



Handout One: Bystander Intervention Scenarios

Bystander Intervention: Scenario One

Miguel is new to the team on a civil society development project based in the capital city. One day, after coming back to the office from a field visit, some team members are discussing how beautiful the young female program participants are, which Miguel finds disturbing.

One colleague in particular, George, who is known as a “ladies man” is bragging the next day about all of his girlfriends and is sharing their profile pictures on social media around the office.

Discuss with your group:

1. **Notice** the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?

2. **Consider** whether the situation demands intervention:

- Does the behavior put the person at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.

4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options-- *Direct, Distract, Dive Deeper, Delegate*.

5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?



Bystander Intervention: Scenario Two

Lee 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 people feel uncomfortable with Lee's behavior, so they ignore him.

Discuss with your group:

1. **Notice** the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?

2. **Consider** whether the situation demands intervention:

- Does the behavior put the target at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.

4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options-- *Direct, Distract, Dive Deeper, Delegate*.

5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

Bystander Intervention: Scenario Three

Rose is a 9 year-old girl who is often left in the care of her blind grandmother. A middle-aged man, Maung, is the lead of the soccer club at a school that an INGO has established. Maung often visits Rose and her grandmother to bring them sweets and other gifts.

A local aid worker, Seikmon, notices that Maung visits Rose and her grandmother often and finds the visits inappropriate.

Discuss with your group:

1. **Notice** the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?

2. **Consider** whether the situation demands intervention:

- Does the behavior put the target at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.

4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options—*Direct, Distract, Dive Deeper, Delegate*.

5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

Bystander Intervention: Scenario Four

Sexual Exploitation Scenario

Erika has been working at the project office for several months now. Recently, she has become disturbed by some of the actions of one of her colleagues, James. James often makes comments about “how lovely” women are and one day she catches him looking at some pornographic images on his personal phone.

Erika notices that James often goes out into the rural areas in the staff vehicle to talk with young girls. One day she runs into James at a local bar with what looks to be an underage girl. They both appear to be drunk.

Discuss with your group:

1. **Notice** the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?
2. **Consider** whether the situation demands intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options—*Direct, Distract, Dive Deeper, Delegate*.
5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?



Bystander Intervention: Scenario Five

Sexual Exploitation/ Trafficking Scenario

You are a local aid worker. During food aid distribution one day you are at the checkpoint making sure the line moves smoothly while your colleague Patrick is handing out the goods. Patrick keeps making jokes and flirting with the women who come up to him in the line, even telling mothers that they should let their daughters marry him. Everyone seems to laugh and think it is a joke, and the young girls seem to like the attention.

Discuss with your group:

1. **Notice** the behavior along a continuum of actions. What were the **early warning signs** of inappropriate behavior or words?
2. **Consider** whether the situation demands intervention:
 - Does the behavior put the target at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?
 - If someone treated a family member or close friend this way, would you intervene?

If you answered yes to any of these questions, then the answer is yes, intervention is necessary.

3. **Decide** who has the responsibility to act. Discuss all the different people who could intervene in this situation. Discuss the risks and benefits of taking action.
4. **Choose** how to help. Discuss what an intervention might look like in each of the 4 D options-- *Direct, Distract, Dive Deeper, Delegate*.
5. **Implement** the choice safely. What resources might be needed to make sure the intervention is conducted safely and without retribution?

Handout Two: Safe Recruitment Job Descriptions

JOB DESCRIPTION

POSITION TITLE: Driver

DEPARTMENT: Operations

REPORTS TO: Logistics & Transportation Officer/Manager

STATUS: Full-time

OBJECTIVE

The Driver will be responsible for the operation of a passenger motor vehicle in accordance with the Driving Instruction Manual, to transport project and/or associated project personnel and official visitors to and from offices, guest houses, and areas of the organization's operation.

PRIMARY DUTIES AND RESPONSIBILITIES

- Operates motor vehicles to transport passengers or cargo
- Drives project and project-related personnel to project sites within the base location, and throughout the project implementation area for project activities, including official site visits
- Observes all company vehicle utilization policies and country traffic laws
- Maintains project vehicle, keeps accurate records and follows a schedule of routine maintenance, cleaning, etc.
- Performs project routine business around the province, such as receiving and delivering official project documentation to and from district offices
- Makes arrangements for repairs, maintenance and improvements to the office, as requested by the project management

EDUCATION, TECHNICAL SKILLS & KNOWLEDGE REQUIRED

- Prior NGO experience as a driver
- Ability to read and write in English
- Valid country driver's license
- Working knowledge of traffic laws and traffic patterns
- Experience in driving through the remote parts of the country
- The ability to communicate in English



JOB DESCRIPTION

POSITION TITLE: Water, Sanitation and Hygiene (WASH) Technician

DEPARTMENT: Operations

REPORTS TO: Program Manager

LOCATION:

STATUS: Full-time

OBJECTIVE

The WASH Technician acts as a liaison between WASH field program activities and Program Managers and will oversee program structure, resource management, report submission and daily programmatic activities.

PRIMARY DUTIES AND RESPONSIBILITIES

1. Identifies water and sanitation needs in selected sites
2. Oversees and monitors water and sanitation staff in the field
3. Monitors and evaluates water and sanitation inputs and activities, delivery and results
4. Provides training to staff and community on improved water use and sanitation practices and procedures
5. Hires local staff for various activities and projects

EDUCATION, TECHNICAL SKILLS & KNOWLEDGE REQUIRED

- Degree in Civil Engineering, Construction/Building Management, Infrastructure Management, or related degree
- Minimum 5 years of experience including supervisory experience
- Willingness to work a minimum of 75% of time outside operational base
- Demonstrated strong analytical skills
- Experience with report writing, and using monitoring and evaluation tools, and electronic spreadsheets
- Experience working with NGOs preferred
- Proficiency in English
- Flexible, motivated, team player.



JOB DESCRIPTION

POSITION TITLE: Finance Officer

DEPARTMENT: Finance/Admin

REPORTS TO: Finance Director

LOCATION:

STATUS: Full-time

OBJECTIVE

The Finance Officer performs administrative and financial duties at the field site and ensures that financial and administrative procedures are conducted in accordance with the organization's policy and that monthly reports are submitted in a timely and detailed manner.

PRIMARY DUTIES AND RESPONSIBILITIES

- Records and monitors all field financial transactions in accordance with established policies and procedures
- Manages field accounts and requests for money for program projects
- Ensures that receipts are obtained for all expenditures and records transactions in accordance with established procedures.
- Establishes and maintains cash receipt filing procedures
- Pays casual workers on a weekly basis
- Prepares financial and other reports as instructed

EDUCATION, TECHNICAL SKILLS & KNOWLEDGE REQUIRED

- Formal education in accounting and administrative procedures
- Four (4) years of bookkeeping experience, and experience in using standard computer software such as word processing and electronic spreadsheets.
- Ability to communicate and write reports in English
- Good personal qualities including a cooperative and flexible attitude and being a good team player



JOB DESCRIPTION

POSITION TITLE: Health Care Coordinator

DEPARTMENT: Medical Unit

REPORTS TO: Director

LOCATION:

STATUS: Full-time

OBJECTIVE

The Health Care Coordinator helps address primary health care needs of the community and oversees program structure, resource management, report submission and daily programmatic activities.

PRIMARY DUTIES AND RESPONSIBILITIES

1. Provides primary and emergency health care to participants in selected sites
2. Supervises health care staff in the field
3. Hires casual workers to conduct door-to-door community health surveys
4. Monitors and evaluates health programming activities, delivery and results
5. Provides training to staff and participants on improved health practices and procedures
6. Coordinates and cooperates with local staff from other NGOs, donors and government ministries

EDUCATION, TECHNICAL SKILLS & KNOWLEDGE REQUIRED

- Degree in Nursing, Public Health, Health Administration or related field
- Minimum 10 years of experience including supervisory experience
- Willingness to work a minimum of 75% of time outside operational base
- Experience working in high stress, post-conflict environment
- Demonstrated strong analytical skills
- Experience working with NGOs
- Proficiency in English
- Flexible, motivated, team player

Handout Three: Interviewing for Safe Recruitment

POSITION:

Interview Question	Possible Answers	Warning Signs
1. <i>In this role you are applying for, how do you believe our Code of Conduct applies to you?</i>		
2. <i>Have you ever been named in a sexual exploitation, harassment, or abuse concern with any of your past employers?</i>		
3. <i>What do you think are acceptable boundaries of behavior with children and adults at risk?</i>		
4. <i>Were you ever in a situation where you had to report a violation of a Code of Conduct?</i>		
5. <i>What would you do if you observed a colleague breaching our Code of Conduct?</i>		



Handout Four: Conducting References and Background Checks for Safe Recruitment

CONDUCTING REFERENCE AND BACKGROUND CHECKS

Most organizations have policies on reference and background checks. Here are some key considerations:

- Always request names of prior supervisors and call them directly whenever possible.
- If you check references by email, make sure that the email addresses look legitimate with a business email address that can be verified.
- If you receive a written reference from an applicant, verify it by calling the person.
- Review the candidate's written references to make sure they have not been completed by the same person. This can often be easily detected when all the references have the same words and expressions for many of the questions.

Some sample reference questions to determine if there is a record of Code of Conduct concerns about the candidate:

- (NAME) is being considered for (POSITION NAME) at our organization. In this position they will be working with children and adults at risk (or add more specific information about their role with vulnerable people). Do you have any concerns about (NAME) working with this population?
- Were any disciplinary actions taken against (NAME) while employed by you? If yes, ask: Were any of the disciplinary actions related to a breach of your Code of Conduct or professional behavior standards?
- Is (NAME) eligible for rehire with your organization? Note: Some organizations will only provide minimal information on candidates. However, generally an employer will indicate if the person is eligible for rehire. If they are not eligible for rehire, this is a potential warning signal and should be followed up on with the candidate.

Background checks

Many organizations utilize a third-party service for criminal background checks. If your organization does not have this capability, local police checks should be conducted.

Social Media: Some organizations will check into the candidate's postings and other information found on various social media sites. Good information can be found on a candidate this way through the information they post. Caution must be taken, however, to verify that you are checking on the right person, and not someone else who may have the same name.

For those organizations who participate in the Interagency Misconduct Disclosure Scheme, you can include reference to how the organization integrates that form of reference check in its policies. <https://www.schr.info/the-misconduct-disclosure-scheme>

Handout Five: Checklist for Safe Recruitment, Contracting and Performance Management⁶

- Include a sentence in job announcements to notify candidates that background and reference checks will be conducted and ethics is part of annual performance appraisals
- Require applicants to self-declare prior issues of sexual or other misconduct, termination of past employment, criminal records, and concerns registered with government authorities regarding contact with children, and to consent to the disclosure of any such information by their former employers during verification of references
- Conduct background checks (for example, police records, Google searches) and contact references to vet for former misconduct in accordance with local laws regarding employment, privacy and data protection
- Ensure gender-balanced interview panels during hiring processes and conduct gender neutral interviews
- Ask candidates interview questions about ethics and ethical dilemmas (for example, What's your idea of an ethical organization? Tell me about a time when you faced an ethical challenge)
- Require candidates to review and sign the organization's Code of Conduct before being offered a contract. Include a PSEA clause in employment contracts, including when subcontracting
- Outline disciplinary measures in the event of proven SEAH allegations (for example, termination of contract)
- Include training in PSEA as part of the onboarding process and provide refresher courses at regular intervals during employment tenure
- Include adherence to organization's Code of Conduct (for example participation in PSEA trainings) in performance appraisals of staff
- Include in the performance appraisals of senior staff their effectiveness in creating and maintaining an environment that prevents and responds to SEAH
- Freeze professional advancement/recruitment opportunities of individuals under investigation
- In cases of confirmed misconduct, take robust disciplinary action (for example, dismissal, suspension, written censure or other administrative/corrective measures) and, where this involves possible criminal conduct, consider reporting the incident to local law enforcement authorities
- Maintain an internal database documenting any disciplinary measures on personnel, including dismissals, to avoid rehiring them at a later point in time. Systematically share relevant information of personnel known to have committed SEAH with other potential employers during background checks, to the extent legally possible.

⁶ Based on IASC, PSEA-MOS, January 2016; IASC, Summary of IASC Good Practices: Preventing Sexual Exploitation and Abuse and Sexual Harassment and Abuse of Aid Workers, May 2018.

Handout Six: Risk Management and Assessment Plan

Safe Programming, Risk Management and Assessment Plan			
	<i>Name of project</i>		
List key project activities in your implementation/work plan.			
Risk Management Steps	1. Understand <i>how projects work</i>	2. Identify <i>Risks of SEA</i>	3. Mitigate <i>Risks of SEA</i>
	<i>Detail</i>	<i>Potential or actual risk to community, partners, volunteers, employees</i>	<i>How might these be prevented, mitigated or managed?</i>
External Context			
1. List any observations on attitudes or behaviors in project locations that may make is easier for staff/volunteers to exploit or abuse people, such as attitudes towards child marriage, transactional sex and gender-based violence.			

<p>2. What are the languages spoken in project areas and are they taken into account in project activities?</p>			
<p>3. Is there a good court system that people regularly report sexual violence to and have their cases prosecuted?</p>			
<p>4. Do women actively participate in all aspects of societal life?</p>			
<p>People</p>			
<p>5. What is the profile of your staff and volunteers? Is there gender balance?</p>			
<p>6. What is line management structure including community volunteers? How are field teams supervised? How are field offices supervised from main offices?</p>			

<p>7. What is the profile of program participants? Who is being targeted for assistance?</p>			
<p>8. Does the project activity involve children, young people or adults at risk?</p>			
<p>How the Program Operates</p>			
<p>9. What contact will employees and volunteers (all types) have with project participants? And broader members of the community?</p>			
<p>10. Will contact between employees/ volunteers and program participants ever be one to one /unsupervised?</p>			
<p>11. Will the project involve employees or volunteers visiting beneficiaries, including children, in their homes?</p>			

<p>12. Will parents/caregivers be present during activities with children or are employees/volunteers taking responsibility for children during activities?</p>			
<p>13. Will project activities include distribution of money or goods such as cash transfer, food, water, shelter, etc.?</p>			
<p>14. Will employees or volunteers control or influence access to services such as livelihood opportunities, health care or education?</p>			
<p>15. Will volunteers and employees be expected to communicate with primary beneficiaries via any digital communication platform – Facebook, WhatsApp, email etc.?</p>			
<p>16. Will primary beneficiaries be photographed, filmed or asked to share their stories?</p>			

17. Are staff interacting with program participants in preferred language? How are marginalized languages addressed in activities?			
18. Other PSEA considerations...			

Annex: Pre- and Post- Tests

This page is intentionally left blank. Pre- and post- test begin on the following page.

Module 2 - Pre-Test – Bystander Intervention Participant Version

Thank you for completing this pre-test. Your responses will help us improve future training programs, as well as assess how much knowledge you have acquired in attending this training. This information is confidential and for training assessment purposes only.

1. Identify four reasons why people may not step in to help someone who is subject to harmful or abusive behavior, especially when others are present.

2. Which of the following are cultural considerations that may be relevant for bystander intervention:
 - a. Cultural norms around direct versus indirect communication.
 - b. Power hierarchy, for example the acceptability of confronting someone in a position of power.
 - c. Saving face, the idea of never shaming someone in front of others.
 - d. The importance of the community versus the individual, for example not wanting to disrupt harmony in the community for the sake of one person.
 - e. All of the above

3. Human behavior can be viewed on a continuum with professional, respectful and safe, behavior on one side; and abusive, exploitative behavior on the other end. Bystander intervention is most effective when (choose one):
 - a. Conducted early on, before the behavior escalates to more severe behavior.
 - b. Conducted in a public setting.
 - c. Only when the behavior is very bad and definitely a policy violation.
 - d. None of the above

4. Put the 5 steps of bystander intervention in the correct order:
 Decide who has the responsibility to act.
 Implement the choice safely.
 Choose how to help among the following options: Direct, Disrupt, Dive Deeper, Delegate/Report.
 Consider whether the situation demands intervention by asking yourself these questions:
 - Does the behavior put the person targeted at risk of emotional or physical harm?
 - Does the behavior violate the workplace policies and/or values?

- If someone treated a family member or close friend this way, would you intervene?

_____ Notice the behavior along a continuum of actions.

5. Bystander Intervention Scenario:

Several staff have been working at a project school site for a few weeks. You heard that one of the local teachers is known for making inappropriate sexual advances toward others. One day as you are leaving the site, you notice that this teacher has one of your colleague's cornered and is speaking to her closely in a low, hushed tone. You are able to make eye-contact with her and you can tell that she feels uncomfortable in this situation. What would an example of a direct intervention strategy in this scenario be?

Module 2 – Bystander Intervention

Facilitator Answer Key

1. Identify four reasons why people may not step in to help someone who is subject to harmful or abusive behavior, especially when others are present. (8 Points: 2 points for each correct answer)

- They think someone else who is more qualified will help.
- Fear of embarrassment. Maybe the person is not actually in need of help and their assistance will be rejected.
- They think it is not their responsibility.
- Believe that it is a private matter.
- Fear of harm/ It is too dangerous.
- Fear that they might get in trouble. Authorities could assume they are involved in the harm.
- They are in a position of low power themselves and feel that there is nothing they can do to help.

(Any answer that conveys these main concepts is acceptable)

2. The following are cultural considerations that may be relevant for bystander intervention: (8 Points: 8 points for the correct answer, e. All of the above. 2 points for one correct answer.)

- a. Cultural norms around direct versus indirect communication.
- b. Power hierarchy, for example the acceptability of confronting someone in a position of power.
- c. Saving face, the idea of never shaming someone in front of others.
- d. The importance of the community versus the individual, for example not wanting to disrupt harmony in the community for the sake of one person.
- e. All of the above

3. Human behavior can be viewed on a continuum with professional, respectful and safe, behavior on one side; and abusive, exploitative behaviour on the other end. Bystander intervention is most effective when (choose one): (8 Points for the correct answer)

- a. Conducted early on, before the behavior escalates to more severe behavior.
- b. Conducted in a public setting.
- c. Only when the behavior is very bad and definitely a policy violation.
- d. None of the above

**4. Put the 5 steps of bystander intervention in the correct order:
(8 Points Total)**

1. Notice the behavior along a continuum of actions.

2. Consider whether the situation demands intervention by asking yourself these questions:

- ✓ Does the behavior put the person targeted at risk of emotional or physical harm?
- ✓ Does the behavior violate the workplace policies and/or values?
- ✓ If someone treated a family member or close friend this way, would you intervene?

3. Decide who has the responsibility to act.

4. Choose how to help among the following options: Direct, Disrupt, Dive Deeper, Delegate/Report.

5. Implement the choice safely.

5. Bystander Intervention Scenario:

Several staff have been working at a project school site for a few weeks. You heard that one of the local teachers is known for making inappropriate sexual advances toward others. One day as you are leaving the site, you notice that this teacher has one of your colleague's cornered and is speaking to her closely in a low, hushed tone. You are able to make eye-contact with her and you can tell that she feels uncomfortable in this situation. What would an example of a direct intervention strategy in this scenario be? (8 Points Total)

- Ask, text or call colleague:
 - Can I walk you home?
 - Are you doing okay?
- Ask teacher a question

(Any answer that would directly address the situation and stop it from happening in the moment is acceptable.)

Module 2 - Post-Test – Bystander Intervention Participant Version

Thank you for completing this post-test. Your responses will help us improve future training programs, as well as assess how much knowledge you have acquired in attending this training. This information is confidential and for training assessment purposes only.

1. Identify four reasons why people may not step in to help someone who is subject to harmful or abusive behavior, especially when others are present.

2. The following are cultural considerations that may be relevant for bystander intervention:
 - a. Cultural norms around direct versus indirect communication.
 - b. Power hierarchy, for example the acceptability of confronting someone in a position of power.
 - c. Saving face, the idea of never shaming someone in front of others.
 - d. The importance of the community versus the individual, for example not wanting to disrupt harmony in the community for the sake of one person.
 - e. All of the above

3. Human behavior can be viewed on a continuum with professional, respectful and safe, behavior on one side; and abusive, exploitative behavior on the other end. Bystander intervention is most effective when (choose one):
 - a. Conducted early on, before the behavior escalates to more severe behavior.
 - b. Conducted in a public setting.
 - c. Only when the behavior is very bad and definitely a policy violation.
 - d. None of the above

4. Put the 5 steps of bystander intervention in the correct order:

___ Decide who has the responsibility to act.

___ Implement the choice safely.

___ Choose how to help among the following options: Direct, Disrupt, Dive Deeper, Delegate/Report.

___ Consider whether the situation demands intervention by asking yourself these questions:

- Does the behavior put the person targeted at risk of emotional or physical harm?
- Does the behavior violate the workplace policies and/or values?

- If someone treated a family member or close friend this way, would you intervene?
- Does the behavior violate the workplace policies and/or values?
- If someone treated a family member or close friend this way, would you intervene?

_____ Notice the behavior along a continuum of actions.

5. Bystander Intervention Scenario:

Several staff have been working at a project school site for a few weeks. You heard that one of the local teachers is known for making inappropriate sexual advances toward others. One day as you are leaving the site, you notice that this teacher has one of your colleague's cornered and is speaking to her closely in a low, hushed tone. You are able to make eye-contact with her and you can tell that she feels uncomfortable in this situation. What would an example of a direct intervention strategy in this scenario be?

Outcome Evaluation – Bystander Intervention

1. How would you rate your knowledge, skills and confidence on the topic of the “Bystander Effect”?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

2. How would you rate your knowledge, skills and confidence on the topic of the bystander effect and culture?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

3. How would you rate your knowledge, skills and confidence on the topic of the “Behavior Continuum”?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

4. How would you rate your knowledge, skills and confidence on the topic of determining whether a situation demands intervention?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

5. How would you rate your knowledge, skills and confidence on the topic of deciding who has the responsibility to act on a situation of inappropriate behavior?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

6. How would you rate your knowledge, skills and confidence on the topic of how to choose to help?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

7. How would you rate your knowledge, skills and confidence on the topic of how to implement your choice to intervene safely?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

Training Evaluation – Bystander Intervention

This section helps us understand how future workshops may need to be adjusted to best respond to participants' needs. Please circle the number that best describes your experience.

The training content was relevant.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training content was comprehensive.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training content was easy to understand.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Workshop handouts supported presentation material.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Training handouts provided useful additional information.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Training handouts were clear and well-organized.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training was well-paced.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training was a good mix of listening and group activities.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The group activities were useful learning experiences.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The facilitator was knowledgeable.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The facilitator was responsive to participants' questions.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

What did you like best about this workshop?

Do you have any specific recommendations for improving this course?

What further training or support would you like to have?

Additional Comments:

Module 2 - Pre-Test – Safe Recruitment and Selection Participant Form

1. When thinking about safe recruitment and selection, name a possible warning sign on an employment application or resume.

2. Where would be the best starting point for reducing SEA risks in positions?

3. In the case of an emergency response, when candidates need to be hired quickly, it would be acceptable to forego the reference and background checks so people's lives can be saved. True or false? Circle the correct answer.

True

False

4. One strategy for lowering SEA risk is having gender balance in the workforce. Name two ways you could encourage more women candidates to apply.

5. The interviewing process itself can pose sexual exploitation risks to job candidates, especially for women, where an exchange of sexual favors is required to get the position. Name two ways women could be protected during the interviewing process.

Module 2 - Safe Recruitment and Selection

Facilitator Answer Key

1. **When thinking about safe recruitment and selection, name a possible warning sign on an employment application or resume. (10 points for a correct answer)**

- Unexplained long gaps in employment
- Having many positions in a short amount of time
- List of references that does not include supervisors

(Any answer that conveys these main concepts is acceptable)

2. **Where would be the best starting point for reducing SEA risks in positions? (8 points for the correct answer)**

The best starting point is with the job description. The job description should be reviewed to modify any responsibilities that provide opportunities for prohibited behavior.

3. **In the case of an emergency response, when candidates need to be hired quickly, it would be acceptable to forego the reference and background checks so people's lives can be saved. True or false? Circle the correct answer. (2 points for the correct answer)**

False. It is never acceptable to forego hiring due diligence, even in an emergency. Organization should be prepared for these situations such as having a roster of pre-vetted candidates for emergencies. Even in emergency situations, reference and background checks can be done within a week.

4. **One strategy for lowering SEA risk is having gender balance in the workforce. Name two ways you could encourage more women candidates to apply. (10 Points Total: 5 points for each correct answer)**

- Ensure job descriptions do not have qualifications that unnecessarily exclude women
- Have "family friendly" policies
- Advertise job vacancies in areas frequented by women
- Have a statement in advertisements that encourages women to apply
- Consider apprenticeship opportunities for women to work in non-traditional jobs

(Any answer that conveys these main concepts is acceptable)

5. The interviewing process itself can pose sexual exploitation risks to job candidates, especially for women, where an exchange of sexual favors is required to get the position. Name two ways women could be protected during the interviewing process.

(10 Points Total: 5 points for each correct answer)

- There should never be only one person involved in the interview and selection process
- Hiring panels should include men and women
- Women should not be interviewed in private rooms alone with a man.
- Monitoring and spot checking of the recruitment processes should be conducted to ensure that recruitment policies are being followed

(Any answer that conveys these main concepts is acceptable)



Module 2 - Post-Test – Safe Recruitment and Selection Participant Version

Thank you for completing this post-test. Your responses will help us improve future training programs, as well as assess how much knowledge you have acquired in attending this training. This information is confidential and for training assessment purposes only.

1. **When thinking about safe recruitment and selection, name a possible warning sign on an employment application or resume.**

2. **Where would be the best starting point for reducing SEA risks in positions?**

3. **In the case of an emergency response, when candidates need to be hired quickly, it would be acceptable to forego the reference and background checks so people's lives can be saved. True or false? Circle the correct answer.**

True

False

4. **One strategy for lowering SEA risk is having gender balance in the workforce. Name two ways you could encourage more women candidates to apply.**

5. **The interviewing process itself can pose sexual exploitation risks to job candidates, especially for women, where an exchange of sexual favors is required to get the position. Name two ways women could be protected during the interviewing process.**

Outcome Evaluation – Safe Recruitment

1. How would you rate your knowledge, skills and confidence on the topic of identifying and mitigating SEA risks in positions?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

2. How would you rate your knowledge, skills and confidence on the topic of reducing barriers to employment for women?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

3. How would you rate your knowledge, skills and confidence on the topic of reducing the impact of SEA through job vacancy advertisements?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

4. How would you rate your knowledge, skills and confidence on the topic of interviewing for safe recruitment?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

5. How would you rate your knowledge, skills and confidence on the topic of conducting reference and background checks to determine candidate suitability?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

6. How would you rate your knowledge, skills and confidence on the topic of preventing SEA risks, especially to women, in the interviewing process?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

7. How would you rate your knowledge, skills and confidence on the topic of proper SEA screening during emergencies or when hiring temporary, casual, or community workers?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

Training Evaluation – Safe Recruitment

This section helps us understand how future workshops may need to be adjusted to best respond to participants' needs. Please circle the number that best describes your experience.

The training content was relevant.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training content was comprehensive.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training content was easy to understand.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Workshop handouts supported presentation material.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Training handouts provided useful additional information.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Training handouts were clear and well-organized.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training was well-paced.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The training was a good mix of listening and group activities.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The group activities were useful learning experiences.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The facilitator was knowledgeable.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

The facilitator was responsive to participants' questions.

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

What did you like best about this workshop?

Do you have any specific recommendations for improving this course?

What further training or support would you like to have?

Additional Comments:

Module 2 - Pre-Test – Safe Programming Participant Form

1. How do you define “risk”?

2. What are the three main objectives of Preventing Sexual and Abuse (SEA)?

3. What are the four steps in Risk Management Approach to PSEA?

4. Describe how External Context, People and Program are taken into account when understanding and identifying risks of SEA in program operations.

5. Name four common themes for mitigation approaches to PSEA.

Module 2 - Safe Programming

Facilitator Answer Key

1. How do you define “risk”?

(7 points for the correct answer)

Risk is “the effect of uncertainty on objectives.” Another way to think about it is “the possibility that something bad is happening.” A risk is a threat or uncertainty that potentially impacts the accomplishment of the objectives.

(Any answer that conveys a similar definition of risk is acceptable)

2. What are the three main objectives of Preventing Sexual and Abuse (SEA)?
(3 Points Total: one point for each correct answer)

1. Prevent SEA from occurring at all
2. Hold people accountable for SEA violations when they do occur
3. Support victims/survivors of SEA violations

(Any answer that conveys the three main concepts—prevention, accountability for perpetrators and support for victims/survivors is acceptable)

3. What are the four steps in Risk Management Approach to PSEA?
(10 Points Total: 2 points for each step)

1. Understanding how the program operates and the areas where risk can show up in a project.
2. Identifying the risks: Name the specific ways in which the harm from the risk might occur.
3. Mitigate the risk: Identify realistic (time and resource appropriate) ways to mitigate risks, especially through standards of behaviors and standard operating procedures
4. Monitor the risk: Develop a monitoring plan (or incorporate it into other monitoring activities) to understand if the treatments are: (1) being followed; and (2) being effective at minimizing risk)

(Any answer that identifies the four main steps—Understanding, Identifying, Mitigate and Monitor—is acceptable)

4. Describe how External Context, People and Program are taken into account when understanding and identifying risks of SEA in program operations. (12 Points Total: 3 points for each correct answer)

External Context: This provides the backdrop for the other pieces of analysis. It looks at the external context in which the staff and program operates—at the country and local levels-- especially at the legal, structural, cultural, linguistic and social norms around sexual and gender-based violence.

People: It examines the profiles of the staff involved and the profile of those who are either being directly helped by the programs or could be affected by staff in the community. This helps establish how staff might abuse power and how participants might be susceptible to being abused.

Program: This looks at the program approach, and asks questions about how it is delivered in the community, and program context, asking questions about the setting and logistical aspects.

(Any answer that conveys External Context is about the legal, cultural and social norms; that People looks at the profile of staff and of program participants/community members and that Program looks at the approach (the aims and goals and objectives) and the context (the setting and logistics of program delivery-- is acceptable).

5. Name four common themes for mitigation approaches to PSEA. (8 Points Total: 1 point for each correct answer)

- Minimizing one-on-one contact
- Staff are empowered and expected to report violations:
- Informing program participants of their rights and responsibilities
- Community members have a safe, accessible and trusted way to report concerns and potential sexual exploitation and abuse.

(Any answer that conveys three of these main concepts is acceptable)



Module 2 - Post-Test – Safe Programming Participant Form

Thank you for completing this post-test. Your responses will help us improve future training programs, as well as assess how much knowledge you have acquired in attending this training. This information is confidential and for training assessment purposes only.

1. How do you define “risk”?

2. What are the three main objectives of Preventing Sexual and Abuse (SEA)?

3. What are the four steps in Risk Management Approach to PSEA?

4. Describe how External Context, People and Program are taken into account when understanding and identifying risks of SEA in program operations.

5. Name four common themes for mitigation approaches to PSEA.

Outcome Evaluation – Safe Programming

1. How would you rate your knowledge, skills and confidence on the topic of Risk Management Cycle as it pertains to SEA risks?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

2. How would you rate your knowledge, skills and confidence on the topic of understanding SEA risks in projects?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

3. How would you rate your knowledge, skills and confidence on the topic of identifying SEA risks in projects?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

4. How would you rate your knowledge, skills and confidence on the topic of mitigating SEA risks in projects?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

5. How would you rate your knowledge, skills and confidence on the topic of monitoring SEA risks in projects?

Before Training	Poor	Fair	Good	Excellent	Did Not Attend
After Training	Poor	Fair	Good	Excellent	Did Not Attend

Training Evaluation – Safe Programming

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