

## **Organization for Social Service, Health and Development (OSSHD) Tigray**

### **PSEA Community Dialogue Facilitation Guide (Adopted from SPSEA Toolkit)**

#### **1. 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.

#### **2. 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?

##### **2.1 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?"

#### **3. Introducing the discussion**

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

### **3.1 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.”

### **3.2 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.

### **3.3 Share purpose, rights and ethics**

Explain, in the language understood by participants (Tigrigna):

- 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.
- 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. 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. Welcome, make introductions and explain purpose, process, rights, concepts and terminology Welcome! I am ... ? Welcome and introduce Share purpose, rights and ethics

### **3.4 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.

### **3.5 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.

### **3.6 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.

## **4. Conducting the discussion**

#### **4.1 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.

##### **4.1.2 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.

#### **5. 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.

##### **5.1 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.