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.

**Who?**

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?**

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.
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.

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 access and receive 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.

### 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

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<th>Tool</th>
<th>Description</th>
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<td>Tool 1</td>
<td>Core PSEA messages for community members</td>
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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.

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

- **Focus group discussions**
  Consider holding separate group conversations with those with specific needs and at risk of SEA.

- **Key informant interviews**
  Consider holding separate meetings with those with specific needs and at risk of SEA.

- **Outlines and facilitator guides**
  To lead community dialogue.

- **Role plays**
  Role plays provide an engaging, creative and memorable forum to involve community members.

- **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.

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<th>Suggested tool</th>
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<tr>
<td><strong>Tool 6</strong> Community dialogue on PSEA (including example questionnaire)</td>
</tr>
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</table>
Tool 1 Core PSEA messages for community members

This tool is based on Minimum Operating Standards: Protection from Sexual Exploitation and Abuse by Own Personnel (IASC 2012).

### 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 abuse

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?

Six core principles

1. Sexual exploitation and abuse by aid workers constitute acts of gross misconduct and are therefore grounds for termination of employment.

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.

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

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.
- 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.
- All complaints will be received, processed and stored safely, and kept confidential. Your safety is our priority!

- Humanitarian organizations and their staff work on principles of humanity, impartiality and respect.
- You should never be asked to exchange sexual favors to obtain assistance, employment, goods or services.
- Abuse of power of any kind over local populations is prohibited.
- 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.
- 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].
- 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 complaints will be received, processed and stored safely, and kept confidential. Your safety is our priority!
- 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.
- 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].
- 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.
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.

Simplified PSEA 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! Please tell your friends!

- **Aid workers should make you feel happy and safe.** They should always treat you with kindness, respect and dignity.

- **We will always listen!** Tell us if someone who works with us or any other aid worker 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. Keeping you safe is what matters the most to us! Tell your friends!

- **Aid workers should never hurt you,** shout at you, touch you somewhere you don’t like, make you feel sad, or ask you to keep something a secret.
Tool 2 How to develop a PSEA communication plan

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

Overview

<table>
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<th>Purpose</th>
<th>Key steps to develop an appropriate and culturally sensitive PSEA communication plan.</th>
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<tbody>
<tr>
<td>When to use it</td>
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</tr>
<tr>
<td>Who to involve</td>
<td>Program teams, communication teams (when available).</td>
</tr>
</tbody>
</table>

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, disability status, 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 (written, oral and pictorial) to reach different groups, such as young children, older people, people with disabilities, illiterate or marginalized groups, etc. Whenever possible, use accessible formats (braille and large print, sign language, video, audio recordings, voice-overs and captions).

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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)?
  - If there is an SEA concern raised and the victim needs immediate support, where would communities want to refer them?
  - How do communities encourage people to speak up?

- 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, visibility and usability 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 *Information sharing template* (Caritas Internationalis 2018).

### Overview

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

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

* 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.

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<th>Overview</th>
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<th>This tool proposes a range of communication methods to tailor PSEA information to the context and target audience.</th>
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<td></td>
<td>When to use it</td>
<td>At the start of the project/program and/or when designing a PSEA information plan/strategy.</td>
</tr>
<tr>
<td></td>
<td>Who to involve</td>
<td>Program teams, communication teams (when available).</td>
</tr>
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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.
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<th>Pros</th>
<th>Cons</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus group discussions</td>
<td>■ Opportunity for dialogue to address questions and clarify doubts</td>
<td>■ Participants might not be comfortable speaking up in a group setting</td>
<td>■ Train facilitators to create a comfortable and confidential environment in a private space</td>
</tr>
<tr>
<td></td>
<td>■ Can be adapted for the audience (e.g. adopting child-friendly approaches)</td>
<td>■ Risk that survivors or perpetrators may be publicly identified</td>
<td>■ Ensure facilitators and participants are aware of the confidentiality requirements and its limits</td>
</tr>
<tr>
<td></td>
<td>■ Good for people with mobility concerns (such as those in remote locations, older people and PWDs)</td>
<td>■ Not suitable for anonymous or confidential SEA complaints</td>
<td>■ Ensure staff have adequate facilitation and interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>■ May generate more sensitive complaints than other approaches</td>
<td>■ Use in communities with low literacy</td>
<td>■ Set clear rules to ensure that survivor or perpetrator identification is not done in a group setting</td>
</tr>
<tr>
<td></td>
<td>■ Useful in communities with low literacy</td>
<td>■ Medium staffing and resource costs</td>
<td>■ Have separate FGDs for women, men, boys, girls, and male and female adolescents with male/female staff leaders</td>
</tr>
<tr>
<td></td>
<td>■ Low staffing and resource costs</td>
<td>■ May generate more sensitive complaints than other approaches</td>
<td>■ Train facilitators on when, whether and how to refer SEA cases (from staff from own organization and external staff) and have referral pathways available</td>
</tr>
<tr>
<td>Open community meetings / community events</td>
<td>■ Able to raise awareness among more people in less time</td>
<td>■ Not suitable for anonymous or confidential SEA complaints</td>
<td>■ Ensure in-person follow-up visits a few days after the FGD</td>
</tr>
<tr>
<td></td>
<td>■ May engage non-program participants</td>
<td>■ May not be appropriate in more conservative environment</td>
<td>■ Ensure gender balance of staff</td>
</tr>
<tr>
<td></td>
<td>■ Useful in communities with low literacy</td>
<td>■ Discussions might be limited if certain people dominate the group</td>
<td>■ Set clear rules to ensure that survivor or perpetrator identification is not done in a group setting</td>
</tr>
<tr>
<td></td>
<td>■ Can be adapted for the audience (e.g. adopting child-friendly approaches)</td>
<td>■ Low staffing and resource costs</td>
<td>■ Ensure staff have adequate facilitation and interpersonal skills</td>
</tr>
<tr>
<td>Door-to door visits</td>
<td>■ May allow for more private and confidential conversation</td>
<td>■ Could lead to loss of trust in program participants if perpetrator is involved in the visits</td>
<td>■ Ensure gender balance and diversity of staff to create more trust and address barriers (language, etc.)</td>
</tr>
<tr>
<td></td>
<td>■ Gives access to people with limited mobility</td>
<td>■ High staffing and resource costs</td>
<td>■ Train staff on how to present the key messages in a non-threatening way, and in terms of privacy and confidentiality principles</td>
</tr>
<tr>
<td></td>
<td>■ Provides opportunity for dialogue to address questions and clarify doubts</td>
<td>■ Could lead to loss of trust in program participants if perpetrator is involved in the visits</td>
<td>■ Ensure staff know how to handle any reports or cases received during door-to-door visits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ High staffing and resource costs</td>
<td>■ Ensure facilitators are aware of the confidentiality requirements and its limits</td>
</tr>
<tr>
<td>Method</td>
<td>Pros</td>
<td>Cons</td>
<td>Recommendations</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Integration into existing program**                                | ■ 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                                             | ■ May require more staff resources  
■ Some staff may feel uncomfortable talking about PSEA or not consider it their responsibility | ■ 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, posters, leaflets, community boards, videos, visibility material (t-shirts, notebooks, food packaging, etc.)** | ■ 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                                           | ■ 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 | ■ 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)**    | ■ 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 | ■ 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                                               | ■ 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 |
<table>
<thead>
<tr>
<th>Method</th>
<th>Pros</th>
<th>Cons</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual campaign</td>
<td>■ Can create broad momentum</td>
<td>■ Some staff may feel uncomfortable participating in a public campaign</td>
<td>■ Tailor communications material to the audience.</td>
</tr>
<tr>
<td></td>
<td>■ Can have a wide reach</td>
<td></td>
<td>■ Set it up in a communal space when available.</td>
</tr>
<tr>
<td>Direct conversation with trusted community leaders</td>
<td>■ Can have a wide reach</td>
<td>■ Can exclude groups or individuals who may not feel comfortable</td>
<td>■ Spend time training the leaders on PSEA to ensure that they are able to convey the messages in a safe and respectful way</td>
</tr>
<tr>
<td></td>
<td>■ Low/medium staffing and resource costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio show</td>
<td>■ Can have a wide reach, especially where listening to the radio is universal</td>
<td>■ Cannot reach people living with hearing impairments</td>
<td>■ Tailor communication material to the audience</td>
</tr>
<tr>
<td></td>
<td>■ Useful in communities with low literacy</td>
<td></td>
<td>■ 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.</td>
</tr>
<tr>
<td></td>
<td>■ Could include two-way communication, if people can call in and ask questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ Can also be anonymous, which can be good for sensitive questions considered too embarrassing to ask in person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Street theater/drama/music</td>
<td>■ Engaging way of sharing information</td>
<td>■ May not be appropriate in more conservative environment</td>
<td>■ Involve community members in creating the content, and test messages with them</td>
</tr>
<tr>
<td></td>
<td>■ Can have a wide reach</td>
<td>■ Discussions might be limited if certain people dominate the group</td>
<td>■ Ensure material is relevant to the context and appropriate to the target audience</td>
</tr>
<tr>
<td></td>
<td>■ Can be adapted for the audience (e.g. child-friendly approach)</td>
<td></td>
<td>■ Ensure translation into local languages</td>
</tr>
</tbody>
</table>
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
COMMUNICATING WITH COMMUNITIES

FEEL SAFE AND RESPECTED

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

It is OK for you to say no if you don’t want your photograph taken.

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

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

It is NOT OK for someone to call you and talk to you if you don’t want to answer the phone.

It is NOT OK for someone to give you a respectful compliment when you do well 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 to ask an adult you trust to be present if you need to talk to another adult one-on-one.

It is OK for you to talk to an adult you trust, such as a parent, your teacher, a club leader or a CRS staff member.

If you have been subjecting community members to violence, CRS is committed to ending and preventing all forms of violence that directly or indirectly affect the protection of human rights.

CALL-US

CRS Toll-Free line: 0800-5000256 — Languages available: English

UNHCR Toll-Free line: 0800-372232 — Languages available: Am

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

TALK-TO-US

CRS Staff, UNHCR, OPM, everyone and everywhere.

Sharing: meetings for planning and information exchange.

Languages available: Am

SUGGEST-TO-US

Suggestion boxes: CRS field offices and Reception centers for privacy.

Languages: written in English.

WRITE-TO-US

Letter boxes: to be dropped off at CRS field offices during office hours.

Languages: written in English.

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 staff 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 OCHA helpline at 2343340799 or send a Viber message to the number below:

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Viber (Messages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>+234 694 458601</td>
</tr>
<tr>
<td>Faro, Dan, Pashto</td>
<td>+234 694 019699</td>
</tr>
<tr>
<td>Urdu, Pashto, Hindi</td>
<td>+234 694 773509</td>
</tr>
<tr>
<td>Kinds, Turkis, English</td>
<td>+234 694 773545</td>
</tr>
</tbody>
</table>
COMMUNICATING WITH COMMUNITIES

ZERO TOLERANCE FOR SEXUAL EXPLOITATION AND ABUSE

Perpetrators will be punished

We are doing everything possible to improve accountability and end sexual exploitation and abuse by UN peacekeepers through strong prevention and response measures, centred on victims and survivors. We have improved our outreach, and the Victims’ Rights Advocate and I myself make it a priority to meet survivors personally.

ANTONIO VELASCO UN Secretary-General

KIRARO - We want you safe & well!
If you experience violence, theft, or fighting at the household or community level, reach out to these supports for help.
Child Helpline Dial 116
1) LC1/Local leaders & protection committees
2) Police: 0772 698 772
3) CDO (geneva): 0782 959 887
4) Probation Officers: 0772 610 133

Don’t sit with your problems alone, seek help!
CRS Toll Free Line: 0800 300 256

Child friendly IEC material

ADULTS MUST NEVER HURT YOU

STOP SEXUAL EXPLOITATION AND ABUSE

Together We Stand Against Sexual Exploitation and Abuse

REPORT MISCONDUCT
MINJUSTH Conduct & Discipline Team
Cell: 3702-6516
Ext: 6637
minjusth-cd@un.org

Honouring our values
**Videos**

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No excuse for abuse: Preventing sexual exploitation and abuse in humanitarian action</strong></td>
<td>(InterAction, 2020) Available in Arabic, English, French, Indonesian, Portuguese, Spanish, Swahili, Tagalog and Turkish</td>
</tr>
<tr>
<td><strong>Victims of sexual exploitation and abuse rebuild their lives</strong></td>
<td>(United Nations, 2019) Available in English and Swahili</td>
</tr>
<tr>
<td><strong>Jamilla: No Excuses Series - Prevention of sexual exploitation and abuse</strong></td>
<td>(Film Aid, 2006)</td>
</tr>
<tr>
<td><strong>Responding to Disclosure of a GBV Incident</strong></td>
<td>(Global Shelter Cluster, 2018) Available in Arabic, English, French and Spanish</td>
</tr>
</tbody>
</table>

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

**Translated IEC content**

<table>
<thead>
<tr>
<th>Plain-language version of the PSEA Principles translated into 100+ languages</th>
<th>Slogan</th>
</tr>
</thead>
<tbody>
<tr>
<td>IASC Six Core Principles Relating to Sexual Exploitation and Abuse, 2019. Translated into 100+ languages</td>
<td>Zero Tolerance for Sexual Exploitation and Abuse</td>
</tr>
<tr>
<td></td>
<td>Tolérance zéro pour l’exploitation et les abus sexuels</td>
</tr>
<tr>
<td></td>
<td>Tolerancia cero a la explotación y abuso sexual</td>
</tr>
<tr>
<td></td>
<td>Tolerância zero para abuso e exploração sexuais</td>
</tr>
<tr>
<td></td>
<td>Uvumilivu sufuri kwa unyanyasaji na ukatili wa kingono</td>
</tr>
</tbody>
</table>
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.

Flyer
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.

Poster
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.

Poster
This is part of a poster displayed in schools explaining to pupils how to share complaints through a protection focal point.

Poster
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.
Haiti

The following IEC materials were developed by the CRS Haiti country program to share information with stakeholders, community members, program participants and staff on communication channels for feedback and complaints during CRS interventions, and also illustrate unacceptable staff behavior. The materials are used by the CRS Haiti team during implementation of projects and are also displayed in all three offices and at project sites. They are shared during active engagement with community members and program participants.

**Poster**

This is used for all projects implemented by CRS for engagement with local communities. The information on the hotline is shared with community members so that they understand how to share feedback.

**Poster**

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

Poster
This was 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.
Tool 6 Community dialogue on PSEA

Overview

Purpose
- 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 PSEA information.

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

<table>
<thead>
<tr>
<th>Purpose and Preferences</th>
<th>Participation</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree on the purpose of the discussion and explore preferences</td>
<td>Create best conditions for wide and deep participation</td>
<td>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?”</td>
</tr>
<tr>
<td>- Capture community perspectives and level of PSEA understanding.</td>
<td>- 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).</td>
<td>- 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?”</td>
</tr>
<tr>
<td>- Understand preferred, context-relevant information channels for PSEA messaging.</td>
<td>- 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.</td>
<td></td>
</tr>
<tr>
<td>- Determine how to share PSEA messages that are context relevant and effective.</td>
<td>- 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.</td>
<td></td>
</tr>
<tr>
<td>- Discuss key terms in advance and how these may be translated and understood across the different languages.</td>
<td>- Include open questions, such as Why? How? When?</td>
<td></td>
</tr>
</tbody>
</table>

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.
- If available, assign or train staff who can conduct psychological first aid if any immediate support is needed.

*Based on guidance notes in:
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, 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 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.
- For children, people with disabilities, and other vulnerable groups, a consent form can be shared days in advance for them to learn about their participation.

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.

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.

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?

<table>
<thead>
<tr>
<th>Printed material</th>
<th>Internet, mobile and broadcast media</th>
<th>Creative arts</th>
<th>In person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaflets</td>
<td>Television</td>
<td>Film and video</td>
<td>Word of mouth</td>
</tr>
<tr>
<td>Newspapers</td>
<td>Radio</td>
<td>Theater (including street theater)</td>
<td>Loudspeaker</td>
</tr>
<tr>
<td>Magazines</td>
<td>Internet</td>
<td>Music</td>
<td>Door to door</td>
</tr>
<tr>
<td>Posters</td>
<td>Social media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billboards</td>
<td>Mobile (calls/SMS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions about trusted information sources

What three sources of information do you trust the most?

<table>
<thead>
<tr>
<th>Specific media sources</th>
<th>Specific person/institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television (specify channel)</td>
<td>Government</td>
</tr>
<tr>
<td>Radio (specify station)</td>
<td>Community leader</td>
</tr>
<tr>
<td>Print media (specify newspaper, magazine, etc)</td>
<td>Other community members</td>
</tr>
<tr>
<td>Internet (specify website)</td>
<td>Religious leader</td>
</tr>
<tr>
<td>Social media (specify)</td>
<td>Armed forces</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>Don’t know</td>
<td>Declined to answer</td>
</tr>
</tbody>
</table>

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?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No access to electricity</td>
<td>I don’t trust where the information is coming from</td>
<td>My device is lost or damaged:</td>
</tr>
<tr>
<td></td>
<td>TV/radio station is no longer running (specify what happened)</td>
<td>TV, radio</td>
</tr>
<tr>
<td></td>
<td>I can’t buy phone credit</td>
<td>Computer</td>
</tr>
<tr>
<td>Information is written and I can’t read</td>
<td>Other</td>
<td>Mobile phone</td>
</tr>
<tr>
<td>Don’t know</td>
<td>Declined to answer</td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Method</th>
<th>SMS</th>
<th>Social media (specify)</th>
<th>Tweet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to face (at home)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face to face (office/helpdesk)</td>
<td>Email</td>
<td>Suggestion box</td>
<td>Other</td>
</tr>
<tr>
<td>Phone call</td>
<td>Letter</td>
<td>Radio/TV show</td>
<td>Don't know</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Expected and prohibited behavior of staff (including examples)</th>
<th>How to report concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>What commitments the organization has made</td>
<td>What happens when a complaint is made</td>
</tr>
<tr>
<td>How to stay safe to prevent attack/harassment</td>
<td>How to get help after an attack or harassment</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
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.
Bibliography

- Best practice guide: Inter-agency community-based complaints mechanisms (IASC 2016).
- Communication toolbox: Practical guidance for program managers to improve communication with participants and community members (CRS 2013).
- PSEAH implementation quick reference handbook (CHS Alliance 2020).
- 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.
- Checklist to protect from sexual exploitation and abuse during COVID-19 (IASC 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.
- 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.