a personal experience about gender¹, etc.) as well as what drives them to the training.

Facilitator’s Instructions:

- Show **Slide #1** Introduction to Safeguarding. Welcome everyone to the training and introduce yourself and the co-facilitator/interpreter. Explain the language of the training and how the interpretation will work [if necessary].
- Set the context for the training: Explain that everyone who engages in activities supporting people fleeing the war in Ukraine is part of humanitarian assistance that is delivered by various actors. Highlight that participants engage in work that aims to protect, support, and empower people who have experienced loss, fear, trauma, and harm because of war. As part of this work, they [participants] must contribute to safeguarding people from any further harm and abuse. This means ensuring that every staff member involved in humanitarian aid and volunteers must not harm people who need **any type of assistance**. Point out that also everyone who works or volunteers in humanitarian services should feel respected and safe from harm and abuse - this is a shared goal of all humanitarian actors and organisation in Eastern Europe and globally.
- **Group Introductions:** Invite participants to pair up with someone they don’t know and introduce themselves to one another. They can then introduce the other person to the

¹ Respecting the participants right not to share anything too personal in the training environment

group. It is helpful to have one or two questions that they can ask such as “Who is in your family?” or “What do you do to relax?”

- **Group Expectations:** Ask participants to discuss in pairs one expectation about the training and write it on a post-it. Ask the co-facilitator [or a volunteer from the group] to collect post its and place these on flip chart. Go through the expectations and group those that are similar together. **Alternative introduction activity:** If the participants know each other well, you can run another introduction activity to learn something more about the participants. The activity exercise should be chosen to fit the size of the group. There are plenty of ideas you can find online.²
- Show **slide #2 [Why are we here today]** and see if the training objectives align with the participant expectations or are similar. Tell participants that you will try to meet the expectations and address any expectations that are clearly out of the scope of the training.
- Introduce the agenda and main topics/sessions listed on the flip chart or prepared earlier and printed out. Be sure to inform the participants about break times and when they can expect for the training to end.

Creating a Safe Learning Space

Facilitator’s note: Training on issues such as safeguarding can be sensitive topic. The training should take place in a supportive environment where participants can talk about sensitive issues with the support of the facilitator. This curriculum includes a lot of issues and learning activities and it may not be possible to cover everything in one workshop.

Facilitator’s Instructions:

- Show **slide #3** and ask participants what they understand when they hear “safe learning space.” Capture their comments on a flip chart. The answers may include e.g. a place where we can learn new concepts and ask questions without feeling judged or criticized.
- **Emotional support:** Explain that the topic of safeguarding may trigger emotional distress amongst participants. It is very normal to feel upset, frustrated, or angry. Tell participants they do not have to participate in all activities. If they feel uncomfortable about participating in an activity, they can step back and observe, or they can take a break from the training, and the facilitator should be available to talk during the breaks and/or after the training. Pass on a list with referral services to participants or place the

² Examples of introduction activities can be found in

<https://www.thehumancapitalhub.com/articles/33-Icebreakers-To-Use-In-Your-Training-> and Icebreakers for big groups: <https://www.surffoffice.com/blog/large-group-icebreakers>

information in the training room. [**Note:** A list with support services such as counselling or emotional support should be prepared in advance]

- **Parking Lot:** Create a parking lot to capture any issues that are not directly related to the topic or cannot be addressed due to time constraints or other reasons. These can be followed-up at the end of the training or in a separate discussion. The parking lot can be a flip chart on the wall and should be prepared before the training starts.

Establishing Ground Rules

Facilitator's note: As the training concerns topic and relates to personal values and experiences, it is important to have guidelines for participation. These guidelines are referred as 'ground rules' or "community norms". They help to create a space where participants feel safe to participate, share and listen. Have the participants brainstorm their ground rules and prompt them if they do not come up with the principles of respect and non-judgement and treating each other with respect. Ground rules can be created in a plenary discussion and consensus resulting in a mutually agreed list of rules that will abide to all participants. These should be posted prominently, and you should refer back to them if needed.

Facilitator's Instructions:

- Explain why a safe learning space is important and how ground rules can contribute to this. Explain that the rules can cover interaction with others and practical aspects such as time keeping. Using a flip chart, invite participants to suggest rules that will abide during the workshop. Ask for consensus after each suggestion. If the participants have difficulty coming up with ground rules, or if they do not come up with a particular ground rule you feel is important, prompt them with some of these examples of ground rules for safeguarding training are as follows:
 - Be respectful and considerate of each other – recognize we come from different backgrounds and have different skillsets and knowledge.
 - Speak from your own experience rather for others.
 - Listen to others with attention, show non-judgmental attitude when others share their experiences
 - Keep everything that is disclosed in the group confidential
 - Avoid side conversations when others are talking
 - All questions are wise
 - Turn mobile phones off during training

- Timekeeping [come back from breaks on time]. It can be helpful to appoint a participant to be the timekeeper, so that they can alert you throughout the workshop when it is almost time for break.
- Stress how important it is to keep personal stories shared in the training within the group and not to discuss or disclose this to others outside the group. This will encourage an atmosphere of trust. Participants should also avoid any identifying information when sharing any discussions about safeguarding violations that they know about.
- Display the list of ground rules so that everyone can see it clearly during the workshop.
- This is the end of introduction.

Session 1: Understanding 'Safeguarding'

Time: 45 minutes

Learning Objectives

- To ensure participants understand what safeguarding means
- To improve/refresh participant's understanding of the types of abuse and harm
- To understand the difference between safeguarding and other protection issues
- To understand the drivers of safeguarding violations

Methods: Plenary discussion, presentation

Slides: 4- 10

Facilitator's note: This training is about safeguarding, a topic which is broader than Protection from Sexual Exploitation and Abuse [PSEA], a term used by the UN and humanitarian INGOs. Safeguarding includes PSEA and other type of harm which are relevant to safeguarding related issues the in the Ukraine crisis response in Eastern Europe.

The pilot trainings have shown that using the English term 'safeguarding' can be easily used by participants. It also helps avoid confusion as it often translates as 'protection' which refers to the wider protection programming in the context of humanitarian work.

Facilitator's Instructions:

Show slide #5 which has the function 'click and reveal'. Pause while displaying the heading 'Type of harm and abuse'. Before presenting the slide content, ask participants what type of harm they think occurs to people seeking humanitarian help. While people come up with examples, capture these on a flip chart. Responses might include: discrimination, shouting, humiliation, violence, emotional abuse, sexual favor, poor treatment of refugees, denying access to services, ignoring emails/requests. Circle any relevant key terms.

- Click and reveal each type of harm starting from box one sexual abuse and exploitation. Disclose each the type of harm one by one, refer to the examples mentioned by the participants and explain each form of abuse in simple way description below.
 - **Sexual abuse:** an actual threat of physical intrusion of sexual nature forced upon without person's consent. It can happen due to verbal threats or intimidation. **It also involves actual or attempted rape.** Rape is defined as any sexual act performed on an individual without their consent. **This can happen to men, women, boys, and girls.**
 - **Sexual exploitation:** Any actual or attempted abuse of a position of vulnerability, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Example: A

humanitarian worker asking for sex in exchange to enrol in a cash assistance programme or get shelter.

- **Child abuse** involves the abuse of children’s rights and includes all forms of violence against children: physical, emotional and sexual abuse, neglect, family violence, sexual exploitation, abduction and trafficking, including for sexual purposes, involvement of a child in online child sexual exploitation and child labour. **Child abuse can also occur online and through the use of social media. Grooming:** When an adult individual builds a relationship of trust with the child, or an emotional connection so they can exploit the child. The adult may try to sexualise that relationship (for example giving excessive attention or gifts, using sexualised language or physical contact, or exposing the child to sexual concepts through online sexual exploitation material).
- **Child sexual abuse** all forms of sexual activity involving children, including exposing a child to online child sexual exploitation material, or taking sexually exploitative images of children.
- **Bullying:** behaviour that causes offence or insults, humiliates, undermines, threatens, frightens another person.
- **Harassment is legally a form of discrimination** and includes behaviour that is offensive, frightening or which causes distress. **It may be related to personal characteristic including sex, sexual orientation, race, religion, religious belief or disability**, and may be persistent or an isolated incident. Simply: racism, xenophobia, homophobia, ableism, sexism (sexual or racist jokes and comments), etc.
- **Sexual harassment:** It is unwelcomed conduct of a sexual nature which makes a person feel humiliated and/or intimidated [this is also how the Polish law defines sexual harassment, it is useful to have the legal definition in your country] It includes requests for sexual favour, verbal or physical conduct, comment, or gesture of a sexual nature. Examples: Sending inappropriate messages online, making sexual comments about other bodies in the office, showing pornography or telling “dirty jokes” in the workplace.
- **Financial abuse** involves a perpetrator using money to limit and control their partner’s actions and their freedom of choice. It can include restricting access to essential resources such as food, or transport, and denying the means to improve a person’s economic status (for example through employment, education)
- **Emotional abuse:** Any act which causes psychological harm to an individual. E.g., making an individual fear that they will not receive the assistance they need, that

they will be denied access to services and goods. Demeaning an individual because of the language they speak.

- Show **slide #6** and explain that explain Sexual Exploitation and Abuse are forms of gender-based violence [also known by its acronym as GBV]. You can use for this slide a graphic to visualise the data of GBV in Europe.³
- Point out that it's important to note that acts of GBV happen in every country. They were pre-existing in Eastern Europe⁴ before the War on Ukraine and it's now also exacerbated by war, refugee crisis and migration. Remind participants that GBV refers to harmful acts directed against an individual because of that person's gender and involves gender inequality as a root cause along with abuse of power.
- Continue the presentation covering the following points
 - Gender-based Violence includes rape, attempted rape, domestic violence, sex trafficking, early marriage, emotional and financial abuse.
 - Both women and men can experience gender-based violence, but the majority of victims are women and girls, and the majority of perpetrators are men. Provide some data about gender-based violence in your country. See Annex for sources that can be consulted.
 - Gender-based violence is a deeply rooted in gender inequality and harmful social norms and continues to be one of the most notable human rights violations within all societies. In relation to **safeguarding**: Gender norms and stereotypes affect how we think and behave; they influence both how perpetrators behave and how survivors respond and their likelihood of reporting.

Give some examples of harmful gender stereotypes in your country. For example: In Moldova, there is still a strong societal perception that relies on traditional gender roles where women are seen as responsible for household tasks and child care and men are the main breadwinners and representatives of the family⁵. In Romania, many forms of violence against women by men (including harassment and bullying) are highly tolerated at all levels

³ **Source: European Institute for Gender Equality.**

⁴ 75% of women in Eastern Europe have experienced sexual harassment, stalking, domestic abuse, or other types of violence since the age of 15 according to the **OSCE Survey Report on the Well-being and Safety of Women 2019.**

⁵ **European External Action Service (EEAS), 2020, Country Gender Profile, Republic of Moldova.** More information for your context should be added here. Some good sources include: **Council of Europe, Istanbul Convention Grevio Reports,** and **Committee for the Elimination of Discrimination against Women (CEDAW)reports.** The **OSCE Survey on Violence against Women and Girls** included Moldova but not Transnistria.

(family, community, institutions)⁶. In Ukraine, 62% of men think that men should have the final word when important household decisions are made. Men also think that women are too emotional and that this affects their rationality and judgement.⁷⁸

- Ask participants if they are aware of any other forms of gender-based violence that have not been covered. Refer to the resources about gender stereotypes if you need data to support the discussion. Point out that this a broad and complex topic and that it can't be discussed in-depth in this training.
- Explain that we will be looking beyond just gender-based violence and learning about the different types of harm and highlight that abuse can happen against people receiving assistance/project participants and staff in **various settings** (e.g., schools, communities, over the internet, in project offices, at home, in the public). Similarly, **different perpetrators** commit abuse (e.g., family members, partners, teachers, neighbours, strangers, and other refugees, including peers).
- Show **slide #7** and highlight that safeguarding covers **abuse and harm resulting from contact with humanitarian and civil society organisations, such as** [name of your organisation]. Explain the ways abuse can result from include:
 - Behaviour/conduct by staff and anyone associated personnel [volunteers, interns, consultants, board members, contractors hired by the organisation]
 - The design and implementation of humanitarian services/projects that expose participants to harm and abuse even if it's unintentionally.
 - Gathering content and designing communications, including photography of vulnerable people like rape survivors or children.
 - Poor data and information collection from people receiving aid
 - Lack of adequate procedures in the organisation's operations [for example, lack of background checks on volunteers and third-party vendors]
- Ask participants who they think is at high risk of abuse in their work in and the wider Ukraine response in the context of your work.
- After participants have come up with examples, show **slide #8** and recap by saying that anyone who comes in contact with the organisation can experience abuse - people who receive and people who deliver aid services. People fleeing war and conflict are at

⁶ Council on Europe, 2022, "[Romania has improved protection of women from domestic violence, but progress needed on definition of rape](#)". Other places to find information include: [Istanbul Convention Grevio Reports](#), [European Institute for Gender Equality](#), and [UN Women's Data Hub](#).

⁷ Source: [Social Cohesion and Reconciliation \(SCORE\) Ukraine 2021](#).

⁸ The [OSCE Survey on Violence against Women and Girls](#) included Ukraine. There has been some rapid gender analysis conducted by [CARE and UN Women](#) on Ukraine during the conflict that can be consulted.

higher risk of abuse and exploitation by humanitarian actors because of their situation as fleeing conflict and their relative lack of power.

- Explain that some groups are at higher risk of certain type of harm and abuse. Ask participants who that they think are the most vulnerable in their context and what type of abuse are they exposed to.
- For example, in Romania, LGBTQ+, Roma, and people with disabilities are at high risk of abuse due to widespread discrimination against these groups. Abuse, including bullying and harassment, are highly tolerated at all levels of the society and during humanitarian crisis the risks of being hurt increased as harm can be motivated by prejudice and harmful stereotypes by local humanitarian workers and other refugees⁹.
- Emphasize that the majority of refugees are women and children who are generally more vulnerable particularly to sexual abuse. This is particularly true in the Ukrainian context as most men were blocked from leaving the country so there are many women traveling alone with their children or older parents¹⁰.
- Say that many of the people we work may experience abuse, and we will explore more about who is vulnerable and why in session 2.
- Add that safeguarding incidents can occur in the office, on the way to work, in meetings, at events, online, in places where projects/relief services are provided [refer to spaces/settings specific to the work your organisation]. Ask participants where else this can happen in their context. Note down their examples on a flip chart.
- Show **slide #9** and present what is meant by safeguarding. Read the definition (or ask a participant to). Make sure that everyone understands the definition and clarify any questions that they have. Mention that many organisations use the wider definition of safeguarding than PSEA as it covers all forms of harm and abuse which reflect the many different safeguarding risks in the Eastern European region.
- Show **slide #10 'Why safeguarding violations happen in humanitarian work'**. Explain that humanitarian assistance has led and continues to lead to many forms of abuse and exploitation. Give some examples known in the sector from the media and other public sources (if there are up to date examples from your context, use these).
- In Haiti where the response to the 2010 earthquake saw children in local community being sexually abused by international aid workers -most famously by Oxfam but also by other organizations¹¹;

⁹ Refer to the Country Needs Assessment conducted by Safeguarding Hub Eastern Europe.

¹⁰ Updated gender rations can be obtained from [UNHCR](#).

¹¹ <https://www.theguardian.com/world/2018/jun/15/timeline-oxfam-sexual-exploitation-scandal-in-haiti>

- The medical charity Médecins Sans Frontiers published photo of a teenage rape survivor from the Democratic Republic of Congo on their website and allowed the sale of exploitative photos of vulnerable of people, including children¹².
- The United Nations Peacekeeping Mission in Bosnia facilitated trafficking in persons. Young girls from Romania, Ukraine, Moldova and other Eastern European countries were brought in to service the UN and military bases as sex-slaves. The cases involved the officers from many foreign countries, including the USA, Pakistan, Germany, Romania, Ukraine, government contractors, and local organized criminals¹³. It was documented in the movie “The Whistleblower” in 2010.
- Staff members and consultants of the World Health Organization traded jobs for sex with vulnerable women in the Democratic Republic of Congo during the 2021 Ebola Crisis.¹⁴
- Point out that these examples are not isolated cases, misconduct happens across the sector including in work delivered by local partner organisations, international NGOs, and the United Nations.
- Continue the presentation and cover the following points:
- NGOs, UN and other humanitarian actors control access to vital resources and services, which creates **power imbalance** between those who work and represent the organisations and people seeking help.
- Existing inequalities in society due to gender, age, ethnic background, religious affiliation and other discrimination factors. In Eastern Europe people experience disempowerment due to a variety of factors, such as migration status, increasing economic crisis, xenophobia.
- Inequalities are present also within NGOs and affect staff and volunteers as well.
- Harmful social norms and gender-based stereotypes influencing the way we think and behave towards others.
- Who can help is in the position of power.
- Point out that unfortunately, some people - even those who provide humanitarian aid – seek to harm and exploit people with less power.
- Highlight that **safeguarding is about responsible way of using the position of power** at individual and organisational level. This is why safeguarding is very important in

¹² <https://www.theguardian.com/global-development/2022/may/25/medecins-sans-frontieres-condemned-for-profiting-from-exploitative-images>

¹³ <https://www.peacewomen.org/resource/bolkovac-un-tries-cover-peacekeeper-sex-abuse-scandal>

¹⁴ <https://www.thenewhumanitarian.org/news/2021/9/29/WHO-rocked-by-Ebola-sex-abuse-scandal-in-Congo>

humanitarian work and everyone who works in [organisation name] and the wider sector must uphold the highest ethical and safeguarding standards.

- Summarise what participants learned in the first session and that we will look more into the topic of power in session 2.
- This is the end of Session 1.

Session 2: Identity, Power and Safeguarding

Time: 60-70 minutes [depending on the number of participants and exercises]
Allocate for each exercise min 30-35 min to allow enough time for discussion and briefing.

Learning Objectives

To understand how different identities affect the privileges and vulnerabilities participants face in the context they live and work

To understand how we experience power, privilege in multiple and intersecting ways

To understand how intersectionality can be used in safeguarding

Methods: Large group exercises, plenary discussion, brief presentation

Slides: 11 – 14

Handouts:

Handout 2: The Identity Flower

Handout 3: The Power Walk

Materials needed: Print handouts, Draw flower or handout drawing of flower, sheets of paper in a variety of colors, pens, flip chart, glue or tape, empty wall.

Facilitator’s Note: This session is divided in two exercises.

The first exercise is ‘**The Identity Flower**’ gives participants an opportunity to reflect on who they are and what characteristics or identities they draw on in their lives and work. In this activity the participants reflect individually about the privileges and power they (don’t) have. It also raises personal and collective awareness of different group’s needs, experiences, and capacities. This knowledge can be considered in developing and strengthening safeguarding in work.

The activity can be followed up by the second exercise called ‘**The Power Walk**’ to discuss and reflect on privileges, vulnerabilities, and power dynamics in the context in which participants live and work. It also helps recognise the different types of power in the humanitarian work and organisations, and how a person’s characteristics influence the access to power. Note: Sufficient time and spaces is needed, including a large room or outdoor space. Handout 3 should be modified to the context and to highlight specific vulnerabilities. Another variation is to have a few persons play the characters while others watch and comment.

Use your judgement and time management to determine whether your group would benefit from one or both exercises. Both spark discussions and need sufficient time to unpack the issues.

Exercise 1: The Identity Flower [Handout 2]

Materials and space needed: Sheets of paper in a variety of colors, pens, flip chart, glue or tape, empty wall.

Preparation:

- **Prior to exercise** draw a flower on a flip chart or a piece of paper and place it on the wall. Label each petal with one category, which can include: race/ethnic group, age group, education, ability/disability, relationship status (married, divorced, partner, single), gender, sexual orientation, class, geographic region (origin), geographic region (current). The central part of the flower can represent a person's nationality. See the outline for the flower in Handout 2. Variation: Draw the flowers on sheets of paper and hand out to participants at the beginning of the activity.
- Make space on the wall to put all flowers on it.

Facilitator's Instructions:

- Show **slide #11**. Linking to the last topic from session 1 explain the learning objectives of this session. Explain that this session will have two/or one exercise.
- Show the flower you have drawn, or you hand out the previously printed flowers to participants. Introduce the purpose of the activity.
- Ask participants to individually draw a flower or use the printed flower and write down their 6 or 7 personal identities/characteristics on separate petals [5-10min].
- In plenary:
 - Ask participants to plant their flower in the garden (make some wall space available for this) and ask them to take a stroll through the garden and view everyone's flowers.
 - Ask participants to return to their places or stay in a circle and brainstorm what are some commonalities and what are the differences participants have seen? Record it on a flip chart.
 - Explain that each petal contributes a piece of the flower of who we are, highlighting the rich diversity of our multiple characteristics/identities. These intersections of different petals that meet in the middle symbolize the different parts of our identities that make up who we are as individuals. Tell that this is called **intersectionality**.
 - Explain that each petal comes with particular **privileges and vulnerabilities** – being a woman triggers sexism and gender discrimination; being a person a certain colour triggers racism; being more educated can bring authority, opportunities and greater access to certain kinds of knowledge. Diverse identities

coexist in each of us and change throughout our lives. Take more time here to explain how some refugees may have been in the position of power back in home because of their professions and education, but are now in the position with much less power because of their refugee status.

- Wrap up the session by presenting a summary on slide **slide #12 'Consider intersectionality in work'**. Conclude that we can gain strength and collective power from finding common problems and strategies to tackle these problems.

Exercise 2: The Power Walk

Preparation:

- **Prior to the training**, review the characters for the power walk listed in **Handout 3** and adapt characters to better reflect the context of your work. If there are fewer than 20 participants, reduce the number of 'characters', making sure that you do not take too many out of one 'group' (e.g., all the powerful ones, or all the vulnerable ones). Essential characters are marked with a *
- Cut out each character [**Handout 3: The Power Walk Characters**] you will use for this activity.
- Print the page with facilitator's statements [**Handout 3: The Power Walk Facilitator Statements**] you may want to adapt the statements too beforehand.
- This exercise requires a space large enough for everyone to stand in a row next to each other. **Prior to the exercise**, re-organise the training room to have space for participants to stay in a row, and take steps forward and back. Move to another room if that's possible.

Facilitator's Instructions:

- Show **slide #13** and explain the purpose of the activity.
- Ask participants to stand in a row and pass out the character description to each participant. Ask them to read their profile but **not to share** their character with anyone else.
- Explain that you will read a series of statement. If the statement applies to the role that they are representing, they should take **one step forward or one step backwards, depending on the instruction**. They should make their best guess about how a typical person with that profile may feel.
 - If you can earn enough money to provide a good life for yourself and your children - **take a step forward**.
 - If you have control over decisions about your body, **take a step forward**.

- If you have a bank account in your name, **take a step forward**
 - If you could get a bank loan to start a business if you wanted one, **take one step forward**
 - If you are not afraid of being harassed or discriminated in the workplace, school, community or public space, **take one step forward**
 - If you have had to flee your home or hometown/current location because of war, conflict or persecution, **take one step back**
 - If you cannot say 'no' to partner if he or she asks for sex, **take one step back**
 - If you are free to express your political views, **take one step forward**
 - If you can get information and access services in a language that you speak well, **take one step forward**
 - If you feel comfortable to talk openly about your sexual orientation with strangers, **take one step forward**
 - If you do not worry about being sexually harassed in the streets, workplace, or public places, **take one step forward**
 - If you have decision-making power in the organisation that you work for, **take one step forward**
 - If you have political decision-making power at a national level, **take one step forward**
 - If you feel comfortable reporting that you have been discriminated against, **take one step forward**
 - If you are confident that your organisation will take any concern raised by a staff member related to abuse, exploitation or harassment seriously and investigate it, **take one step forward**
 - If you do not feel comfortable reporting at work when something you know is wrong, **take one step backwards**
 - If you have responsibility for the care of children, the sick or the elderly, **take one step backwards**
 - If you come from or live in remote location, in the countryside, or away from the capital - **take one step backwards**
 - If you feel that your sexual or ethnical background negatively influences the way you are treated at work or in public space, **take one step back**
- After reading out the statements ask participants to remain where they are standing. Ask them to read out their character description starting from the end of the group to the front of the group. Ask them how they felt as they moved forward and backwards. Leave space for 2-3 to share, particularly those with vulnerable characters.
 - Ask the following questions:

- **Ask who are those at the front** (i.e., what are their characters – and their characteristics)? How does it feel to stay in front of everybody? What characteristics/elements of your identity enabled you to move forward? Is it because of your gender, sex, age, economic status, ethnicity, or other reason? What privileges or vulnerabilities does this give you? Do you have power and influence over in this role, and who do you have power over?
 - **Ask the people at the back who they are** (i.e., what are their characters – and their characteristics)? Why are they here? (less power and influence) How does it feel to stay behind? What elements of your identity stopped you from moving forward?
 - **Ask the group** to raise their hands if:
 - they are women
 - they are men
 - they are from minority ethnic group
 - they have any disabilities
 - they have any different sexual orientations
 - **Ask** participants to say who had the most power in this walk? Why was that?
 - Can someone's power or vulnerability change? Yes, power and vulnerability is dynamic and can shift, depending on the context and where we are in our lives.
 - **Ask** who would report an incident and has confidence that organisation would investigate reported allegation?) Who stepped back on the questions about safeguarding and why?
- Bring the participants back together for discussion.
- Summarise the activity and discussion using **slide #14**. Below are suggested messages you can use:
 - How much power an individual has depends on a range of characteristics [gender, economic status, ethnic background, job/role within the organisation other factors]
 - As we could see defining power and vulnerability is not straightforward, we cannot say that all men are powerful and all women are vulnerable, we have to look at different aspects. Power can sometimes be visible (formal decision-making e.g., government, or a structure within organisation) and sometimes invisible. Some people are marginalized in one respect and privileged in other areas.

- Vulnerability is the grade to which a person is exposed to risks of harm, for example children and person in needs of care are at higher risk of exploitation, a person with a refugee status who has lost everything and depends on help from humanitarian organisations is also at risk of abuse [as we discussed earlier].
 - We can all be vulnerable at different times in our lives [for instance when we are children or when we are elderly, when we struggle with mental health]
 - People become more vulnerable where there is a power imbalance and dependency [such as when they are in a country that is not their own, if they don't speak the language, if they do not have access to money or legal status, etc.]
 - Safeguarding violations happen when one person in a position of power over others and exploits that position. This is the power dynamic that shapes humanitarian work.
 - Those in less power and influence are at higher risk of abuse and exploitation; organisations need to recognize it and commit to mitigating the power imbalance and risks of abuse in workplace and programmes/services.
 - Finish by reinforcing the importance of safeguarding in humanitarian work and about using the position responsibly and ethically.
- Ask if there are any questions? Give time and space to reflect on any issues that relate specifically to the participants context.
 - Session 2 is finished.

Session 3: Organisational practices for a stronger safeguarding system

| | |
|-------------------------------------------------------------------------------|---------------|
| Time: 15 minutes | |
| Learning Objective | |
| To give an overview of organisational prevention and response measures | |
| Methods: Presentation | Slides: 15-16 |

Facilitator's note: This brief session is about to help participants understand what they can expect from the organisation in relation to prevention and response practices. The slide #17 presents a framework based on safeguarding system in INGOs, however, each organisation should adapt proposed practices to the organisational size, needs and identified risks. You can talk briefly through each area and present what your organisation has in place or plan to put in place. Adapt the slide or replace with a new one.

Facilitator's instruction:

- Show **slide#15** and explain the aim of the session.
- Show **slide#16** and present the organisational safeguarding system covering policies, prevention, reporting and response practices.
 - Mention that the policies should promote human rights, children's rights and gender equality.
 - Explain that is important to have policies procedures and practices in place to keep people safe, to know how to respond when abuse occurs, provide clear guidance on behaviour, meet legal and donor requirement, can help in situation of crisis.
 - Outline what safeguarding policies your organisation has in place.
 - Explain that reporting options should be easily accessible, inclusive and confidential and that you will cover report safeguarding concerns in session 5.
- Finish the session by saying that we have learned what the organisational responsibilities to minimize the risk of abusive practices are and how to have adequate response mechanism. In the next sessions we will learn what it looks like in practice.
- This is the end of session 3.

Session 4: Safeguarding in practice:

Prevention

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Time: 45 minutes [depending on the number of participants] | |
| Learning Objectives: | |
| <ul style="list-style-type: none"> • To understand and reflect on values, behaviours and principles that support prevention from harm and abuse. • To identify acceptable and not acceptable conduct. | |
| Methods: Presentation, group work, plenary discussion | Slides: 17-19 |
| Materials: Flip chart, post-it for participants, printed copies of code of conduct [if the organisation has one] | Handouts: For Exercise 4B: Print out Organisation's Code of Conduct if available |

Facilitator's note: The first part of this session involves an exercise related to the code of conduct. It's very useful for organisation that don't have a code of conduct yet or are in the process of developing one. This exercise presents an opportunity for an inclusive and participatory process in creating one of the most important organisational documents and can be empowering experience for the team.

If your organisation does not have a code of conduct, choose 4A: Creating a Code of Conduct. If your organization already has a code of conduct, follow the instructions under exercise 4B. Make sure that you have copies of your organisation's code of conduct printed out. Another option can be the exercise 4C: 'Acceptable or Not Acceptable Conduct' in the Annex. It can be run in groups, pairs or in plenary. It can be used to complement or replace exercise 4b.

Exercise 4A: Creating a Code of Conduct

Facilitator's instruction:

- Show **slide #17** and mention that organisational code of conduct is an important part of good prevention practice. Explain that code of conduct is a clear guide of what is and what is not acceptable behaviour or practice within an organisation, particularly when working with people who may be vulnerable or where there is a power imbalance. Having a strong code of conduct that people follow, and implement is a large part of good preventive practice.
- **Group work:** Divide participants in 3 or 4 groups. Explain that each group should discuss and agree on behaviours they would like to promote and see in organisation

and programmes/projects and behaviour they don't want to see in workplace and programmes/projects. Ask them to propose 3-5 examples each category and they should write each example on a post-it note.

- Each group will present their suggestions back to the plenary. Place the post-it notes with written behaviours on a flipchart and group the behaviours linked to overarching values and principles or where they overlap.
- Summarise the results for the group and ask for comments.
- Tell the participants that the outcomes can be used as a basis to create an organisational code of conduct. Emphasize that their contribution and participation in this process is very important and presents a way to collectively contribute to preventing harm and unethical behaviours.
- Show **slide #18** and present international child safeguarding/PSEA principles that apply to the global humanitarian community. Mention that these principles should be reflected in the code of conduct.
- Ask participants if they have any questions.

Exercise 4B: Review and assessment of the Code of Conduct

- Handout the copies of the Organizational Code of Conduct to all participants.
- Divide participants in 3-4 groups. Participants should read the code of conduct and working in groups to answer the following questions:
- Are there any gaps in the Code of Conduct /suggestions for improvement?
- Is there anything we need to add specific to your organisation?
- After 15 minutes, ask each group to present the suggestions/outcomes of the discussion. Capture the suggestions on a flipchart, summarise the outcomes from each group and ask in plenary how they find these the suggestions.
- Finish by saying that the proposed improvements can be used for an internal review of the code conduct.
- This is the end of session 4.

Session 5: Safeguarding in Practice – Reporting Safeguarding Concerns and Incidents

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Time: 30 minutes | |
| Learning Objectives: | |
| <ul style="list-style-type: none"> • To introduce reporting mechanisms and principles • To discuss common barriers to reporting safeguarding concerns | |
| Methods: Presentation, small group discussion, plenary discussion | Slides: 20 -24 |

Facilitator’s note: This session focuses on reporting safeguarding concerns and incidents. Make sure that the slides are adapted to your organisation’s reporting procedures. You can create additional slide showing an overview of the process for receiving and managing reports in line with your organisational policies which could include Protection from Sexual Exploitation and Abuse policy, adult safeguarding, child safeguarding, etc.

You can contextualize this session by including available reports on organizational reports of cases of abuse or exploitation by humanitarian workers from partner organisations, UN and or other NGO staff. Remind participants that the whole humanitarian community must contribute to preventing and responding to abuse and exploitation caused by humanitarian workers. ¹⁵

A Variation for online learning or for small groups, you can manage the discussion on barriers to reporting using the platform **Mentimeter** or something similar and asking participants to submit anonymously answers to the question ‘With one or two words, what is the main barrier you think you would face to report a safeguarding concern.’ The answers can be discussed in plenary.

Facilitator’s Instructions:

Show slide #20 Link to the previous session 3 about organisational responsibility to put reporting mechanisms in place and to the responsibilities of staff to report safeguarding concerns and incidents as well as breach of the code of conduct. Explain that in this session participants will learn how to report safeguarding concerns in your organisation.

¹⁵ Please list any reporting mechanisms that are relevant to this context here.

- Explain **'Who should be able to report Safeguarding concern or incident:**
Project/programme participants, staff members, associated personnel, partner staff, and anyone else who comes into contact with the organisation.
- Mention that different groups and individuals may prefer different reporting options. Point out that staff and project participants/service users should be able to raise a concern with whoever they feel comfortable with, and this means that everyone in the organisation may receive a report of abuse, including sexual abuse and exploitation.
- **Show slide #21** and mention that there are different situations participants may become aware of abuse/misconduct caused through contact with your organisation
 - Experience – it happened to you
 - You have witnessed an incident
 - You observe and suspect abuse /exploitation / misconduct by staff or partner staff
 - A person who experienced abuse/exploitation disclosed it to you
 - Someone has told you about alleged abuse/exploitation/misconduct
- Show **slide #22** which you have adapted based on your organisations' policies and present the different ways safeguarding concerns and incidents can be reported in your organisation.
- Remind participants that if they become aware of abuse caused by partner staff, this must be also reported.
- Show **slide #23** and discuss with the group what they think are the **barriers to reporting**. (See Variation for smaller groups or on-line).

Divide participants in two groups.

Ask one group to discuss what may stop staff [including volunteers and consultants] from reporting safeguarding concerns in their organisation

Ask the second group to discuss why project participants/service users would not want to report inappropriate behaviour.

- After 5 -10 minutes, ask each group to present back to each other and discuss in plenary.
- End the discussion by summarising the reasons why people may not make a report. Include in the summary of the discussion the examples of barriers from the list below
 - Shame/stigma particularly around sexual abuse and harassment
 - Not knowing their rights
 - Lack of power compared to perpetrator
 - Lack of trust in the reporting system

- Fear of losing job
 - Fear that no one will believe you, fear that others will find out
 - Fear of threat of retaliation
 - May not know how to report
 - May not be able to access reporting mechanisms [elderly person, person with disability, etc]
 - No reporting options available
 - Fear of losing access to support from the NGO or funding from donor
 - People may not be comfortable reporting to someone from a different ethnic group
- Ask participants what could be done better or differently to reduce the barriers, capture their suggestions on a flip chart and reassure that the ideas will inform the improvement of the reporting mechanisms in your organisation.
 - At the end of the session with important reporting principles and responsibilities listed on **slide #24** adapt the slide in line with the organisation’s policy
 - Report actual incidents and suspect
 - Any suspicion of child abuse or exploitation occurring in [name of the organisation] or partner organisation must be **immediately reported**
 - Dismissing incidents or observations is not acceptable
 - Safeguarding cases often start with smaller incidents that can then escalate
 - It is not the responsibility of staff to investigate, only to raise concerns or report
 - Confidentiality is extremely important. Breaching confidentiality poses risks for everyone involved.
 - If you have a concern and your action is not clear, seek for advice
 - Finish the session by asking if everyone understood their responsibilities in relation to reporting options and principles.
 - Take time to clarify any questions to ensure it is clear for everyone.
 - This is the end of Session 5.

Session 6: Safeguarding in Practice – Responding to Safeguarding Concerns

Time: 60 – 70 minutes

Learning Objectives

- To inform how the organisation manages received reports
- To help participants practice response to disclosure of Sexual Exploitation and Abuse and other forms of abuse in a sensitive way

Methods: Presentation, group work, plenary discussion

Slides: 25 – 32

Handouts:

Handout 5: Exercise case scenarios

Handout 6: Responding to report of abuse

Facilitator's note:

- It is important for participants to understand how to respond to someone disclosing to them an alleged case of abuse, especially sexual abuse and exploitation. This involves Psychological First Aid (PFA) which can be a helpful tool to use when they encounter a person in emotional distress.
- Make sure that you review the process for receiving and managing safeguarding reports and prepare a slide outlining the process in your organisation. This is to demonstrate transparency on processes and that the action depends on the nature of reported issues. Try to focus on high-level steps by giving examples.
- If there is a dedicated safeguarding and/or GBV focal point in the organisation, you can include in this session a brief presentation about their role in reporting and response.
- The session involved an exercise to practice response to various scenarios. Devise examples of something a staff member has done, something a partner staff has done, incident an external person has caused, incident between programme/project participants. Refer to Handout 6 for examples that can be adapted.

Facilitator Instructions:

- Start the session by explaining that case management is a critical component of effective safeguarding culture and system. Trainings like this and improving reporting mechanisms are integral to creating this safe space for staff and people we support. Explain the aim of the session [how to respond to a safeguarding report as a staff member and how the organisation manages reported concerns and allegations].

Responding to a safeguarding report of abuse – staff Remind participants that anyone who experienced abuse in the context of work should be able to disclose it to anyone in the organisation. Explain that because abuse can be a very traumatic experience, all employees

and volunteers should be able to deal with a report of abuse in a sensitive way and provide adequate assistance. The response should be based on the principles of **the survivor-centred approach**.

- Explain the term '**survivor**': In humanitarian work, those working on gender-based violence or child protection have often used the English term 'survivor' as opposed to 'victim'. It is used to describe any individual who has experienced abuse, violence, or exploitation. The term survivor reinforces the resilience and strength of this person. Others who work in legal services or human rights may use the term 'victim'. You may hear both or even 'victim/survivor'. Emphasise that it is important that the person decides for themselves whether she/he would like to be referred to as 'survivor' or 'victim'. In the language of the training, ask if there are any subtle distinctions between the terms victims or survivors or if one word works for both.
- Show **slide #26** and explain what **survivor-centred approach** is: It is a safe and supportive environment in which the survivor's rights, wishes and well-being are prioritised. You can add that this approach is practiced in response to survivors/victims in humanitarian work globally and is recognized by the Inter-Agency Standing Committee – the governing body for humanitarian response.
- Show **slide #27** 'survivor-centred approach in managing SEA cases' and talk through the points. Start by saying that survivor-centred actions in managing reported case promotes their recovery, reduces the risk of further harm, and strengthens her or his ability to identify and express needs and wishes. Add that when all actions should consider survivor's individual needs such as age, language, culture, ethnicity, gender, etc.
- Explain that those who work with children need to be familiar with the specific principles that apply to child survivors and refer to Handout you have prepared.
- Explain that when a person shares that they have survived SEA staff should provide simple Psychological First Aid before taking any other action. Show **slide #28** and talk through the guidance **LOOK, LISTEN, CONNECT**:
 - Look:
 - Safety: check if the person is still in danger; avoid putting the person at further harm.
 - Assess basic needs: Check if the person needs food, warm blanket, or a place to stay; marks from physical abuse may require medical support.
 - Check with serious distress reactions – observe the body language, this is important for children who may not be able to express themselves well or traumatised people.

- Listen:
 - Listen to help the person feel calm, don't pressure for details; keep in mind that physical proximity can make the person feel very uncomfortable.
 - Ask about needs and concerns.
- Link:
 - Give information about reporting options and internal and external support.
 - Help access support services to address urgent needs (e.g., medical).
 - Help connect the person to social support and loved ones.
- Point out that Psychological First Aid is not something that only professionals can do. It is not counselling or a therapy. Finish the presentation by saying that not all people wish for or want you to provide psychological first aid. Ask the person if they need your help in first instance and if they are not interested in talking to you, do not force them.
- Remind participants that that Psychological First Aid can be provided in person, via phone, WhatsApp, Telegram, Zoom.
- **Referral services:** Explain that an important aspect of survivors is helping access appropriate support services to address individual needs of a survivor of abuse. An organisation should map out local referral options to GBV and child protection service providers, psychosocial support, medical and legal aid, build relationships with the services and gather information about the quality of their services. Show an example of referral information if your organisation has such tool in place. Check if the PSEA Inter-agency Working Group in your country has compiled such list and use it in the training. Note: Its important to understand that people with disabilities, male survivors, and members of the LGBTQ community may have specific needs and that any referral services should be sensitive to their needs.
- Show **slide #29** with an example of a course of action when an adult survivor discloses their experience of sexual abuse to a staff member. This course of action can be also practiced for non-sexual abuse. If your organisation involves working with children, adapt and present slide for disclosure of child abuse. After the presentation give out all participants Handout 5.

Response to safeguarding reports – overview of case management. Show a prepared slide with a flow chart or a process for receiving and handling reports in your organisation and talk through this or continue using the explanation below without the slide.

- Point out the that the way reported cases are handled depends on the type of reported concern and corresponding procedure. There may be no need for a formal report in **situations of no serious harm**, or an isolated incident which has not caused serious

harm and has been dealt with appropriately, e.g., through an informal discussion or grievance procedure. Bullying in workplace will follow a procedure in the anti-mobbing policy or the Labour Code. Cases like allegation of sexual harassment, exploitation and abuse will follow an investigation and where required reporting to authorities.

- Make sure to cover **mandatory reporting**. Remind that mandatory reporting is about laws or policies that require service providers and organisation to report acts of violence to the authorities and explain the reporting requirement in your country. This should be prepared ahead of the training.
- Refer to the discussion held in Session 1 that individuals both inside and outside of the organisation can perpetrate abuse against the people we want to protect from abuse, exploitation, and harassment. Explain that while safeguarding is about the abuse and harm caused by staff, the organisation has a duty of care to people they work with and respond adequately to reports of abuse that were not result of contact with the organisation's work or staff.

When staff [including volunteers, interns and consultants] or project participant /service user was abused by someone external to the organisation in the context of work [e.g., donor, partner staff, visitor or a parent bringing child to Safe Healing and Learning Space project] then this is within the scope of organisation reporting and response procedures.

- When staff or beneficiary [project participant, service user] is abused by someone **external to the organisation** and the abuse **happened outside the work context** [e.g. in personal life or in a public spaces] this is outside the organisation's policy, but we still have a duty of care to respond to this person and support them with referral to relevant services and there may be a requirement to report the incident to law enforcement agencies. The organisation doesn't engage with the perpetrator.
- Clarify any questions, point out that the response pathways and actions are not always straightforward and need to be approached on case-to-case basis.
- Move to the last exercise.

Exercise 4: 'What would you do If '...

Preparation:

Prior to the training, review and adapt proposed cases in **Handout 5** to your work/project context and organisation.

Facilitator's Instructions:

- Show slide **#30** and explain that the participants we will now practice response to some cases. Give out the **Handout 6** with guidance on the Psychological First Aid.

- **Group work:** Divide participants in three or four groups [depending on the number of participants in the training] and give each group one example to discuss. Tell them that the scenarios can be role-played. Tell participants that not everyone needs to perform in the role play but can contribute e.g., through giving ideas. Remind participants of the reporting principle and survivor -centric actions.
- **Presentation:** Each group presents the scenarios and response. Review to ensure the responses are survivor-centred and if participants use Do's and Don'ts. Comment when necessary.
- Wrap up that session by suggesting practicing the guidance on PFA in [Handout 6](#). Tell participants they can always ask the focal point or another person with a relevant experience in the organisation for advice. Tell that they are helpful resource they can read and that you will share these in a follow-up email. Recommended resources are in Annex 2.
- This is the end of Session 6 and you can close the training session.

Closing the Training

- Show Slide 31. Ask the participants to sit in a circle.
- Invite participants to share what was the most valuable learning for them. Capture any learning on the flip chart. If you would like, you can add your comments.
- Remind that safeguarding is everyone's responsibility and that everyone who works for and receives help from [organisation name] deserves to feel safe, supported, and respected.
- Thank all participants for their participation and engagement and close the training.
- Inform participants of the RSH EE Newsletter and give them the opportunity to subscribe by passing out the sign in sheet.
- Pass out evaluation sheets and ensure everyone fills them out. Inform them that those who have completed the training and filled out the evaluation form will be able to get a Certificate of Participation.

Annex 1: handouts

1. [Handout 1: Sample Training Agendas](#)
2. [Handout 2: The Identity Flower](#)
3. [Handout 3: The Power Walk](#)
4. [Handout 4: Acceptable Not Acceptable Conduct](#)
5. [Handout 5: Examples of case scenarios](#)
6. [Handout 6: Guidance on response to disclosure of abuse](#)

Handout 1: Sample Training Agendas

Here are two sample training schedules. The first one is for a one-day training and the second for two- half-day training. The timing and structure can be adapted to suit facilitator and participants' needs. Make sure to prepare two agendas: one for participants and one for yourself with notes including corresponding slides, handouts, and needed materials.

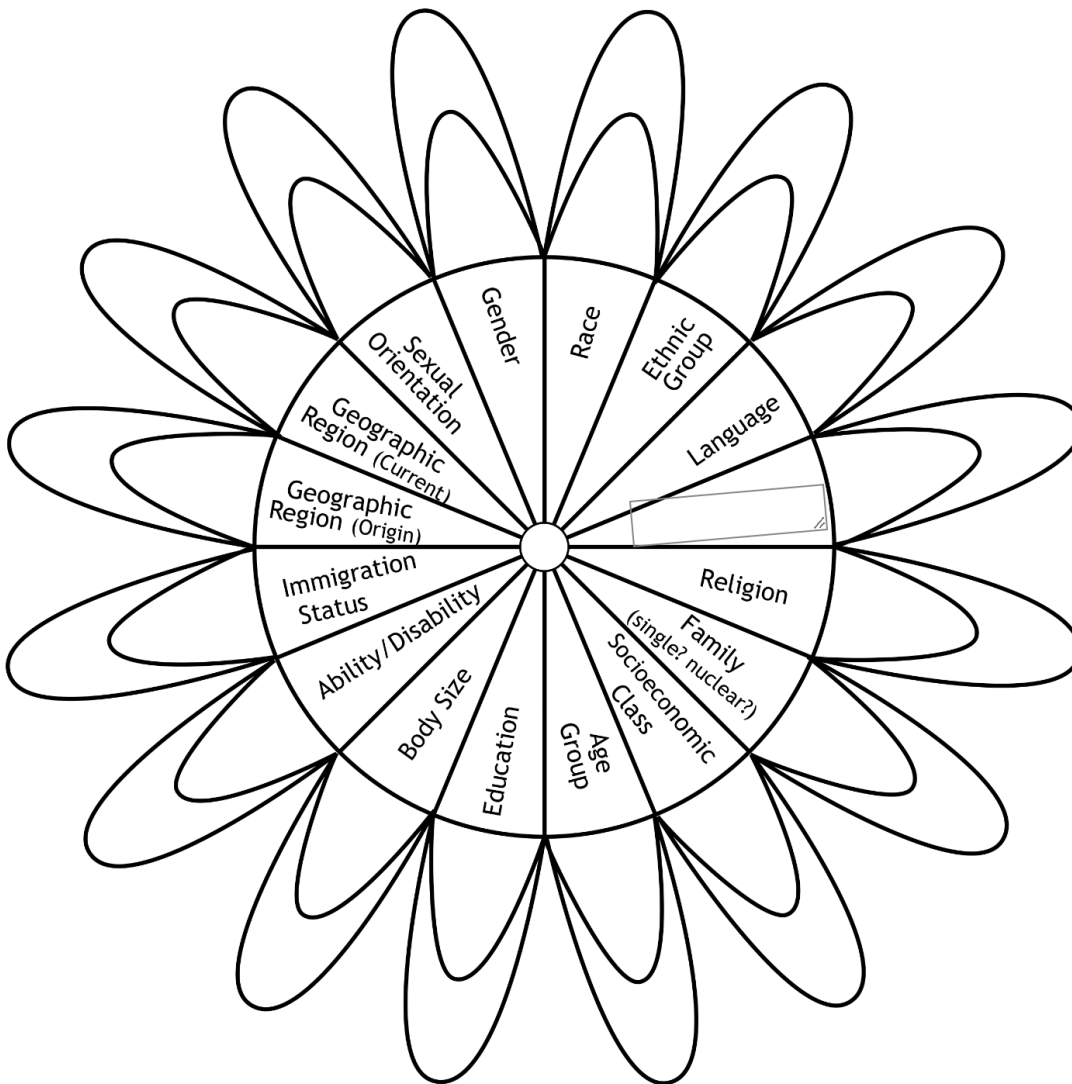
Proposed Agenda for One Full Day Training

| Time | Session Name | Slides, Handouts, Materials |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 9:00 – 9.45 | Session 0: Introduction <ul style="list-style-type: none"> Getting to know each other Ground Rules Overview of the training | Slides 1 – 4 |
| 9:45- 10.30 | Session 1: Understanding Safeguarding | Slides 5 – 10 |
| 10:30 – 10.45 | <i>Tea/Coffee Break</i> | |
| 10.45 – 12.00 | Session 2: Power and Safeguarding <ul style="list-style-type: none"> The Identity Flower The Power Walk | Slides 9 - 11 HO2 and HO3 |
| 12.00 – 13.00 | <i>Lunch</i> | |
| 13.00 – 13.15 | Session 3: Organisational safeguarding system | Slides 15 – 16 |
| 13.15 – 14.00 | Session 4: Safeguarding in Practice: Prevention <ul style="list-style-type: none"> Code of conduct Safeguarding principles | Slides 17 – 19 HO4 |
| 14.00 – 14.15 | <i>Tea/Coffee Break</i> | |
| 14.15 – 14.45 | Session 5: Safeguarding in Practice: Reporting <ul style="list-style-type: none"> Principles and responsibilities Barriers to reporting | Slides 20 - 24 |
| 14.45 – 14.55 | <i>Tea/Coffee Break</i> | |
| 14.55 – 16.00 | Session 6: Safeguarding in Practice: Response <ul style="list-style-type: none"> Survivor-centred principles Case scenarios | Slides 25 – 30 HO5 and HO6 |
| 16.00 – 16.15 | Close of the training | Slide 31 Evaluation forms |

Proposed Agenda for two half-day trainings

| Time | Session Name | Slides, Handouts, Materials |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| DAY 1 | | |
| 9:00 – 9.45 | Session 0: Introduction <ul style="list-style-type: none"> Getting to know each other Ground Rules Overview of the training | Slides 1 – 4 |
| 9:45- 10.30 | Session 1: Understanding Safeguarding | Slides 5 - 10 |
| 10:30 – 10.45 | <i>Tea/Coffee Break</i> | |
| 10.45 – 12.00 | Session 2: Power and Safeguarding <ul style="list-style-type: none"> The Identity Flower The Power Walk | Slides 9 - 11 HO2 and HO3 |
| 12.00 – 12.15 | Session 3: Organisational safeguarding system | Slides 15 – 16 |
| DAY 2 | | |
| 9.45 – 10.00 | Recap of day one and introduce day two | Slide xx |
| 10.00 – 11.00 | Session 4: Safeguarding in Practice: Prevention <ul style="list-style-type: none"> Code of conduct Safeguarding principles | Slides 17 – 19 HO4 |
| 11.00 – 11.15 | <i>Tea/Coffee Break</i> | |
| 11.15 – 11.45 | Session 5: Safeguarding in Practice: Reporting <ul style="list-style-type: none"> Principles and responsibilities Barriers to reporting | Slides 20 - 24 |
| 11.45 – 12.45 | Session 6: Safeguarding in Practice: Response <ul style="list-style-type: none"> Survivor-centred principles Case scenarios | Slides 25 – 30 HO5 and HO6 |
| 12.45 – 13.00 | Close of the training | Slide 31 Evaluation forms |

Handout 2: The Identity Flower



HANDOUT 3: The Power Walk Characters

Note: These should be reviewed before the training and adapted to the context.

1. Adult Woman, NGO worker, university education, living in city, single, age 28*
2. Adult Woman, restaurant owner, two children, divorced, experiencing intimate partner violence, age 45*
3. Adult woman, refugee, living in shelter, 2 children, age 30*
4. Young Girl, psychological disability, attends art therapy run by a local CSO, age 10*
5. Young Woman, Roma, living with her boyfriend in a big city, pregnant, age 20*
6. Adolescent boy, using wheelchair, participates in community project, lives in city, age 14*
7. Young Man, ethnic minority, refugee from conflict area, doesn't speak local language, age 16*
8. Adult Man, NGO worker, university education, married, living in countryside, 2 children, age 35*
9. Adult man, Member of Parliament in national government, living in capital city, married 2 children aged 45 *
10. Adult Woman, university lecturer and political activist, living in city, married, age 45
11. Young Woman, ethnic minority, university education, working as intern at INGO in city, pregnant, age 18
12. Adult Woman, sells used clothing at market in a city, widowed, 2 children age 38
13. Adult woman, leads women's rights projects in countryside as a volunteer, married, no children, age 40
14. Young woman in school, parents struggling financially, planning to leave school/university to work, age 18
15. Young Woman, trafficked for prostitution, living in city, aged 19
16. Adolescent Girl, separated from her family, living in refugee camp, aged 15
17. Adult man, closeted gay, working for a local authority in municipality, age 35
18. Adult Man, amputee, refugee, not working, living alone in countryside, age 66
19. Adult man, works as driver for an international NGO, wife and young baby, living in city, age 27
20. Adult Man, works as human rights lawyer for UN, living in capital city, aged 50
21. Adult Man, working as security guard in refugee shelter, aged 2
22. Young man, university education, working as intern in a national NGO in a city, age 21

Handout 4: Acceptable or Not Acceptable Conduct

Variation to complement or replace Exercise 3b: Acceptable Not Acceptable Conduct
[Handout 4]

Preparation:

- Review and adapt the examples to make these relevant to your organisation's work, and the organisational code of conduct or safeguarding policy. Prepare the answers for yourself beforehand. Consult the examples and answers with another person in charge in your organisation, e.g., human resources manager, or programme/project coordinator.
- Change the exercise title in **slide #17**.

Facilitation Instructions:

- Ask participants to build small groups or pairs [depending on the number of participants]. Handout to each group the examples of behaviours which you have prepared and printed out before. Ask participants to discuss in groups/pairs each example and decide whether this is:
 - acceptable or not acceptable conduct/behaviour,
 - what type of misconduct it is or may lead to [e.g., sexual harassment, discrimination, bullying etc.], and why you decided this way.
- Follow up with a plenary discussion by asking how the groups decided about each behaviour.

Finish the session by saying that we have learned how we can promote ethical behaviour in relation to people we help, work and interact with. Mention that breaches of code of conduct must be reported as other safeguarding concerns and this is what we will cover in next session.

Please discuss in pairs and decide:

- whether each of the behaviour is acceptable or not,
- what type of misconduct it is or may lead to (e.g., sexual harassment, discrimination, bullying, etc.),
- why you decided this way.



| Examples | Acceptable? Yes/No | Why? | What type of abuse this may lead to |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------|-------------------------------------------------|
| <p>1. A male volunteer provided advice to 17-year-old female refugee who was very upset and crying as she needs a job. The volunteer holds her and seems to calm her down. The volunteer also gave her a hug to comfort her. There were no protests. The volunteer also said he would try to help her to quickly get a job.</p> | | | |
| <p>2. A female manager criticizes a female cleaning staff member in the office in front of others.</p> | | | |
| <p>3. A female manager makes fun of a foreign female intern's accent in a team meeting.</p> | | | |
| <p>4. A 25-year-old male Grants Officer comes back to office from a meeting with partner organisation. The male Finance Director tells him that he needs him to work this evening preparing for the finance audit. He says that he will not reimburse him for his travel expenses unless he stays late to work.</p> | | | |
| <p>5. A male staff member has a habit of talking about his sex life in the office, and he likes to tell jokes about it. Many staff think he is funny and entertaining and are not bothered by it. Some of the women feel uncomfortable with his behaviour.</p> | | | |
| <p>6. A male colleague keeps asking a female co-worker to go for tea after work. When the co-workers say no, he says that he thought they were friends and starts talking badly about her to others in the office saying she is very arrogant.</p> | | | |
| <p>7. A Consultant was hired to conduct evaluation of a project with a focus on beneficiary satisfaction. This involves the consultant travelling to various locations where he will spend three days interviewing beneficiaries. In the evenings the consultant visits a bar and engages the services of paid sex workers.</p> | | | |

Handout 5: Case Scenarios of Safeguarding Abuses

Programme participants reports abuse by staff member.

You are the coordinator of a Safe Healing and Learning Space project. On one of your visits to a project, a teenage boy complains that a project staff project staff was mocking him. When you brought the subject with the member of staff, she gets angry and demands to know who told you this. She names the boy that she thinks has told you and warns you that he is always making up stories. **What do you do?**

1. Concern about sexual harassment of women staff by a male staff member in workplace

You are a senior staff member and observe that two junior women staff seem upset and withdrawn but you do not know why. One of them talks to another female colleague and explains that the male HR manager has made comments to them like **'you look good in those tight-fitting clothes'**. However, she does not want to make a formal report as is she is concerned that she might lose her job if she reports it. **What do you do?**

2. Woman programme participant reports sexual abuse perpetrated by a local authority worker

You are a coordinator of a project involving young refugees. A young woman project participant asks to speak to you at the end of a project workshop. She reports that she was sexually abused by a local security worker a few weeks ago, who is also involved in the project. **What do you do?**

3. Concern raised by a partner staff member about the behaviour of the partner organisation's director

You are the partnership coordinator in your organisation and when you are visiting the venue where the project implemented with a partner organisation takes place, a young woman staff member tells you that she has been offered a promotion by the Director, but he wants her to go out for a drink to discuss it and has told her not to tell anybody. **What do you do?**

Handout 6: Guidance for response to a report of abuse

Note to participant: This guidance helps practice Psychological First Aid which is an important tool to know when someone discloses to you their experience of sexual abuse. It can be also used for a disclosure of non-sexual abuse. If you are interested in enhancing your response skills, check the user-friendly **Pocket Guide for Humanitarian Practitioners** with a step-by-step guidance in various languages:

Do's and Don'ts and what to say when receiving a report of abuse

| DO | DON'T |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Stay calm and help the other person stay calm. • Try to find a quiet place to talk where no one else can overhear you both. • Listen carefully and only ask questions to clarify what is being said to you (do not ask for details). • Reassure the person that, in disclosing the abuse, they have done the right thing. • Let them know what you can do to help and explain the next steps you will take. • Give information in a way that the person can understand – keep it simple. • Respect the person's privacy and keep the person's story confidential (and explain any mandatory reporting). • Be aware of your own prejudices. If someone reports sexual abuse or harassment, emphasise that what happened to them is not their fault. • Respect the person's privacy. • Make a detailed note of what you have been told. Use the person's own words to describe the incident. • Consider carefully who to discuss with or report the information to avoid risk of further harm to survivor. Explain this to the survivor on a case-by-case basis, asking for their consent before they share this with anyone. | <ul style="list-style-type: none"> • Panic. • Dismiss the concern. • Promise not to tell anyone or say you'll keep it a secret. • Make negative comments about the accused person. • Make assumptions or speculate. • Give false promises or false reassurances of confidentiality. • Disclose details of the allegation to anyone else other than a Safeguarding Focal Point or another relevant person in the organisation. • Don't give advice on what the person 'should do' or who they should 'speak to or report to'. Limit your actions to give information and referring when they have agreed. |

- **Seek help or counselling for yourself if you need support.**

Examples of what to say when applying the Psychological First Aid¹⁶

LOOK

- Does this place feel OK for you? Is there another place where you would feel better? Do you feel comfortable having a conversation here?
- Would you like some water? Please feel free to have a seat.

LISTEN

- How can I support you?
- As a staff member of [organisation] I have the responsibility to report serious misconduct by staff or anyone associated with our organisation. I can keep your personal information [name] confidential and don't mention it, but I may need to report what happened. Everything will be kept strictly confidential. Please share with me whatever you want to share.
- Do not feel pressure to make any decisions now. You can think about things and always change your mind in the future.
- You do not need to tell me about your experience in order for me to provide you with information on support available to you.
- I'm very sorry this happened to you.

LINK

- I can provide you with the information that I have. There are some people/organisations that may be able to provide some support to you and/or your family. Would you like to know about them?
- You can report the incident and I or someone else in the organisation can support you if you would like to. Here is the information how to do it. I cannot talk to anyone on your behalf to try to resolve the situation.
- Here are the details of the service including the location, times that the service is open. These services are free of charge.
- Is there anyone that you trust that you can go to for support, maybe a family member or a friend? Would you like to use my phone to call anyone that you need at this moment?

¹⁶ Adapted from Inter-Agency Standing Committee, *How to support a survivor of gender-based violence when there is no GBV actor in your area* (2018)

Annex II: Resources and Tools

The list below includes some resources can be used during preparation and for content adaptation.

| Theme | Resource |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gender issues, gender-based violence | European Institute for Gender Equality, 2013, <i>A study of collected narratives on gender perceptions in the 27 EU Member States</i> |
| | Inter-Agency Standing Committee (IASC), 2018, <i>How to support a survivor of gender-based violence when there is no GBV actor in your area</i> Step-by-step guidance in multiple languages incl. in Romanian, Ukrainian and Polish. |
| | <u>OSCE, 2018, OSCE-led Survey on the Well-being and Safety of Women in South Eastern Europe and Eastern Europe</u> Findings of a Survey looking at Violence against Women and Girls in Eastern Europe |
| Child safeguarding | Keeping Children Safe, (undated) <u>The International Child Safeguarding Standards and How to Implement Them</u> Sets out the four international child safeguarding standards and how to implement them |
| Discrimination | Safeguarding RSH Eastern Europe, 2022, <i>Safeguarding the Roma Community in Ukraine and as refugees in Poland, Romania, and Moldova.</i> A small summary of discrimination against Roma in Ukrainian Refugee Response |
| Psychosocial support | International Federation of the Red Cross (IFRC): <u>Psychosocial Support Centre,</u> A wide range of useful resources and tools about caring for staff and volunteers |
| | IFRC: <u>Let's Talk about Psychological First Aid in Ukrainian</u> A short video explaining Psychological First Aid |
| Terminology | CLEAR <u>Global PSEA Glossary,</u> A multilingual glossary of PSEA terminology in 32 languages. |