

Communicating with Communities on PSEA



Tools

- Tool 1: Core PSEA messages for community members
- Tool 2: How to develop a PSEA communication plan
- Tool 3: Example PSEA information-sharing plan
- Tool 4: Communication methods for sharing PSEA information
- Tool 5: Context-appropriate PSEA information, education and communications materials
- Tool 6: Community dialogue on PSEA (including example questionnaire)

Audience



PSEA/safeguarding/
protection
focal points



Program
staff

Introduction

Communicating with Communities on PSEA recommends tools and approaches for engaging communities on protection from sexual exploitation and abuse (PSEA), with the aim of introducing it in a way that is non-threatening, accessible to all groups (e.g. children, people with disabilities), and contextually and culturally appropriate in tackling taboos or stigma related to PSEA.

This guidance draws on recognized international standards and good practice from the CRS SPSEA project.

Target audience

This guidance is geared toward national and local organizations.

It may be of use to program teams working with community members through provincial and municipal leaders and community groups and platforms, such as community health workers, care groups and other community committees.

It can also be useful for senior managers, managers with responsibility for PSEA/safeguarding, and communication teams.

Why communicating with communities on PSEA is important

Engaging communities and communicating PSEA-relevant information is one of the key PSEA measures and one of the eight Minimum Operating Standards for PSEA defined by the Inter-Agency Standing Committee (IASC), considered the most widely used international PSEA standards.

Organizations need to ensure that the communities they work with can access timely, relevant, appropriate and context-specific information about expected and prohibited staff behavior and the organizations' measures and systems that address SEA by aid workers.

Background

This chapter has arisen from the Strengthening Partners in Protection Against Sexual Exploitation and Abuse through Protection Mainstreaming (SPSEA) project, a two-year project funded by USAID's Bureau for Humanitarian Assistance that provides capacity-building support to 38 national organizations in Indonesia, the Philippines, Haiti and the Democratic Republic of the Congo (DRC) to operationalize policies, systems and structures needed to effectively prevent and address issues of sexual exploitation and abuse within their organizations and the communities they serve. Project activities include training and accompaniment of national organizations aimed at raising awareness and increasing knowledge on PSEA, and developing PSEA-sensitive policies and procedures. The project started on October 1, 2018.

Context

Why?

Discussion about sexual exploitation and abuse (SEA) may be uncommon in communities where there is sensitivity around such issues. Yet, PSEA awareness-raising is fundamental to preventing staff from causing harm and to enabling an organization to respond to allegations of misconduct. It will increase community awareness of issues of gender-based violence (GBV) and promote collective responsibility toward PSEA among aid actors in the community. Effectively communicating requires a sound understanding of the community and its context.

Raising awareness of PSEA is fundamental to preventing staff from causing harm and to enabling an organization to respond to allegations of misconduct

When?

Ideally, a context analysis is conducted during the design phase; however, it can be conducted at any point in the program cycle, and updated throughout the project following any changes in context.

What?

It is important to understand and map out:

- Current norms and values
- Gender dynamics, views and practices around GBV, and misconduct relating to SEA
- Barriers and cultural, traditional and religious biases that relate to how SEA may be perceived in the community
- The shame, stigma and fear of reprisal that could result should a person disclose abuse

In-country protection clusters, PSEA working groups, and other protection lead actors can be contacted to see whether SEA-specific information has already been gathered and analyzed. Also, check whether communities have been consulted to ensure they are not asked the same questions, leading to fatigue.

Messages and Methods

Why?

Program participants and community members have a right to information. Providing consistent, accurate and clear PSEA messages to the community is critical. At a minimum, program participants and community members should understand:

- That aid is always free and should never be exchanged for sexual, financial, social or political gain.
- That the organization has zero tolerance for inaction on SEA.
- What is expected or prohibited behavior among aid workers.
- How to report inappropriate behavior.

Providing consistent, accurate and clear PSEA messages to the community is critical

When?

Organizations should develop PSEA messages and a communication strategy at the design stage of a program and review it periodically:

- Before key activities begin, such as the targeting, selection and registration of program participants. It is vital to include PSEA messaging in the information package that program participants receive (i.e. selection criteria, details of assistance and services available).
- Before making changes to the program.
- Upon identifying new SEA risks.
- To monitor their results and impact.

How?

Organizations should develop and adjust PSEA communication plans and material to the context and target audience, and involve as many stakeholders as possible. This will help ensure that messages are appropriate, sensitive and likely to effectively communicate key information. Please see the examples of PSEA information, education and communications (IEC) materials in [Tool 5](#). Organizations can deliver these important messages by:

- **Summarizing key messages** from PSEA international standards and organizational policies that communities need to know ([Tool 1](#)).
- **Deciding how to communicate these key messages** to the community in a way that is relevant, accessible, sensitive and culturally appropriate ([Tool 2](#) and [Tool 3](#)).
- **Using existing communication materials as templates** for tailored materials ([Tool 4](#) and [Tool 5](#)).

Suggested tools	
Tool 1	Core PSEA messages for community members
Tool 2	How to develop a PSEA communication plan
Tool 3	Example PSEA information-sharing plan
Tool 4	Communication methods for sharing PSEA information
Tool 5	Context-appropriate PSEA information, education and communications materials

Engagement with Communities

Why?

An active, inclusive and regular dialogue with community members is key to increasing awareness of SEA risks, and ensuring the rights of program participants and community members to receive assistance without the risk of SEA.

Initiating and leading a discussion with community members on PSEA can be difficult and intimidating. Organizations need to build trust, enable two-way communication with the community around all PSEA issues and use engagement tools to ensure active inclusion of vulnerable groups, especially those at risk of SEA. It is vital to ensure that staff have the right background and skills to lead these discussions.

Organizations need to build trust to enable two-way communication with the community around all PSEA issues

When?

Communication and community engagement around PSEA should be high on the agenda of all aid actors at every stage of the program cycle:

- **Early interaction** with communities, such as during needs assessments or risk analyses, and throughout implementation of activities, enables organizations to collect and share relevant PSEA information and engage communities in a meaningful dialogue around PSEA. Such communication should take place before key activities begin, such as the targeting, selection and registration of program participants. It is vital to include PSEA messaging in the information package that program participants receive (i.e. selection criteria, details of assistance and services available).
- **Any interaction** with the community (community meeting, project start-up session, etc.) is an opportunity for organizations to share information about their PSEA policies and systems, and also to seek feedback from the community on how to best design and adapt them (e.g. through focus group discussions, key informant interviews and monitoring visits). This is particularly important when setting up feedback, complaint and response mechanisms (FCRM), designing PSEA communication materials, and defining referral pathways. It is also important to keep the community up to date on any actions taken as a result of complaints (while adhering to confidentiality protocols).
- **Before making changes** to the program.
- **Upon identifying new risks** related to SEA.

PSEA should be part of a wider engagement strategy with communities. Organizations should keep dialogue on PSEA with communities open throughout the program.

How?

A range of participatory approaches can be used to ensure active and inclusive community dialogue on PSEA:

- Focus group discussions (FGDs). Consider holding separate group conversations with those with specific needs and at risk of SEA.
- Key informant interviews (KIIs). Consider holding separate meetings with those with specific needs and at risk of SEA.
- Outlines and facilitator guides to lead community dialogue.
- Role plays.
- Child-friendly and appropriate consultations with support from child protection actors and stakeholders.

It may be helpful to discuss this first with the protection/PSEA network to check whether similar consultations have already been held and, if not, to ensure the approach chosen is appropriate and safe.

Suggested tool

Tool 6	Community dialogue on PSEA (including example questionnaire)
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Tool 1 Core PSEA messages for community members

This tool is based on Inter-Agency Standing Committee. 2012. [Minimum Operating Standards: Protection from Sexual Exploitation and Abuse by Own Personnel](#). IASC.

Overview	
Purpose	PSEA is a complicated and sensitive topic. This tool summarizes key PSEA messages that program participants and community members should know. It also aims to simplify key messages and make them more accessible.
When to use it	At the start of the project, to develop communication materials and/or brief new staff.
Who to involve	Program teams or field staff, HR staff, communication teams (when available).

What key minimum PSEA information should communities expect?

At a minimum, program participants and community members should expect the following information from the organization and staff:

- **Aid is always free** – Communities have the right to humanitarian assistance without being subjected to SEA. Aid should never be given in exchange for sexual, financial, social or political gain.
- **Definition of SEA** – See below.
- **Standards of conduct for aid workers** (staff, volunteers and associates, such as contractors) according to organizational safeguarding policies (e.g. CRS [Safeguarding Policy](#)), including expected and prohibited conduct.
- **How and where to report complaints** – To report any issues or concerns related to staff misconduct, including sexual abuse. Information should include:
 - The right of community members to give feedback or make complaints. Doing so will not negatively affect their access to humanitarian assistance or project participation.
 - The available reporting channels, e.g. contact number, email of safeguarding or PSEA focal points.
 - The steps that the organization will take to ensure the safety, confidentiality and dignity of complainants, including how complaints will be handled.
 - The expected timeframes, for example, when people using reporting mechanisms can expect a response to their complaint.
 - The roles and responsibilities of those involved and potential limitations (such as limits to confidentiality when protection is at stake).
- **Referral** – What services are available to support people who have experienced harm, and how to access them.
- **Organizational responsibility** – All actors have an obligation to prevent and address such acts, and protect witnesses, victims and survivors.

Definition: What constitutes sexual exploitation and abuse¹

Sexual abuse – An actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. For example, a local NGO worker touches a 6-year-old girl inappropriately while playing with her as part of a psychosocial intervention.

Sexual exploitation – Any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. For example:

- A head teacher employed by an NGO at a school refuses to allow a displaced child to enter the school unless the child's mother has sexual intercourse with him.
- A driver for an international agency offers village schoolboys rides to their school in a neighboring town in an official vehicle, in exchange for him taking photographs of them posing naked.
- Soliciting a prostitute.

What conduct is expected of aid workers?²

Six core principles

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

1. This accepted SEA definition is found in: United Nations. 2003. [Secretary-General's Bulletin: Special Measures for Protection from Sexual Exploitation and Sexual Abuse](#). UN

2. [IASC updated Six Core Principles Relating to Sexual Exploitation and Abuse, 2019](#) (Updated).

3. Depending on the context, refer to disciplinary measures other than termination of employment.

Example of key messages for ADULTS

- Humanitarian aid is free.
- All assistance provided by humanitarian organizations is based on needs.
- Humanitarian organizations and their staff work on principles of humanity, impartiality and respect.
- You should never need to exchange sexual favors to obtain assistance, employment, goods or services.
- Abuse of power of any kind over local populations is prohibited.
- You have the right to be informed about the humanitarian services provided in your area and about the selection criteria.
- A complaints system has been set up at [insert name of cluster/organization/location]. Contact [insert contact details] for further support and advice about this. All complaints are kept confidential.
- If you feel that you have been harmed or discriminated against due to your gender, ethnicity, religion, age or political affiliations, or someone working for a humanitarian organization has asked you to do something that was inappropriate in return for services, please report this using [insert reporting mechanisms].
- You have the right to report any inappropriate behavior, exploitation or abuse by a humanitarian worker. If you have a concern about the conduct of an aid worker please report it to [insert reporting mechanisms]. You may be the only person speaking out, and the only person who can help the victim.
- An aid worker must report any concerns or suspicions regarding sexual exploitation and abuse by a fellow worker, whether in the same organization or not.
- All complaints will be received, processed and stored safely, and kept confidential. Your safety is our priority!
- These rules apply to all individuals (UN or INGO staff, partners, consultants, contractors of UN or INGO).

Example of simplified messages for ADOLESCENTS

- Aid is always free. Aid workers should never ask you to give them anything, or to do anything, in return for their help.
- Aid workers must always treat you fairly and kindly, with dignity and respect, no matter who you are. If an aid worker has hurt you, upset you or asked you for anything in return for their help, please report this to [insert reporting mechanisms].
- Every person has the right to be safe from harm and abuse—no matter who you are, how old you are, where you come from, or what your beliefs are. If you are worried about the well-being or safety of a child or have seen or heard of an aid worker acting improperly, you must report this to [insert reporting mechanisms]. You may be the only person with this information, and the only one who can help keep the child safe.
- Everyone can offer their opinion on any aid or help they receive and on how it is carried out—no matter who you are, how old you are, where you come from, or what your beliefs are. Your views help [organization/s] to improve and make sure we provide the right goods and services for your community.

- All organizations must provide help and support safely and properly to every person they work with, treating them with dignity and respect. If you are worried about how organizations are carrying out their work in your community or how a humanitarian worker is behaving, you should report this to [insert reporting mechanisms].
- All complaints will be received, processed and stored safely, and kept confidential. Your safety is our priority!
- We will respond, listen and act on what you tell us. We will always investigate any abuse that you report to us and make sure that those who are harming you are held to account. We will tell you as much as it is safe to share and keep you informed when we can of the process.

Example of simplified messages for CHILDREN

- Aid is always free! No one has the right to ask you for anything in exchange for the services that aid workers are giving you. This includes food, water, schoolbooks, games – everything! Tell all your friends this too!
- Aid workers should always treat you with kindness, respect and dignity. They should never shout at you, touch you somewhere you don't like, make you feel sad, or ask you to keep something a secret. If someone hurts you, makes you feel sad or bad, or touches you in a way that you do not like, do not blame yourself. It is not your fault! Tell us and we will help you.
- Aid workers must never hit you or make you feel upset. They should make you feel happy and safe. Tell your friends this too!
- We will always listen to you! Tell us if someone who works with us or any other aid worker has done something wrong. Keeping you safe is what matters the most to us!

COVID-19 and SEA: Examples of messages

- The COVID-19 pandemic impacts all our lives. Because of physical distancing measures, you may no longer have access to adults you trust, or safe places to go. If you are concerned that a member of your community is at risk of harm, you should contact [insert reporting mechanisms].
- Masks, gloves, soap and alcohol gel might be distributed to you by an aid worker to protect you from COVID-19. These are free and must never be offered in return for sexual or financial favors. If someone is asking you to do something in return for these items, you should report this to [insert reporting mechanisms].
- We are all spending more time online talking with friends, working or schooling. If you see something that upsets you or someone asks you to do something you do not want to do, you should report this to [insert reporting mechanisms].
- We all need to keep each other safe and try to stop the spread of COVID-19. If you come into contact with others, make sure you are 2 meters apart, avoid touching each other, and cough into your elbow.

Tool 2 How to develop a PSEA communication plan

Adapted from: CRS. 2013. *Communication Toolbox: Practical guidance for program managers to improve communication with participants and community members*

Overview	
Purpose	Key steps to develop an appropriate and culturally sensitive PSEA communication plan.
When to use it	At the start of the project/program.
Who to involve	Program teams, communication teams (when available).

Step 1: Identify your objectives (why)

Use these questions to help identify your objectives:

- What is the purpose for communicating key PSEA messages? What do you want to accomplish?
- Why is it important for program participants to understand their rights and entitlements on PSEA?
- How does having accurate and timely PSEA information enhance the safety, dignity and access of program participants?
- Which geographic areas or communities do you want to receive your PSEA messages? Are there any sensitivities in these areas that need to be considered before adapting and sharing PSEA messages?

Step 2: Choose your target audiences (who)

- Understand the audience(s):
 - What is the gender, age, physical ability, language, literacy level and ethnicity of your target population?
 - How do diverse groups in communities share and receive information they trust?
 - Who is trusted in the community and can share your message with diverse groups (those within the community who are respected and listened to, e.g. community elders, religious leaders, teachers, health care professionals), and who can safely travel to deliver the messages?
 - Who is the most at risk of SEA?
- Target all community members. Information-sharing on PSEA should be adapted and target all community members so that everyone knows details about PSEA. Don't rely on powerful community members alone to spread the messages.
- Diverse groups⁴ will have different communication needs:
 - Consider how those who are illiterate or live in communities where written communication is not the main form of communication, or those living with disabilities, can access PSEA messages.
 - Use different communication methods to reach different groups, such as young children, older people, people with disabilities (physical, visual, audio, etc.), teenagers, illiterate, or marginalized groups.

4. "Diverse groups" may refer to, for example, women, men, girls, boys, youth, older people, people with disabilities, as well as specific minority or ethnic groups without any such distinction ([Core Humanitarian Standard](#)).

Step 3: Design your key PSEA messages (what)

- Ensure that you consult communities and diverse groups, as they may have their own ways to describe harm, exploitation, abuse and neglect. They may use signs, symbols or expressions that suggest they are concerned. Your messaging should therefore reflect these.
- Use the questions below to help design appropriate and context-specific PSEA messages:
 - What are the key PSEA messages you want to communicate to each audience?
 - What programs is the organization implementing, what risks might they create, and what information is needed to counter these?
 - What PSEA-related questions do community members ask staff during field visits?
 - What do community members need to understand for zero tolerance for SEA to be achieved?
 - What would you want to know about staff behavior, especially of a sexual nature, if you were a community member?
 - How do communities describe harm, exploitation, abuse and neglect?
 - Given the context, is there any information that should not be shared or shared in a different way to minimize risks (i.e. safety and security risks)?
- Reach out to PSEA/protection networks and colleagues to understand whether community consultations have already been held, to ensure potentially sensitive conversations are not duplicated.

Step 4: Identify your communication methods (how)

- Identify ongoing activities in the targeted community that can present a point of entry for raising awareness on PSEA:
 - What planned program activities could be used to deliver messages? For example, if the program includes food and nonfood items distribution, consider delivering PSEA leaflets within the food package or kit, or using small theater groups to perform an item on PSEA while people queue.
 - What communication channels are present in the community? For example, do people rely on radio programs, word of mouth from community leaders, or noticeboards? Is street theater used to share important messages?
- Analyze the efficiency of SEA outreach and awareness campaigns by other stakeholders (UN agencies, INGOs, and NGOs) in the local context.
- Reach out to other PSEA or protection coordination networks and colleagues to see if materials have already been developed and to understand which methods worked well.

- Ensure accessibility of PSEA information-sharing:
 - Information should be shared in a range of formats, languages and media. Provide one version in a written format (e.g. posters, leaflets, SMS); one that is verbal (e.g. megaphones, information desks, outreach worker visits, theater, community meetings, door-to-door community mobilizers); and one that is pictorial for children or those who cannot read and write (e.g. poster, video, cartoons).
 - Information can either be static or mobile (e.g. using megaphones or mobile notice boards).
 - Providing information at a central point (e.g. marketplace) can increase the number of people reached. Ensure those with mobility difficulties can also access the information.
- Ensure that PSEA information-sharing is sensitive and culturally appropriate.
 - Reflect on initial analysis of norms, values, gender dynamics and views/stigma around SEA. See *Context* section above.
 - For instance, make sure that the wording is context-sensitive, and images used are appropriate. Being overly explicit in your language and/or images has the potential to cause distress both to those viewing the materials and SEA survivors. Understanding euphemisms used for sensitive terms in the local language is vital. Translators Without Borders (TWB) can help with translation of difficult PSEA and safeguarding concepts and terms. Ensure PSEA information sharing is community-led:
 - Ensure you have representatives from a range of demographics, including government stakeholders, to help design the communication plan and co-create PSEA messaging. If necessary, work with your MEAL team and protection colleagues (including protection cluster and working groups, when available) to reach out and consult community groups (e.g. women's groups).
 - Consider asking community members to design communications materials, as they are best placed to create something that will be understood in the community. For example, you could ask children to design posters.
 - Identify focal persons and committees (e.g. local committees, groups) who can take an active role in raising awareness and providing feedback, but ensure you do not overburden community members with tasks, and that you have the required resources in place to respond to any PSEA concerns.
- Ensure you check any unintended outcomes of the communication, and mitigate against any risks. Do the selected methods pose any risks to staff or community members? Make sure you always consider the safety of those delivering the message so that you don't put them at risk of harm or retaliation.

See also [Tool 4: Communication methods for sharing PSEA information](#).

Step 5: Establish your time frame (when)

- At all stages of the project, and even in the early stages of a response, basic PSEA information should be shared with affected populations to help them understand what behavior is expected of staff and how to report a concern.
- Work with MEAL teams throughout the program cycle to monitor whether information is reaching targeted audiences and is understood. PSEA messages can be conveyed and monitored at all occasions of interaction with the community: meetings, distributions, monitoring visits, evaluations, etc.

Step 6: Draft a budget

- How much do you expect your plan to cost? What is your budget? Many methods are inexpensive, such as sharing information at community meetings, creating simple posters and working with community committees.
- How can the organization reach the widest cross section of the community with the available budget?
- Can costs be integrated into program budgets as they are developed?

Step 7: Implement the plan

- Before launching the communication plan, test the messages with a variety of stakeholders—including marginalized groups, as well as children—to ensure that the messages are culturally and age appropriate, and modify them accordingly.
- You may need to use a variety of activities to roll out your PSEA communication plan: one-off, periodic or ongoing.
- Consider the order in which different groups of people will need to know information. Be sure to train staff, volunteers and associates on PSEA before informing community leaders, other community groups and the wider community. It is also worth practicing or role playing delivering the messages and answering challenging questions they anticipate.
- Determine whether specific target groups need to be informed before others, i.e. those most at risk, community leaders, etc.
- Consider who will be responsible for:
 - Managing the communication plan and sustaining the approach.
 - Developing communication materials.
 - Sharing messages with communities and gathering feedback, communicating with other stakeholders (e.g., government departments, local NGOs and international NGOs) and reviewing whether the communication approach is effective.

Step 8: Monitor the results and look for ways to improve

- Review your communication plan during and after its implementation. Look for ways to improve, and discard those elements of the plan that didn't work in practice. Asking some of these questions can be useful:
 - Did people receive our PSEA message? Did they understand the key messages? How did they respond?
 - Are we aiming at the right audiences? Are we reaching them?
- Before implementing the plan, decide how and when to review the plan and agree on:
 - Which methods you will use to decide whether each communication approach has been effective. This can include field visits, community meetings, formal and informal KIIs and FGDs with staff and community members, surveys, etc.
 - Who will be responsible for developing the review criteria and making the review happen.
- The following elements can be used to review whether the PSEA communication approach is effective:
 - Community members receive information so they understand what they can expect in terms of staff behavior. *Have communities received information on what is appropriate staff behavior and what is inappropriate staff behavior? Do they know how to report inappropriate behavior?*
 - A range of communication methods, appropriate to the context and target audience, are used. The information is presented in a culturally appropriate way, in different formats (e.g. written, oral, pictorial), and in the local language so that it can reach the most marginalized.
 - There is evidence that all target groups are receiving accurate information in a timely manner and that they understand the language and wording that staff and communication materials use. *Is accurate and timely information about PSEA shared with communities?*

Tool 3 Example PSEA information-sharing plan

Adapted from: Caritas Internationalis. 2018. *Information sharing template*.

Overview	
Purpose	This tool provides an example of what PSEA information needs to be shared with diverse groups.
When to use it	At the start of the project .
Who to involve	Program teams/field staff, HR staff, communication teams (when available).

WHAT PSEA information will be shared?	WHO are you trying to reach with this information?	HOW will you reach different groups? What method will be used?*	WHERE will you share the information?	WHEN will you share the information with different groups in each area?
Standards of conduct for aid workers What is acceptable and unacceptable conduct	Mothers with young children	Community meetings	Communities X and Y	Mon (am), Wed (pm), Fri (am)
	Adult men and women	Radio debates	District X and Y	Weekly for 2 months
	Youth (boys and girls)	Community festival/events (drama and posters)	Communities X and Y	Aug 5 and 11
	Older men and women	Church or mosque announcements	Community Y	Twice daily from Aug 1 to 5
Complaint How to report any issues or concerns related to staff misconduct, including sexual abuse, and/or make a complaint	Youth (boys and girls)	Schools groups (posters, IEC materials)	Schools A, B and C	Every Thursday
	Specific minority or ethnic groups	Door to door	Communities X and Y	Mon and Tues (all day)
	Older men or women with disabilities	Door to door	Communities X and Y	Mon and Tues (all day)
	Women and girls	Face to face at water points	Water points X, Y and Z	Mondays, Wednesdays and Fridays

* See also [Tool 4: Communication methods for sharing PSEA information](#).

Tool 4 Communication methods for sharing PSEA information

Adapted from *Raising PSEA awareness amongst affected population: Best practices for Central Rakhine state*, PSEA Working Group, Sittwe, Rakhine State, December 2018.

Overview	
Purpose	This tool proposes a range of communication methods to tailor PSEA information to the context and target audience.
When to use it	At the start of the project/program and/or when designing a PSEA information plan/strategy.
Who to involve	Program teams, communication teams (when available).

Diversifying communication methods and incorporating PSEA messaging into as many relevant platforms as possible is highly recommended in order to:

- Ensure that we are reaching as many people as possible.
- Reflect the diverse needs of diverse groups, e.g. people with disabilities, mothers with children, older people.
- Reflect the language barriers and literacy levels of the targeted communities.

For the pros and cons of each communication method, and recommendations, see the table on the following page.

Method	Pros	Cons	Recommendations
Focus group discussions	<ul style="list-style-type: none"> ■ Opportunity for dialogue to address questions and clarify doubts ■ Can be adapted for the audience (e.g. adopting child-friendly approaches) ■ Good for people with mobility concerns (such as those in remote locations, older people and PWDs) ■ May generate more sensitive complaints than other approaches ■ Useful in communities with low literacy ■ Medium staffing and resource costs 	<ul style="list-style-type: none"> ■ Participants might not be comfortable speaking up in a group setting ■ Risk that survivors or perpetrators may be publicly identified ■ Not suitable for anonymous or confidential SEA complaints 	<ul style="list-style-type: none"> ■ Train facilitators to create a comfortable and confidential environment in a private space ■ Ensure facilitators and participants are aware of the confidentiality requirements and its limits ■ Ensure staff have adequate facilitation and interpersonal skills ■ Set clear rules to ensure that survivor or perpetrator identification is not done in a group setting ■ Have separate FGDs for women, men, boys, girls, and male and female adolescents with male/female staff leaders ■ Train facilitators on when, whether and how to refer SEA cases (from staff from own organization and external staff) and have referral pathways available ■ Ensure in-person follow-up visits a few days after the FGD
Open community meetings / community events	<ul style="list-style-type: none"> ■ Able to raise awareness among more people in less time ■ May engage non-program participants ■ Useful in communities with low literacy ■ Can be adapted for the audience (e.g. adopting child-friendly approaches) ■ Low staffing and resource costs 	<ul style="list-style-type: none"> ■ Not suitable for anonymous or confidential SEA complaints ■ May not be appropriate in more conservative environment ■ Discussions might be limited if certain people dominate the group 	<ul style="list-style-type: none"> ■ Ensure gender balance of staff ■ Set clear rules to ensure that survivor or perpetrator identification is not done in a group setting ■ Ensure staff have adequate facilitation and interpersonal skills
Door-to door visits	<ul style="list-style-type: none"> ■ May allow for more private and confidential conversation ■ Gives access to people with limited mobility ■ Provides opportunity for dialogue to address questions and clarify doubts 	<ul style="list-style-type: none"> ■ Could lead to loss of trust in program participants if perpetrator is involved in the visits ■ High staffing and resource costs 	<ul style="list-style-type: none"> ■ Ensure gender balance and diversity of staff to create more trust and address barriers (language, etc.) ■ Train staff on how to present the key messages in a non-threatening way, and in terms of privacy and confidentiality principles ■ Ensure staff know how to handle any reports or cases received during door-to-door visits ■ Ensure facilitators are aware of the confidentiality requirements and its limits

Method	Pros	Cons	Recommendations
Integration into existing program	<ul style="list-style-type: none"> ■ May result in stronger understanding and acceptance of core messages ■ May provide opportunity for dialogue to address questions and clarify doubts ■ Can be adapted for the audience and context ■ Useful in communities with low literacy 	<ul style="list-style-type: none"> ■ May require more staff resources ■ Some staff may feel uncomfortable talking about PSEA or not consider it their responsibility 	<ul style="list-style-type: none"> ■ Ensure staff are adequately equipped and trained on safe programming and protection mainstreaming ■ Ensure staff take into consideration PSEA when designing and implementing program ■ Integrate key PSEA messages into existing programs and activities, i.e. include messaging into Child Friendly Space curriculum
Banners, poster, leaflets, community boards, videos, visibility material (t-shirts, notebooks, food packaging, etc.)	<ul style="list-style-type: none"> ■ Can be seen at any time and serve as reminders ■ Can have a wide reach if placed in high-traffic areas ■ Low/medium staffing and resource costs 	<ul style="list-style-type: none"> ■ Impersonal communication that may not generate trust ■ Does not reach illiterate or isolated populations ■ Graphics do not always convey the message with the necessary sensitivity ■ No opportunity to ask questions ■ No opportunity for anonymous or confidential SEA complaints 	<ul style="list-style-type: none"> ■ Involve community members throughout the process and test the messages to see if they understand what the images are trying to convey ■ Ensure that everyone is represented in images (e.g. children, women, men, older people, and people with disabilities) so that the entire community can relate to the message ■ Avoid using photographs of people as this can imply that those depicted are survivors of SEA, and can put the individual at risk of harm, retaliation and stigma ■ Avoid reinforcing stereotypes ■ Ensure that messages are placed in appropriate locations ■ Complement static messages with in-person sessions ■ Set up in communal spaces when available
Social media platforms (such as WhatsApp, Telegram and Facebook)	<ul style="list-style-type: none"> ■ Can have a wide reach if location has decent network coverage ■ Can manage anonymous/confidential SEA complaints if account used does not reflect personally identifiable information 	<ul style="list-style-type: none"> ■ Can exclude many groups ■ Requires good network coverage, and access to smartphones or computers ■ Requires medium to high digital literacy to set up and use ■ Can generate a lot of feedback and questions, which can be overwhelming for staff to manage ■ Risk of online safeguarding issues 	<ul style="list-style-type: none"> ■ Before use, conduct a comprehensive risk assessment to ensure that we are not putting any one at risk of harm ■ Train staff and community members on platform chosen ■ Ensure there is a built-in or established reporting mechanism and inform users on how to report concerns

Method	Pros	Cons	Recommendations
Annual campaign	<ul style="list-style-type: none"> ■ Can create broad momentum ■ Can have a wide reach 	<ul style="list-style-type: none"> ■ Some staff may feel uncomfortable participating in a public campaign 	<ul style="list-style-type: none"> ■ Tailor communications material to the audience. ■ Set it up in a communal space when available.
Direct conversation with trusted community leaders	<ul style="list-style-type: none"> ■ Can have a wide reach ■ Low/medium staffing and resource costs 	<ul style="list-style-type: none"> ■ Can exclude groups or individuals who may not feel comfortable 	<ul style="list-style-type: none"> ■ Spend time training the leaders on PSEA to ensure that they are able to convey the messages in a safe and respectful way
Radio show	<ul style="list-style-type: none"> ■ Can have a wide reach, especially where listening to the radio is universal ■ Useful in communities with low literacy ■ Could include two-way communication, if people can call in and ask questions ■ Can also be anonymous, which can be good for sensitive questions considered too embarrassing to ask in person 	<ul style="list-style-type: none"> ■ Cannot reach people living with hearing impairments 	<ul style="list-style-type: none"> ■ Tailor communication material to the audience ■ Ensure that your slot is at the most appropriate time of the day, when it is likely to be heard by your target audience. E.g. when children are at school, but not when women may leave the house to fetch water, or during prayer times.
Street theater/drama/music	<ul style="list-style-type: none"> ■ Engaging way of sharing information ■ Can have a wide reach ■ Can be adapted for the audience (e.g. child-friendly approach) 	<ul style="list-style-type: none"> ■ May not be appropriate in more conservative environment ■ Discussions might be limited if certain people dominate the group 	<ul style="list-style-type: none"> ■ Involve community members in creating the content, and test messages with them ■ Ensure material is relevant to the context and appropriate to the target audience ■ Ensure translation into local languages

Tool 5 Context-appropriate PSEA IEC materials

Overview	
Purpose	This tool offers guidelines for assessing the communication landscape, and gives examples of information, education and communications (IEC) material developed by SPSEA project partners and other stakeholders for specific contexts.
When to use it	At the start of the project or program and/or when designing PSEA communication material
Who to involve	Program teams, communications teams (when available)

Examples of PSEA information, education and communications materials

1. General IEC materials

Posters, postcards and leaflets



FEEL SAFE AND RESPECTED

You always have the right to feel safe and respected in a CRS classroom

It is OK for someone to give you a respectful compliment when you do well in class

It is OK to ask an adult you trust to be present if you need to talk to another adult one-on-one

It is OK for someone to listen to you if you have a concern

It is OK for you to say "no" if you don't want your photograph taken

It is OK for you to expect to feel safe and respected when you are in class

It is NOT OK for someone to shout at you

It is NOT OK for someone to hit or slap you

It is NOT OK for someone to touch you in any way that makes you feel uncomfortable

It is NOT OK for someone to call you rude names or swear in front of you

It is NOT OK for someone to ask you to do work for them during school hours

It is never your fault if you are touched, spoken to or treated in a negative way. If anyone treats you in a way that makes you feel uncomfortable, afraid or disrespected, talk to an adult you trust, such as a parent, your teacher, a shura member or a CRS staff member.

To get help, you can ask an adult to call 0729008888 or 0764008888.

CRS

© 2019 CRS. All rights reserved. CRS is committed to creating and maintaining an environment that protects the privacy and safety of children.

HOW TO CONTACT CRS?

CRS
CATHOLIC RELIEF SERVICES

Question?

Request?

Complaint?

Feedback?

CALL-US---Toll-Free-Lines

CRS-Toll-Free line: **0800-300256** --- Languages available: English

UNHCR-Toll-Free line: **0800-323232** --- Languages available: All

Opening hours: Monday through Friday, 8a.m. to 1p.m. — 2p.m. to 5p.m.

TALK-TO-US

CRS Staff, UNHCR, OPM everyone and everywhere

Monday through Friday, 8a.m. to 1p.m. & 2p.m. to 5p.m.

Languages available: All

SHARE-WITH-US

Community meetings for planning and information with CRS staff, UNHCR, OPM, Protection Partners

Languages available: All

SUGGEST-TO-US

Suggestion boxes at CRS field offices and Reception centers for privacy

CRS-MEAL staff to open suggestion boxes every Thursday afternoon

Languages to write in: English

WRITE-TO-US

Letter Forms to be dropped off at CRS field offices during office hours

OR placed in suggestion boxes

Languages to write in: English

RESPECT AND DIGNITY

CRS and Caritas staff are dedicated to providing all services related to cash programming at this site. In order for us to provide these services without disruption we need our staff members and residents to be safe and secure. If any staff member is threatened, in any way, they will be forced to evacuate the site and not be able to return until the organizations feel secured that the teams will be safe. This will mean delays in programming support at the site and possible delays in your cash grant for the following month.

Treat each other with dignity and respect.

Display patience, kindness, and understanding towards each other.

BE RESPECTFUL OF EACH OTHER'S TIME

Staff members will arrive on time and **MUST** leave on time without exception.

Make sure to seek assistance at least 30 minutes before the scheduled departure time.

No acts of violence — verbal, psychological, or physical will be tolerated.

Residents and staff should immediately contact the police and evacuate when threatened in any way.

CRS and Caritas should NEVER ask residents for anything—cash, in-kind, or favors, in return of assistance.

Residents should NEVER offer to any Caritas staff cash, in-kind, or favors for any reason.

For questions, reports, and complaints, please call the GCA HelpLine at 2103300170 or send a Viber message to the numbers below:

LANGUAGE	Viber (Messages only)	WhatsApp (Messages)
Arabic	+30 694 451441	+30 694 451441
Farsi, Dari, Pashto	+30 694 076099	+30 694 076099
French	+30 690 7793469	+30 690 7793469
Urdu, Punjabi, Hindi	+30 690 9542761	+30 690 9542761
Kurdish, Turkish, English	+30 690 7793468	+30 690 7793468

No acts of violence — verbal, psychological, or physical will be tolerated.

Residents and staff should immediately contact the police and evacuate when threatened in any way.

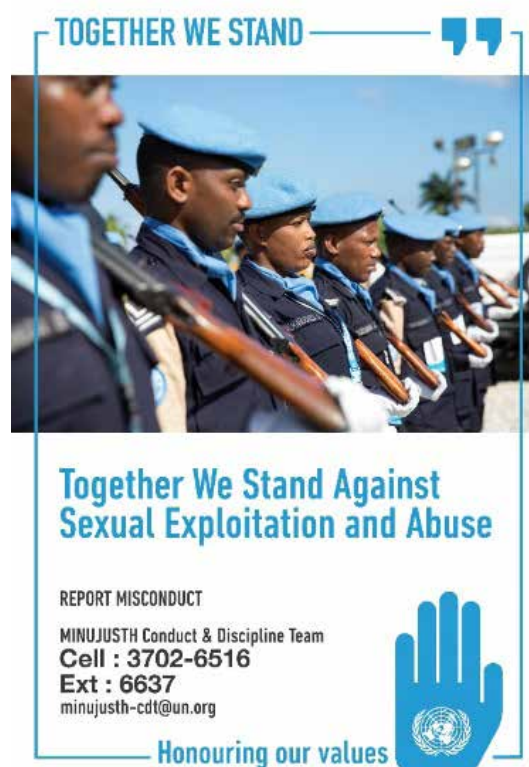
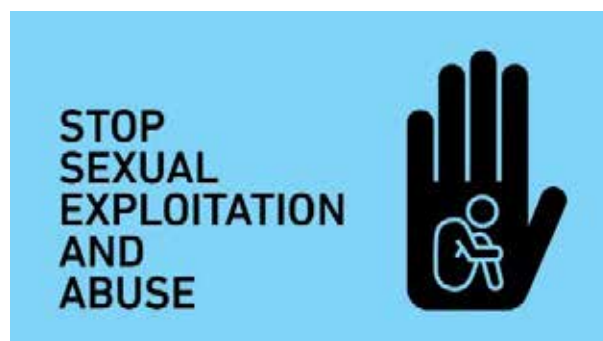
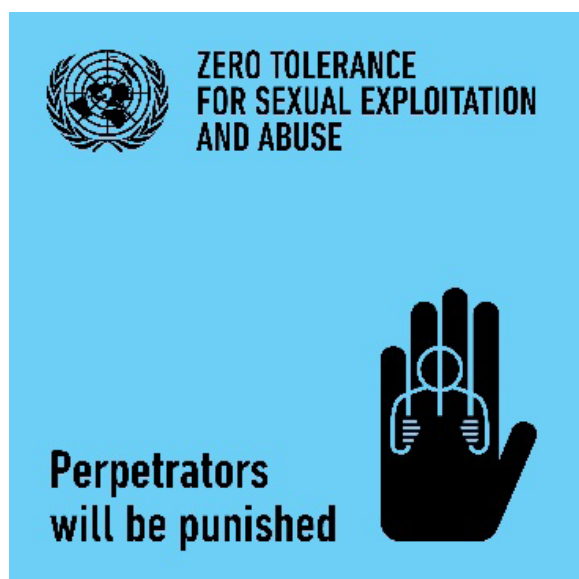
POLICE

CRS and Caritas should NEVER ask residents for anything—cash, in-kind, or favors, in return of assistance.

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For questions, reports, and complaints, please call the GCA HelpLine at 2103300170 or send a Viber message to the numbers below:

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Kurdish, Turkish, English	+30 690 7793468	+30 690 7793468



Child friendly IEC material



Videos

No excuse for abuse: Preventing sexual exploitation and abuse in humanitarian action

(InterAction, 2020)

Available in Arabic, English, French, Indonesian, Portuguese, Spanish, Swahili, Tagalog and Turkish



Victims of sexual exploitation and abuse rebuild their lives (United Nations, 2019)

- [English](#)
- [Swahili](#)



Jamilla: No Excuses Series - Prevention of sexual exploitation and abuse

(Film Aid, 2006)



Responding to Disclosure of a GBV Incident

(Global Shelter Cluster, 2018)

Available in Arabic, English, French and Spanish



More examples of materials can be found [here](#).

Translated IEC content

- [Plain-language version of the PSEA Principles translated into 100+ languages](#)
- [IASC Six Core Principles Relating to Sexual Exploitation and Abuse, 2019](#). Translated into [100+ languages](#).

Slogan

Zero Tolerance for Sexual Exploitation and Abuse

Tolérance zéro pour l'exploitation et les abus sexuels

Tolerancia cero a la explotación y abuso sexual

Tolerância zero para abuso e exploração sexuais

Uvumilivu sufuri kwa unyanyasaji na ukatili wa kingono

2. Country-specific IEC material

Philippines

In the Philippines, SPSEA project partner organizations translated the IASC's Six Core Principles into several local languages. They also incorporated information on feedback, complaints and response channels to encourage reporting of any suspicions or violations of SEA. These materials were used for community engagement in various emergency responses, particularly the churchwide Caritas Kindness Stations in response to COVID-19.

Pamphlet

Birhen sa Kota

This material was printed out and distributed during food aid delivery in response to the COVID-19 pandemic.

These used local translations of the PSEA Six Core Principles and were contextualized with the use of local hotline numbers, contact persons and relevant reporting mechanisms.



Brochures and tarpaulins

Caritas Catarman

During the COVID-19 pandemic, the brochures were given to program participants at relief distributions, and the tarpaulins were displayed at parish-based Caritas Kindness Stations, where farmers and fisherpeople bring their produce.



Pamphlets and tarpaulins

Caritas Masbate

These pamphlets were given out during food distributions to indigenous communities affected by COVID-19. The tarpaulins were posted at parish-based Caritas Kindness Stations.

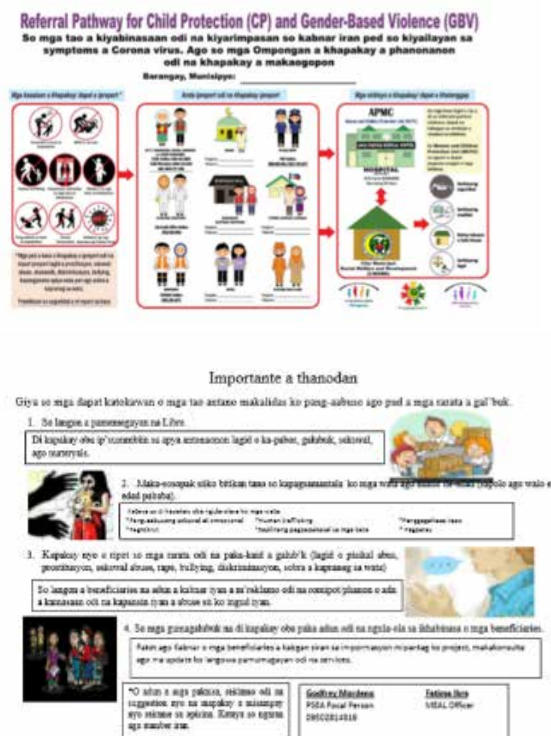


Pamphlets

Duyog Marawi

The pamphlets were given out during food distributions in response to those affected by COVID-19, such as workers and tricycle drivers in Iligan City, and internally displaced people from the Marawi City armed conflict.

This was linked to the referral pathway of the Child Protection and Gender-Based Violence (CP/GBV) Cluster of the province.



Comics
UNICEF

This material was produced by UNICEF Philippines and widely circulated among the PSEA Task Force members.

The comic depicts SEA violations during a humanitarian response and how to report them to the authorities.



Indonesia

In Indonesia, SPSEA project partner Bina Swadaya shared materials used during the Jakarta flood response. Materials focused on feedback channels and how to access them, as well as how feedback—both sensitive and programmatic—will be handled.

Vertical banner

Bina Swadaya

The first banner offers community feedback channel guidance, and explains how to submit any kind of feedback to the organization through various channels: mobile phone, face-to-face consultation and suggestion box. It includes a detailed description of each channel and how to access it, and the community is encouraged to submit their feedback. It also explains how the organization maintains the confidentiality of community members who complain.

The second banner shows how the feedback will be processed. Colors were used to emphasize the feedback categories. It showed that sensitive feedback (including SEA-related), depicted in red, would be directly reported to the senior manager.



Leaflet

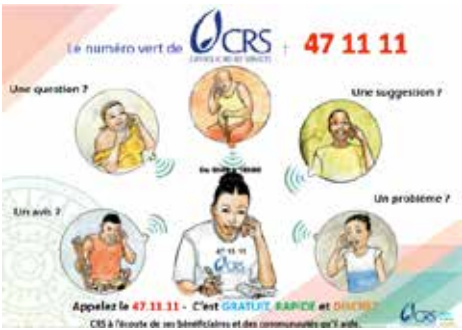



Bina Swadaya

This leaflet advertised a public discussion about social emergency responses and explained the organization's code of conduct and key PSEA messaging. The speakers included the emergency response team leader, human resources manager, PSEA focal point and program manager.

DRC

The following IEC materials were developed by CRS DRC to share information with community members and program participants on channels for reporting feedback and complaints related to CRS interventions and staff behavior, including SEA cases.

These materials are used by CRS DRC in its development and emergency projects across the country. They are displayed at CRS offices and project sites, and distributed to program participants and community members in CRS targeted areas.

<p>Flyer</p> <p>This flyer gives information to the community on how to report any concern related to CRS intervention and staff behavior, including SEA cases, using a CRS toll-free phone number.</p>	
<p>Poster</p> <p>This material was been developed for an education project to share with pupils how they could report abuse using a CRS toll-free phone number.</p>	<p>NUMELO YA KOBENGA EZALI YA OFELE</p>  <p>Bato bango elenge to mototo oyo azali na motuna ti na likambo lyoko to na likambo oyo etali poset akoki kobenga na numero ya CRS azali yo ofele.</p> <p>Aza moto moko te na mboka akoyeba mape ya olibali.</p> <p>Tzali sekole mpe bazali ya projet bakokolele yo eyano na motuna maza yo.</p>
<p>Poster</p> <p>This is part of a poster displayed in schools explaining to pupils how to share complaints through a protection focal point.</p>	
<p>Poster</p> <p>This is part of a poster displayed in schools explaining to pupils how to share complaints using a suggestion box, and how CRS would handle it and respond.</p>	<p>EBOMBELO YA MIKANDA</p>  <p>Bato bango bazuami awa, bilenge bango, baboti, balakisi mpe bato bango bakoki kokoma na lokasa motuna moko, likanisi lyoko liye alingi koyebisa CRS esengeli kokoma nkombo ya yo malamu, nkombo ya mboka, ya mokristu, kelasi ya yo (soki azali na yango) likambo liye ozali na yango to olingi koloba mpe ndenge to lolenge CRS akoki kosunga yo na likambo lyango.</p> <p>Soki osilisi ongumbi lokasa mbala ebele mpe oyingisi yango na eye basali mpo ya koyingisa (kokotisa) na kati ya engbongolo.</p> <p>Soki moto ayebi kokoma te, akoki kotuna moto oyo ye amoni te akoki kobomba likambo lyango akomela ye.</p>

Poster

This is used in communities where CRS implements projects to ensure project participants and community members know the behaviors that are NOT acceptable from CRS and partner staff.

KIJAN CRS TRAVAY
OGANIZASYON CRS PWOMET OU KE

- 1. Sèvi ak aktivite CRS yo SEYATIS, fèman pou jan dwa, moun nan, ou pa ka fè pou ou ka fèman fèman.
- 2. CRS pa chwazi moun pou yo an fòm, moun nan, ou pa ka fè pou ou ka fèman fèman.
- 3. CRS dwe sèvi li ka pral li pa byen fè pou yo pa ka fèman fèman.
- 4. CRS pap bay li fòmasyon enfòmasyon pou yo pa ka fèman fèman.
- 5. CRS kòm - pou yo fèman fèman pou yo pa ka fèman fèman.

KONPÒTMAN MOUN KI AP KOLABORE AK CRS DWE GENYEN NAN KOMINOTE YO POU SA, EKIP CRS AK LOT KOLABORATÈ LI YO

- 1. Dwe fèman fèman pou yo pa ka fèman fèman.
- 2. Pa dwe fèman fèman pou yo pa ka fèman fèman.
- 3. Dwe fèman fèman pou yo pa ka fèman fèman.
- 4. Dwe fèman fèman pou yo pa ka fèman fèman.
- 5. Pa dwe fèman fèman pou yo pa ka fèman fèman.
- 6. Pa dwe fèman fèman pou yo pa ka fèman fèman.

KONPÒTMAN CRS AP ATANN DE KOMINOTE A

- 1. Bay bon enfòmasyon nan aktivite CRS yo.
- 2. Bay fèman fèman ak moun nan CRS yo.
- 3. Bay fèman fèman ak moun nan CRS yo.
- 4. Bay fèman fèman ak moun nan CRS yo.
- 5. Bay fèman fèman ak moun nan CRS yo.
- 6. Bay fèman fèman ak moun nan CRS yo.

CRS | Haiti
Si w santi ke nou pa ka fèman fèman, ou ka fèman fèman ak CRS nan fèman fèman.
8277 +609 3162 8277

Poster

Developed to highlight expected behavior of all Caritas staff as agents and representatives of the mission and vision of the institution. They are displayed in all 11 Caritas Haiti offices.

DIS KÒMANDMAN
KONT EKSPLOWATASYON AK ABI SEKSYÈL

Ou reprezante Caritas
Pou sa, w ap gen konpòtmman ki respekte prensip ak valè ensistasyon an:

1. W ap montre ou se yon moun responsab, entèg epi ki gen etik, nan tout aksyon ou ak nan tout sa w ap di.
2. W ap montre Egalite, invèsalite, enpasyalite ak transparans an fas tout moun.
3. Ou pap anvizaje fè zafè pa w ak lajan kila pou sèvis ensistasyon an.
4. W ap bay enfòmasyon kòm sa dwe, a moun ki konsène nan aktivite Caritas yo.
5. Ou pap itilize pouvwa w ak enfliyan ou pou fè okenn magway.
6. W ap evite tout deklarasyon ki ka denigre, ofanse, favorize yon moun oubyen you group moun sou baz sèks, laj, nasyonalite, ran sosyal ak relijyon.
7. W ap kwape tout asèlman, abi, neglijan ak eksplowatasyon sou moun, espesyalman sa ki pi vilnerab yo.
8. Ou pap pran, ni ou pap bay okenn travay ki pa ve pri li.
9. Ou pap mele nan okenn zak koripsyon.
10. W ap kenbe dilyite w ak lonè w tout tan e tout kote.

USAID **CRS** **CATHOLIC RELIEF SERVICES** **CARITAS AYITI HAITI**

Tool 6 Community dialogue on PSEA

Overview	
Purpose	<ul style="list-style-type: none"> ■ Provides guidance on how to lead a discussion with the community on their perspectives of PSEA. ■ Captures perspectives on how the community would like to receive information on PSEA.
When to use it	Either quite early in the project cycle to raise initial awareness of PSEA, or toward the midterm to assess how effective PSEA awareness-raising efforts have been.
Who to involve	Program team, MEAL team.

1. Dos and Don'ts of conducting PSEA FGDs*

Planning and setting up the FGDs and KIIs

Decide what you wish to say, who you wish to speak to, and how this may best be facilitated

Purpose and Preferences

Agree on the purpose of the discussion and explore preferences



- Capture community perspectives and level of PSEA understanding.
- Understand preferred, context-relevant information channels for PSEA messaging.
- Determine how to share PSEA messages that are context relevant and effective.
- Discuss key terms in advance and how these may be translated and understood across the different languages.

Protocols

Train staff to respond to SEA reports and collect data consistently



- Remind staff of the organization's protocols for responding to allegations or incidents of SEA, including confidentiality and exceptions to confidentiality.
- Be consistent: Aim to use the same data collection tools and methods in each community visited and record data consistently, to enable comparative analysis.

Participation

Create best conditions for wide and deep participation



- Give voice to all groups (i.e. older people, religious groups, ethnic minorities, people of different ages and genders) and those at the highest risk of SEA (e.g. women, children/adolescents and people with disabilities).
- Consider the diversity of the interviewers/data collectors (gender/ethnicity/language/age) so you can put participants at ease and promote open conversation. Consider having a female facilitator.
- Consider limiting group size to 10 or fewer to allow for more in-depth conversation, given the topic's sensitivity. Consider the ratio of staff to participants so facilitators are not overwhelmed and each participant receives attention.
- Include open questions, such as *Why? How? When?*

Don'ts



- Do not include too many closed questions, which lead to yes or no answers and may not provide much information. For example, ask: *"Can you tell me what behavior is expected of aid workers?"* rather than *"Did you know that expected behavior from aid workers is XYZ?"*
- Do not include leading questions that direct the group to answer in a particular way and limit the chance to hear the most open, important and unexpected feedback. Example of a leading question: *"Don't you think women are most at risk of SEA when they go to fetch water?"* Possible answers: Yes/No. Example of open-ended question on the same topic: *"When do you think women are most at risk of SEA?"*

*Based on guidance notes in:

- Protection Mainstreaming Working Group. 2018. *Protection Mainstreaming Monitoring, Evaluation and Learning Toolkit*.
- Global Protection Cluster. 2017. *Protection Mainstreaming Toolkit*.
- Caritas Australia. 2016. *Case Study Guidelines*.

Introducing the discussion

Welcome, make introductions and explain purpose, process, rights, concepts and terminology

Welcome and introduce



- Welcome participants and invite them to introduce themselves.
- Introduce facilitator and notetaker, including names, organization and positions.
- Introduce the topic. E.g. *"We want to hear whether you feel you are respected by aid workers. We want to know what you already know about aid workers' potential misconduct, for instance, of a sexual nature. We want to hear whether you think services are safe, and how you would like information related to SEA to be shared."*

Explain the process



Explain:

- Roles of facilitator, notetaker and participants.
- Expected duration of the discussion. Let the person/group know how long you expect the interview/discussion to last, and ensure they are happy to talk to you. Be respectful of people's time.
- Ground rules (e.g. mobile phones off).
- The way the discussion will be carried out and the topics that will be covered, emphasizing the importance of participants' honest responses.

Share purpose, rights and ethics



Explain, in the language understood by participants:

- The purpose of the data collection effort and the discussion, how the participants were selected for the discussion, and the how the information gathered will be used.
- That there are no right or wrong answers.
- Participation is voluntary, and that they may refuse or withdraw, with no consequences. The answers they give will not affect whether they receive services.
- They are not expected to discuss individual incidents of violence and should never reveal any identifiable personal information such as the names of survivors or perpetrators.
- The team will take notes and some data about participants may be gathered, but will not be shared unless they agree.
- Should anyone have confidential concerns or complaints, these can be shared with the facilitator after the session.
- Share instructions for getting participants' written or oral consent.

Confidentiality and its limits

Confidentiality will be respected within limits. Strict confidentiality cannot always be guaranteed due to the organization's moral and/or legal obligation to report and investigate. Clarify how the data will be used, especially that no names will be associated with any discussions.

Clarify terminology



- Introduce key terms/language so that everyone understands the terms in the same way. Terms can be introduced at the beginning of the discussion or gradually as you progress from one topic to another. For example: PSEA, sexual abuse, exploitation.

Don'ts



- Be careful not to artificially raise expectations about what the information gathered may result in.
- Don't pressure people to provide an interview or participate in a focus group if they don't want to.

Conducting the discussion

Create an atmosphere conducive to discussion and listening



- Allow the person to talk freely and try not to interrupt them.
- Listen carefully. Practice active listening.
- Start with simple questions.
- Be alert to non-verbal signs and behavior that indicate how comfortable the person is, and adjust the topics and timeframe accordingly.
- Be polite.
- Take notes.

Don'ts



- Do not put the participants in a compromising situation by asking questions that may stigmatize them or endanger them.
- Do not rush participants; this may mean asking fewer questions.
- Do not make promises or create expectations about future support.

Concluding the discussion and following up

Offer an opportunity for participants to ask questions, share further, and receive follow-up support



- Invite participants to provide further information or input. Give participants the opportunity to ask questions or share thoughts on additional issues.
- Thank participants for their time and ideas.
- Provide the participants with contact information should they wish to share anything further with the facilitation team.
- Inform the relevant person (i.e. protection focal point) of any sensitive issues or complaints, and provide contact information.

Don'ts



- Do not promise that you will be able to make changes based on the general program feedback (besides PSEA-related issues), but do pass on general feedback you receive about the program to program management.

Reiterate the concept of confidentiality and its limits

Confirm that confidentiality will be respected within limits. Strict confidentiality cannot always be guaranteed due to the organization's moral and/or legal obligation to report and investigate. Clarify again how the data will be used, especially that no names will be associated with any discussions.

2. Example of community dialogue questionnaire

Questions about how communities receive general information

- What are most useful channels of communication available to you now?

Printed material	Internet, mobile and broadcast media	Creative arts	In person
Leaflets	Television	Film and video	Word of mouth
Newspapers	Radio	Theater (including street theater)	Loudspeaker
Magazines	Internet	Music	Door to door
Posters	Social media		
Billboards	Mobile (calls/SMS)		

Questions about trusted information sources

- What three sources of information do you trust the most?

Specific media sources	Specific person/institution	
Television (specify channel)	Government	NGO worker
Radio (specify station)	Community leader	UN staff
Print media (specify newspaper, magazine, etc)	Other community members	Health professional
Internet (specify website)	Religious leader	Police
Social media (specify)	Armed forces	
Other:	Other:	Other:
Don't know	Declined to answer	

- Which three sources do you trust the least?
- Are there any groups (e.g. men, women, older people, and disabled people) who trust different sources of information? [Open-ended question: note alongside]

Questions about barriers to receiving information

- What is stopping you from getting the information you need now?

No access to electricity	I don't trust where the information is coming from	My device is lost or damaged: <ul style="list-style-type: none"> ■ TV, radio ■ Computer ■ Mobile phone
Mobile network is down	TV/radio station is no longer running (specify what happened)	
Information is in the wrong language	I can't buy phone credit	
Information is written and I can't read	Other	
Don't know	Declined to answer	

- Which groups (women, children, minority groups) in the community find it harder to get information and why? (This is an open-ended question using which and why.)

Questions about additional PSEA information needs

- What would be the best way to make sure all community members hear about PSEA?

Questions about preferences for communicating with the organization

- What three ways would you like to use to communicate with aid agencies in relation to PSEA? (e.g. to ask a question, to complain or to make a suggestion)

Face to face (at home)	SMS	Social media (specify)	Tweet
Face to face (office/helpdesk)	Email	Suggestion box	Other
Phone call	Letter	Radio/TV show	Don't know

Specific PSEA questions

- Are you aware of the standards of staff behavior defined in the CRS code of conduct? If yes, how did you learn about them?
- What do you think are examples of misconduct by CRS or other aid workers?
- What do you think the community needs to know about the behavior of aid or NGO workers?
- What would be the most effective way for you to learn about the expected behavior standards of aid staff?
- Are there any official channels that you know of that you can use to report misconduct of aid staff working in your community? If yes, how did you learn about these?
- Are there groups in the community who would struggle to use these channels to report misconduct? How can these barriers be addressed?
- What do you need to know more about? Do you have any further questions about PSEA?

Expected and prohibited behavior of staff (including examples)	How to report concerns
What commitments the organization has made	What happens when a complaint is made
How to stay safe to prevent attack/harassment	How to get help after an attack or harassment
Other	

Close

- Thank participants for their participation.
- Explain what the information shared in the questionnaire will be used for.
- Leave time to respond to any questions participants may have and provide them with contact information should they wish to provide additional input or ask questions.

Glossary*

Child Any individual under the age of 18, irrespective of local country definitions of when a child reaches adulthood.

PSEA Protection against sexual exploitation and abuse, the term used by the UN and community of NGOs to refer to the measures taken to protect vulnerable people from sexual exploitation and abuse by their own staff and associated personnel.

Safeguarding The responsibility organizations have to make sure their staff, operations and programs Do No Harm to children and vulnerable adults, and that they do not expose them to the risk of harm and abuse. PSEA and child protection come under this umbrella term. Generally, the term does not include sexual harassment of staff by staff, which is usually covered by organization's bullying and harassment policy.

Sexual abuse An actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Sexual exploitation Any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Survivor or victim The person who is, or has been, sexually exploited or abused. The term "survivor" implies strength, resilience and the capacity to survive. This document mostly uses the term "victim," to mean the victim of the alleged perpetrator's actions. However this is not intended to negate that person's dignity and agency as an individual.

Allegation An assertion of facts that one intends to prove at trial or during an internal investigation procedure.

Complaint A specific grievance of anyone who has been negatively affected by an organization's action or who believes that an organization has failed to meet a stated commitment.

Complaint mechanism or procedure Processes that allow individuals to report concerns such as breaches of organizational policies or codes of conduct. Elements of a complaints mechanism may include suggestion boxes, whistleblowing policies and designated focal points.

Hotline/helpline A telephone number that allows persons wishing to report wrongdoing to do so. A hotline may be complemented with other technology-based reporting mechanisms, such as an online request form or email address.

* Adapted from: United Nations. July 24, 2017. Glossary on Sexual Exploitation and Abuse, Second Edition. CHS Alliance. 2017. *PSEA implementation quick reference handbook*.

Bibliography

- [Best Practice Guide Inter-Agency Community-Based Complaints Mechanisms](#), IASC, 2016.
- [Guidance Note: How to communicate safeguarding and PSEA messages to communities during COVID-19](#), PSEA, 2020.
- [Communication toolbox: Practical guidance for program managers to improve communication with participants and community members](#), CRS, 2013.
- [PSEA implementation quick reference handbook](#), CHS Alliance, 2017.
- [The Good Enough Guide - Impact Measurement and Accountability in Emergencies: The Good Enough Guide](#), Emergency Capacity Building Project, 2017.
- [IASC Six Core Principles Relating to Sexual Exploitation and Abuse, 2019](#).
- [Plain-language version of the PSEA Principles translated into 100+ languages. Above Six Core Principles translated into 100+ languages](#) (These do not reflect the latest update to Principle 4). IASC.
- [Interim Technical Note: Protection from Sexual Exploitation and Abuse \(PSEA\) during COVID-19](#), IASC, March 31, 2020.

Further resources

- [PSEA communication material](#), UN. Communications materials that can be adapted.
- [The language and culture of PSEA: Workshop outcome report](#), InterAction, December 17, 2019. Outlines key linguistic and cultural aspects.
- [No excuse for abuse: Preventing sexual exploitation and abuse in humanitarian action](#), InterAction, March 20, 2020. Video, available in multiple languages.
- [Translators Without Borders Glossaries](#). Includes gender- and protection-related terminology in multiple languages.
- [Hotline in a Box](#), IFRC, 2020. Tools to help assess, set up and manage channels to communicate with communities.