



# CHILD-FRIENDLY FEEDBACK MECHANISMS

**TRAINING MANUAL**

**August 2018**

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# CHILD-FRIENDLY FEEDBACK MECHANISMS TRAINING COURSE

## PURPOSE OF THE TRAINING COURSE

The Child-Friendly Feedback Mechanisms training course is designed for all staff working in humanitarian settings and other staff with a role in designing and implementing child-friendly feedback mechanisms. This training course offers an introduction to accountability in humanitarian settings and provides practical guidance in designing and implementing child-friendly feedback mechanisms, using key tools from Plan International's **Child-Friendly Feedback Mechanisms Guide and Toolkit**.

This training course is aligned with the Core Humanitarian Standard on Quality and Accountability (CHS), which sets out Nine Commitments that organisations and individuals involved in humanitarian action should uphold to improve the quality and effectiveness of the assistance they provide. In particular, this course contributes to the implementation of Commitments 4 and 5. For further information about CHS, please go to: <https://www.chsalliance.org/>.

## HOW TO USE THIS TRAINING MANUAL

This training manual consists of a facilitator guide for 7 training sessions including PowerPoint presentations, exercises and handouts for participants. The training is designed as a 2-day participatory workshop that introduces key tools to design and implement a child-friendly feedback mechanism.

Many of the training materials, including the exercises, can be contextualized and adapted in advance of the workshop. It is recommended to include context-specific examples, case studies and facilitator notes to increase the relevance of the workshop for all participants.

## TRAINING CONTENT

The training consists of 7 sessions delivered over two days, as outlined in the training agenda below, with approximately 6 hours training time per day.

**Day 1** provides an introduction to humanitarian accountability and the CHS, and explores how feedback mechanisms can contribute to greater accountability towards children and to our commitment of safeguarding children and young people, including prevention of sexual exploitation and abuse (PSEA).

**Day 2** is a practical workshop of scenario-based sessions in which participants develop a child-friendly feedback mechanism, plan for information and communication activities and review the feedback loop, using key tools of the Child-Friendly Feedback Mechanisms Guide and Toolkit.



## TIME

## SESSION

### DAY ONE

30 minutes	Day 1 Opening session
1.5 hours	Session 1: Accountability
1.5 hours	Session 2: Feedback Mechanisms
2 hours	Session 3: PSEA
30 minutes	Day 1 Closing activity

### DAY TWO

30 minutes	Day 2 Opening and recap session
3 hours	Session 4: Designing a child-friendly feedback mechanism
1 hour	Session 5: Information and communication
1.5 hour	Session 6: Implementing the feedback loop
30 minutes	Session 7: CHS Action Planning

#### Alternative options:

- Day 1 can also be delivered as a stand-alone 1-day introduction covering the basics of humanitarian accountability, child-friendly feedback mechanisms and PSEA.
- Day 2 can be expanded with an additional day to include more time for group work and exercises to design a context-specific feedback mechanism, including role plays, community consultations or sessions to practice essential soft skills such as communicating with children. In this case, the training will be extended to three days.

## COMPETENCIES

- Participants will be familiar with the Core Humanitarian Standard (CHS) as a global humanitarian accountability framework and learn how Plan International's accountability work supports the CHS.
- Participants will understand the purpose and scope of Plan International's child-friendly feedback mechanisms.
- Participants understand how feedback mechanisms can contribute to safeguarding of children and young people and the prevention of sexual exploitation and abuse (PSEA).
- Participants know the key steps to design and implement child-friendly feedback mechanisms, including key considerations of age, gender, diversity, inclusion, safety, confidentiality and participation in line with the Child-Friendly Feedback Mechanisms Guide (Plan International, 2018).
- Participants will have a chance to practice key steps in the feedback loop with children, young people and communities.
- Participants will develop a CHS improvement plan for commitment 4 and 5.

## WHO WILL FACILITATE THE TRAINING

The training sessions are ideally co-facilitated by two facilitators. Facilitators should have a good understanding of concepts related to accountability and feedback mechanisms, and ideally have first-hand experience in setting up feedback mechanisms, to be able to train other staff, although detailed notes are included in the facilitator guide in this manual.

## WHO WILL PARTICIPATE

This training course was designed for emergency response teams and other staff working humanitarian settings. However, most of the knowledge, skills and competencies practiced in this course is also relevant for staff working in non-emergency settings.

It is recommended to work with a group of maximum 20 participants for optimal participation and interaction. Training participants are Plan International and partner staff with diverse roles in designing and implementing child-friendly feedback mechanisms in humanitarian settings, including (senior) management, MEAL, programme, HR, operations, communications and IT.

## RESOURCES NEEDED

A large training room is required, in which whole group sessions can comfortably take place, as well as small breakout sessions for group work. A laptop, projector, screen and effective speakers are needed for all sessions to enable the PowerPoint presentations and videos to be shown, while resources specific to each training session are listed in the facilitator guides. Standard training materials include: flipcharts, markers, scotch tape, scissors, pens, coloured papers in different sizes, post-its.

## PREPARATION BEFORE THE TRAINING

- ✓ Adapt the participant training agenda and facilitator training outline.
- ✓ Contextualise the PowerPoint presentations, case studies and exercises as relevant.
- ✓ Share the participant training agenda with participants along with a digital of the Child-Friendly Feedback Mechanisms Guide and Toolkit (PDF) and handouts including the global policy on safeguarding children and young people and the code of conduct.
- ✓ Prepare a (digital) learning folder for each participant to hold all the documents they will be given during the training. This could include the training agenda, handouts and other reading.
- ✓ Select a training room that has a reliable power supply, is well ventilated, and is resourced with a projector and screen.

# COURSE OVERVIEW

## SESSION 1: ACCOUNTABILITY

### Learning outcomes:

1. Participants have developed a common understanding of the Core Humanitarian Standard (CHS) as global accountability framework for humanitarian action.
2. Participants have learned about Plan International's accountability work and how it is aligned with the CHS.

### Components:

- 1.1 What is accountability and why is it important in humanitarian action.

### Exercise: Definition pairing game (5 minutes)

- 1.2 Key pillars of Plan International's accountability framework.
- 1.3 Accountability key concepts: feedback mechanism, feedback vs. complaint and prevention of sexual exploitation and abuse (PSEA).
- 1.4 Core Humanitarian Standard (CHS): overview of commitments 4 and 5 and key findings from Plan International's self-assessments and CHS audit (2017)

### Exercise: Core Humanitarian Standard (CHS) quiz

**Methodology:** presentation, video, quiz and discussion.

**Duration:** 1.5 hours

### Handouts and exercises:

- Handout 1. Core Humanitarian Standard
- Handout 2. HQAI Report
- Exercise 1. Definition pairing game

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## SESSION 2: FEEDBACK MECHANISMS

### Learning outcomes:

1. Participants know the purpose, scope and feedback categories of Plan International's feedback mechanisms.
2. Participants know how to promote 'child-friendly' feedback mechanisms.
3. Participants learn about challenges and opportunities in implementing feedback mechanisms.
4. Participants have an overview of the Child-Friendly Feedback Mechanisms Guide and Toolkit.

### Components:

- 2.1 Purpose and scope of Plan International's feedback mechanisms.
- 2.3 Feedback categorisation

### Exercise: Categorisation of feedback

- 2.3 Child-friendly feedback mechanisms: key approaches to effective feedback mechanisms and how to make them 'child-friendly'.

**Exercise: Promoting child-friendly feedback mechanisms**

2.4 CHS Commitment 5: where does Plan International currently stand.

**Methodology:** presentation, discussion, practicing tools and group exercise.

**Duration:** 1.5 hours

**Handouts and exercises:**

Exercise 2. Categorising Feedback

Tool 3. Feedback Categories.

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**SESSION 3: PREVENTION OF SEXUAL EXPLOITATION AND ABUSE (PSEA)****Learning outcomes:**

1. Participants know the terms and definitions related to sexual exploitation and abuse (SEA).
2. Participants understand how SEA increase in humanitarian settings.
3. Participants know how SEA is addressed in Plan International's safeguarding policy and code of conduct.
4. Participants are introduced to the IASC Six Core Commitments on PSEA, the Minimum Operating Standards (MOS) and the PSEA requirements in the CHS.

**Components:**

- 3.1 SEA: key concepts, risks and impact.
- 3.2 Plan International's commitment to PSEA.
- 3.3 International PSEA commitments, standards & requirements: IASC and CHS.

**Exercise: Review of PSEA Best Practice Case Studies**

**Methodology:** presentation, video, discussion, case studies and group exercise.

**Duration:** 2 hours

**Handouts and exercises:**

Handout 3. Global Policy on Safeguarding Children and Young People

Handout 4. Code of conduct

Handout 5. IASC Six Core Commitments on PSEA

Exercise 3. PSEA case studies

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**SESSION 4: DESIGNING A CHILD-FRIENDLY FEEDBACK MECHANISM****Learning outcomes:**

1. Participants are familiar with the key steps in designing a child-friendly feedback mechanism.
2. Participants know what dimensions to consider when developing child-friendly feedback channels.
3. Participants are familiar with key tools from the Child-Friendly Feedback Mechanism guide and toolkit.

**Components:**

4.1 Designing a child-friendly feedback mechanism

**Exercise: Analysing the operational context**

**Exercise: Selecting child-friendly feedback channels**

**Exercise: Designing the feedback loop**

**Exercise: Planning resources**

**Methodology:** plenary presentation, video, discussion, practicing tools and group exercises.

**Duration:** 3 hours

**Handouts and exercises:**

Exercise 4. Emergency scenarios

Tool 4. Feedback Channels

Tool 13. Child-Friendly Feedback Mechanisms: Discussion Guide

Tool 16. Feedback Loop

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## **SESSION 5: INFORMATION AND COMMUNICATION**

**Learning outcomes:**

1. Participants understand the requirements under CHS commitment 4.
2. Participants have identified key messages and information that must be communicated to communities.
3. Participants have reflected on what, who, where, when and how to communicate with children, young people and communities.

**Components:**

5.1 CHS Commitment 4: Where does Plan International stand?

5.2 Information and communication: What, Who, Where, When and How

**Exercise: Developing an information and communication plan (30 minutes)**

**Methodology:** plenary presentation, video, group exercise, practicing tools and discussion.

**Duration:** 1 hour

**Handouts and exercises:**

Tool 13. Child-Friendly Feedback Mechanisms: Discussion Guide

Tool 17. Community Awareness Raising on Safeguarding and SEA



## SESSION 6: IMPLEMENTING THE FEEDBACK LOOP

### Learning outcomes:

1. Participants are familiar with the feedback loop.
2. Participants understand the importance of closing the feedback loop.

### Components:

6.1 Implementing the feedback loop

#### Exercise: Feedback activities with children

6.2 Learning from feedback

#### Exercise: Monitoring a feedback mechanism

**Methodology:** plenary presentation, video, discussion and individual exercise.

**Duration:** 1.5 hours

### Handouts and exercises:

Tool 2. Feedback mechanism scorecard

Tool 5. Child-Friendly Feedback Activities

Exercise 5. Role play

Exercise 6. Reviewing a feedback mechanism

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## SESSION 7: CHS ACTION PLANNING

**Note:** Each country office and region may have different approaches to CHS learning and action planning. Therefore, this session can be considered optional.

### Learning outcome:

1. Participants have identified key actions to improve performance on CHS commitment 4 and 5.

### Components:

7.1 CHS Action planning

#### Exercise: CHS Action planning

**Methodology:** Individual or group exercise.

**Duration:** 30 minutes

### Handouts and exercises:

Exercise 7. CHS Action Planning

# FACILITATOR GUIDE

## DAY 1 OPENING AND WELCOME



### Learning Outcomes:

1. Participants understand the training purpose, objectives, the course content and methodology.
2. Participants have developed a learning agreement.



### Resources

- PowerPoint Presentation Opening and Welcome
- Flipchart paper
- Marker
- Scotch tape



### Time needed

30 minutes



### Preparation

- Contextualise and update the PowerPoint slides with the background on the purpose and objectives of this training.
- Prepare a Parking Lot: draw a car/vehicle in the centre of a large square on a blank piece of flipchart paper and stick it on to the wall of the training room.



### Steps

#### **Introduction: Introducing my neighbour (15 minutes):**

- Welcome the participants to the workshop and introduce yourself as facilitator(s).
- Start with an introductory exercise to warm up the group. Ask all participants to form pairs. In each pair, participants introduce themselves to the other person and tell them three (3) things about themselves. For example: their name, what they like doing, and what their favourite food is. If the group already knows each other, ask participants to share something new about themselves. After this exchange, ask everyone to introduce the other person in their pair to the group, based on the things they have shared.

#### **Training objectives and agenda (15 minutes):**

- Present the training purpose, objectives and agenda.
- Learning agreement: with the participants, establish basic ground rules for the training. Emphasise the importance of creating a safe space to discuss more sensitive topics such as sexual exploitation and abuse and to discuss questions related to staff behaviour and misconduct.
- Parking lot: the parking lot represents a place where we can capture key questions or comments which are important and need to be explored, but which aren't relevant to the specific objectives of that session. Seek agreement that the group is happy to use it, and nominate a person who will be the notetaker for the parking lot, for all or for specific sessions.



### **Facilitator notes/observations**

Please note here any reflections from the session which may be useful in future sessions or training.

# FACILITATOR GUIDE

## SESSION 1 ACCOUNTABILITY



### Learning Outcomes

1. Participants have developed a common understanding accountability and learn why it is important in humanitarian action.
2. Participants are familiar with Plan International's accountability framework and related key concepts.
3. Participants are familiar with the Core Humanitarian Standard (CHS) and have learned how Plan International performs against CHS commitments 4 and 5.



### Resources

- PowerPoint Presentation Session 1
- Handout 1. Core Humanitarian Standard
- Handout 2. HQAI Report
- Exercise 1. Definition pairing game
- 6 envelopes (one envelope for every group of five participants)
- Two group prizes (e.g. candy, notebooks or small gifts)
- Video and sound system



### Time needed

1.5 hours



### Preparation

- Prepare the video (link in PowerPoint slide).
- Prepare a (soft) copy of Handout 1 and 2 for each participant.
- Cut out all Terms and Definitions from Exercise 1. Definition Pairing game and put the teams and definitions in an envelope. Prepare one envelope for every 5 participants.
- Read part 1 of the Child-Friendly Feedback Mechanisms guide and toolkit (p.11-16).



### Steps

Session opening (5 minutes)

- Present the learning outcomes of the session.

### 1.1 What is accountability and why is it important in humanitarian work (20 minutes)

#### Exercise: Definition pairing game (5 minutes)

1. Divide the participants in small groups of 5 participants. Give each group a closed envelope with the mixed terms and definitions.
2. On the count of 3, all groups to open the envelope. The groups compete with each other to pair all terms with the right definitions as quickly as possible. The team who first completes all pairs, wins a prize.

- Ask participants to discuss the following question with their neighbour: What does accountability mean to you? Let participants to share in their own words what accountability means to them.
- Present the definitions of accountability and AAP. Explain that within the humanitarian sector, accountability has been described and interpreted differently by different organisations over the years.
- Show the [video](#) on Accountability to Affected Populations by UN World Food Programme (stop the video at 4:27, after the introduction of feedback and complaints mechanisms).
- Ask the group: Why is accountability to affected populations important? Facilitate a short discussion.
- Highlight the following key messages in the discussion:
  - ✓ The affected population have the right to be informed, participate and influence our actions.
  - ✓ Accountability improves the quality of our humanitarian actions.
  - ✓ Global experience shows that most people want to be informed and influence the way assistance is delivered to them. At the same time, children and young people are often overlooked, as it is often not believed that they have the right or the capacity to be informed, participate or provide feedback.

## 1.2 Key pillars of Plan International's accountability framework (10 minutes)

- Present Plan International's accountability framework. Explain the pillars:
  - **Transparency** refers to the provision of timely, accessible and child-friendly information about the organization, our work, results and the actions we take as response to feedback.
  - **Participation** refers to ongoing engagement with children, young people and adults. It involves active listening and engagement in an ongoing inclusive dialogue with children, young people and communities throughout the programme/project cycle. It is key that participation is voluntary, respectful, relevant, inclusive, safe, transparent and informative. It is important to ensure the most vulnerable groups are represented and have influence.
  - **Duty to respond** refers to actively seeking feedback and responding to complaints. One key purpose of seeking feedback and handling complaints is to make sure that the **Do No Harm principle** is upheld, and that dissatisfaction or breaches in organizational policies (such as the Code of Conduct or the Child Safeguarding Policy) are identified and addressed.

## 1.3 Accountability: Key concepts (15 minutes):

- Present the following key concepts related to accountability:
  - **Feedback mechanisms:** Present Plan International's definition of feedback mechanisms, and explain that another common term is: 'feedback and complaints' mechanisms.
  - **Feedback or a complaint:** Ask two participants to read the statements. Ask the group what the difference is between feedback and what is a complaint. The blue box (left) represents feedback (suggestion). The purple box (right) represents a complaint, which is negative type of feedback.
  - **Feedback mechanisms as an accountability tool:** Explain the link to PSEA in the next slide.
  - **PSEA:** Staff misconduct, including sexual exploitation and abuse (SEA) can lead to serious harm and erode the confidence and of affected communities and countries in those who are providing assistance. In a dedicated session we will look more closely at PSEA and the safeguarding measures that Plan International has in place.

## 1.4 CHS video and quiz (30 minutes):

- Show the video on the Core Humanitarian Standard (4:47 minutes).



### Exercise: CHS Quiz (15 minutes)

1. Divide participants in small groups.
2. After each quiz question, each table group makes an agreed noise (like a buzzer) if they know the answer. Whichever group buzzes first, may provide their answer. After an incorrect answer, the next group can provide their answer.
3. The group with most points wins the quiz.

- Give participants 10 minutes to read Handout 1. Core Humanitarian Standard and Handout 2. HQAI Report.
- Explain that out of nine CHS Commitments, two commitments cover feedback mechanisms: 4 and 5.
- Present the findings of the CHS verification audit: while there is a strong organisational commitment to the CHS, the operationalisation and roll-out from global to country level has been limited. As a result, feedback mechanisms remain a weak link in our responses.
- Conclude the session with the following key messages:

- ✓ Accountability to affected populations (AAP) is a core responsibility of all aid workers: it is the right of anyone who is affected by the use of authority or power, to hold us accountable for what we do.
- ✓ Plan International's accountability framework provides us with clarity and guidance on the key pillars the organization needs to put in place in any emergency response. All pillars mutually reinforce one another and can also be used in development programmes.
- ✓ Plan International has made a commitment to adopt the CHS, which is the international accountability framework adopted by most humanitarian agencies and donors. Need to invest particularly in strengthening feedback mechanisms.

### End of session reflection (5 minutes)

- Invite the participants to stand up and walk around the room while music is playing. When the music stops, they find someone else and discuss briefly what they have learned in this session. When the music resumes, participants continue walking and when the music stops again, they find someone else and start the conversation again.



#### Facilitator notes/observations

Please note here any reflections from the session which may be useful in future sessions or training.

# FACILITATOR GUIDE

## SESSION 2 FEEDBACK MECHANISMS



### Outcomes

1. Participants know the purpose and scope of Plan International's feedback mechanisms.
2. Participants know how to promote 'child-friendly' feedback mechanisms.
3. Participants learn the challenges and opportunities in implementing feedback mechanisms.
4. Participants have an overview of the Child-Friendly Feedback Mechanisms Guide and Toolkit.



### Resources

- PowerPoint Presentation Session 2
- Exercise 2: Categorising Feedback
- Child-Friendly Feedback Mechanisms guide and toolkit
  - Tool 3. Feedback Categories
- (Coloured) papers
- Markers



### Time needed

1.5 hours



### Preparation

- Prepare two copies of Exercise 2: Categorising feedback. Cut out the ten community statements from community A and B. Prepare one set of five statements for each group of five participants.
- Prepare six cards with each a 'dimension' of child-friendly feedback mechanisms written on it.
- Read part 1 of the Child-Friendly Feedback Mechanisms guide and toolkit (p.11-16).



### Steps

Session introduction (5 minutes)

- Present the learning outcomes of the session.

### 2.1 Purpose and scope of Plan International's feedback mechanisms (10 minutes):

- Present the following aspects of Plan International's feedback mechanisms:
  - **Definition** of Plan International's feedback mechanisms. Explain that the terms and definitions used by different organisations can vary as there is no single definition. Plan International uses 'feedback mechanism'. Complaints are considered to be one type of feedback.
  - **Purpose and scope:** Emphasise that the scope of our feedback mechanisms is broad, ranging from 'regular' feedback on our programmes as well as complaints related to staff (mis)conduct.
  - **Feedback categories:** assigning categories to the messages we receive, helps us analyse and adequately respond to feedback, especially sensitive or urgent feedback. Point out that category 5-9 cover complaints, with 7-9 the most urgent types of complaints.

- Ask the group: What is the most common type of feedback you receive in your country office? Can you give some examples?
- Ask the group: Have you ever received feedback related to these categories? Can you give an example (without disclosing private or sensitive information)?

## 2.2 Categorising Feedback (20 minutes)

### Exercise: categorisation of feedback (20 minutes)

1. Divide the participants into four groups. Give two groups the five feedback statements from community A and give the two other groups the five statements of community B (handout Exercise 2).
2. Each group analyses the five feedback statements they received and assign them to the right feedback category. Groups can use **Tool 3. Feedback Categories** as a reference.
3. After 10 minutes, ask a group to read out a statement and explain what category / categories they think the feedback corresponds to. Rotate between groups until all ten statements are presented.

## 2.3 Child-friendly feedback mechanisms (45 minutes)

- Present the PowerPoint slides to guide a group discussion:
  - **Feedback loop:** Ask participants if they use a similar process or if there are differences in their feedback loop.
  - **Key approaches to effective feedback mechanisms:** Introduce the terms one by one. Ask participants if they have examples of good or bad practices?
  - **What happens when feedback mechanisms are not designed for children?** Ask participants what they think the implications will be. Present the four common challenges that arise when feedback mechanisms that are not specifically designed for children. Ask participants if they recognize these challenges, or if they have seen different challenges?
  - **Child-friendly feedback mechanisms:** Present the definition and the six key dimensions of child-friendly feedback mechanisms.

### Exercise: Promoting child-friendly feedback mechanisms (30 minutes)

1. Divide the participants into six (6) groups. Each group discusses one dimension of child-friendly feedback mechanisms and develops one or more examples of how this can be applied in practice.
2. After 10 minutes, each group presents their examples.
3. Close the exercise by presenting the definitions and examples of each of the six dimensions of child-friendly feedback mechanisms, using the PowerPoint slides.

## 2.4 CHS Commitment 5: where does Plan International currently stand (10 minutes)

- Ask the group if they remember what CHS commitment 5 is about. Explain that it covers feedback mechanisms.
- Present the findings of the 2017 CHS verification (HQA). Note that Plan International scored poorly on commitment 5, feedback and complaints mechanisms.
- Present the common challenges that came out of the interviews held with 9 country offices and 3 external agencies in Nov-Dec 2017, in preparation of the development of the global Child-Friendly Feedback Mechanisms guide and toolkit. Ask participants which challenges they recognize.

- Present also the opportunities that we see presently. Ask participants if they see other opportunities.
- Present the step-by-step Child-Friendly Feedback Mechanisms guide and toolkit (Plan International, 2018).  
Explain that in this course the group will focus on some of these steps in more detail, using the guidance and tools.

### **End of session**

- Invite questions on the session and check if the session objectives have been met.



### **Facilitator notes/observations**

Please note here any reflections from the session which may be useful in future sessions or training.

A large, empty rectangular box with a blue border, intended for the facilitator to write their notes or observations.

# FACILITATOR GUIDE

## SESSION 3 PREVENTION OF SEXUAL EXPLOITATION AND ABUSE (PSEA)



### Outcomes

1. Participants know the terms and definitions related to sexual exploitation and abuse (SEA).
2. Participants understand how SEA increase in humanitarian settings.
3. Participants know how SEA is addressed in Plan International's safeguarding policy and code of conduct.
4. Participants are introduced to the IASC Six Core Commitments on PSEA, the Minimum Operating Standards (MOS) and the PSEA requirements in the CHS.



### Resources

- PowerPoint Presentation Session 3
- Handout 3. Global Policy on Safeguarding Children and Young People
- Handout 4. Code of conduct
- Handout 5. IASC Six Core Commitments on PSEA
- Exercise 3. PSEA case studies
- Video and sound system



### Time needed

2 hours



### Preparation

- Prepare the video (link in PowerPoint slide).
- Prepare copies of Exercise 3. PSEA case studies.
- Prepare a (soft) copy of Handout 4 and 5 for each participant.
- Read chapter 1.3 of the Child-Friendly Feedback Mechanisms guide and toolkit (p.16-19) and the IASC Six Core Commitments on PSEA.



### Steps

#### Session introduction (5 minutes)

- Introduce the learning outcomes of this session.
- Remind the group of the learning agreement that was developed for the group and the importance of creating a safe space to discuss concerns around sexual exploitation and abuse. Ask participants to be respectful towards each other's views, experiences or questions.

#### 3.1 SEA: key concepts, risks and impact (20 minutes)

- Show the [video](#) of 3:07 minutes from the BBC covering a story of sexual abuse and exploitation in Syria by aid workers. It aired in February 2018. The purpose of the video is for participants to reflect on sexual abuse and exploitation in this humanitarian response and the impact it has on women and young girls. The interview with a humanitarian worker touches on key issues: how it happens, where, the impact it has on the victims, the reaction of the international community and the responsibility we have as aid workers.



- Guide a group discussion:
  - What do you feel when watching this video?
  - What did these men do?
  - What were the circumstances that made this exploitation and abuse possible?
  - What was the impact of this behaviour on the girls and women?
  - What can the impact be on NGOs providing aid to communities?
  - Does this only happen in Syria?
  - Allegedly local actors were committing sexual abuse and exploitation. Why would the UN and/or INGOs be held responsible?
- Underline the following key messages in the discussion:

- ✓ SEA perpetrated by humanitarian aid workers is a grave protection concern and one of the most serious breaches of humanitarian accountability. It erodes the confidence and trust of affected communities and the host country in all those who are providing humanitarian assistance.
- ✓ Even if local organisations provide the aid, INGOs and UN as funders of aid are responsible to put in place prevention and reporting mechanisms, and to act upon allegations of SEA.

- Present the definitions of Sexual Exploitation and Sexual Abuse. Ask participants if they can mention examples for each category of misconduct by aid workers. Present the examples of sexual exploitation and sexual abuse.
- Ask participants: Why does the risk to SEA increase in humanitarian settings? Think about the video we just watched. Which people in your context may be at higher risk of SEA?
- Highlight the following key messages in the discussion:

- ✓ In humanitarian settings, there are many factors that increase SEA risks for vulnerable populations, such as: poverty, increased influx of valuable items and goods such as food and non-food items, lack of law enforcement and security, but also poor recruitment processes in aid agencies.
- ✓ The most vulnerable members of community are those with less social and economic power. Victims of SEA are typically poorer, younger and female: children, adolescent girls and women, and persons with disabilities. The majority of people affected by SEA are women and girls.

- Introduce the concepts of sexual harassment, GBV and child protection programming, and explain that there is often conceptual confusion in discussions about PSEA. Highlight these key messages:

- ✓ SEA can be considered to be a form of GBV, due to the inherently unequal power dynamics.
- ✓ Sexual harassment is different from SEA as it refers to unwelcome sexual advance or conduct between staff members.
- ✓ Protection programming (CP and GBV) is different from SEA as it refers to programmatic actions to prevent and respond to violence within the community.

### 3.2 Plan International's commitment to PSEA (30 mins)

- Present Plan International's safeguarding policy and code of conduct and explain how they address SEA.
- Present the five types of staff misconduct related to SEA that are prohibited for all staff. Explain that these categories are also reflected in the 2002 IASC Six Core Commitments on PSEA developed by the UN.
- Give participants time to read through **Handout 3. Global Policy on Safeguarding Children and Young People, Handout 4. Code of conduct and Handout 5. IASC Six Core Commitments on PSEA**.
- Invite the group to ask any questions before moving to the scenarios.

- Tell the group: we will now read four scenarios and discuss whether the conduct of the staff is appropriate or not, and why.
- Ask a volunteer to read out scenario A and ask questions to the group – repeat this with B, C and D. The purpose of this exercise is to let participants reason why conduct is acceptable or not, based on the stipulations of the safeguarding policy and code of conduct.

### **Scenario A:**

- Ask: What do you think of John's conduct? Is John's act of paying for sex acceptable or not?

*Answer: His conduct is a breach of code of conduct and is thus not acceptable. Exchanging money for sex is prohibited for all Plan International staff, regardless if prostitution is tolerated or legal in the country. This is explicitly stated in the safeguarding policy and code of conduct.*

### **Scenario B:**

- Ask: What do you think of Ahmed's conduct? Is this acceptable or not?

*Answer: His conduct is a breach of the safeguarding policy and is thus not acceptable. Ahmed is exchanging goods (jewellery and mobile phone cards) for sex and Joyce is below the age of 18 years. Not knowing the age is not an excuse for engaging in a sexual relationship with a minor. If in doubt, don't do it. This is explicitly prohibited in the safeguarding policy: "Mistaken belief in the age of a child is not a defence/excuse based on the unintended harm".*

- Ask: Does Ahmed need to comply with Plan International's organisational safeguarding policy if he works for another organisation?

*Answer: Yes, as an associate of Plan International he needs to comply. If the partner does not have its own safeguarding as equivalent of Plan International's global safeguarding policy, their staff should sign Plan International's policy.*

- Ask: What is Plan International's responsibility towards Ahmed and his behaviour?

*Answer: Plan International should 1) ensure all partner staff understand and comply with the safeguarding policy and 2) report the incident to the internal focal point for safeguarding children and young people.*

### **Scenario C:**

- Ask: What do you think of Roan's behaviour? Is this an act of sexual exploitation or abuse?

*Answer: His conduct is a breach of code of conduct and is thus not acceptable. While the relationship may seem consensual and Priya is not a direct beneficiary of Plan International, it is unlikely that this relationship is based on an equal power relation. It is clear that Priya is a highly vulnerable person affected by the crisis, living alone in the camp with three children and receiving aid. Even if Priya is not a direct beneficiary of Plan International, the fact that there is an exchange of sex and goods between a highly vulnerable person and an aid worker, points at SEA. In addition, this conduct breaches the humanitarian principle of impartiality (favouritism) and may therefore bring Plan International into disrepute, which is a breach of code of conduct.*

### **Scenario D:**

- Ask: What do you think of Tom's behaviour? Is this an act of sexual exploitation and abuse?

*Answer: This conduct is a breach of code of conduct and is thus not acceptable. Tom is engaging in a sexual relationship with a beneficiary. This means that there is an inherent power imbalance between them, even if*

*it is consensual. Layla depends on Tom for assistance, while Tom controls who has access to humanitarian goods. This is explicitly prohibited by the code of conduct.*

- Present the key actions prevent SEA: all staff members need to understand, comply with and raise awareness about the policy and code of conduct, and report breaches (including allegations or rumours) and cooperate in investigations when these take place. In addition, management should provide a conducive and transparent environment internally for discussion and reporting of concerns.
- Ask participants: *do you know who and how to report SEA complaints if you would receive them?*
- Summarise the session with the following key messages:
  - ✓ SEA against children and young people (0-24 years) is covered by the Policy on Safeguarding children and young people. These complaints are handled by the safeguarding focal point in country.
  - ✓ SEA against adults is covered in the code of conduct. These complaints are usually handled by the HR manager.
  - ✓ Feedback mechanisms do not replace existing reporting mechanisms for SEA; rather, complaints identified through the feedback mechanism should be addressed by respective focal points.

### **3.3 International PSEA standards & requirements: IASC and CHS (60 minutes)**

- Present two key international standards and requirements, the IASC MOS and the CHS:
  - **IASC PSEA Minimum Operating Standards (MOS):** Highlight that while Plan International has dedicated policies and focal points in place, the implementation of feedback mechanisms and communication with communities is relatively weak, as the 2017 CHS audit showed.
  - **CHS commitment 5** requirements on PSEA. Highlight the requirement to link PSEA efforts to our child-friendly feedback mechanisms.

### **Exercise: Review of PSEA best practice case studies (45 minutes)**

- Divide participants into 4 groups. Each group will have a different case study to discuss (Exercise 3. PSEA case studies). The case studies look at four of the PSEA Minimum Operating Standards (MOS). Each group takes 20 minutes to:
  1. Identify good practices in the case study.
  2. Discuss whether similar actions are being carried out in their country office.
  3. Discuss what actions could be carried out to raise awareness among children and young people.
- Each group presents their key findings on point 1 and 3 in plenary. Ensure the following is covered:

#### **Case study 1: Dedicated PSEA department/focal point (RCK)**

- Included costs for PSEA, such as training, in all project proposals.
- Assigned clear responsibilities for PSEA (HR person and project managers working with refugees)
- Included PSEA commitments in all staff contracts, aside from including responsibilities in the JDs.
- Monthly PSEA reviews to identify and tackle issues.

#### **Case study 2: Awareness raising on SEA amongst staff (YEU)**

- Inclusion of code of conduct (including PSEA) in all staff inductions.
- Quarterly management meetings to discuss issues related to the code of conduct (incl. PSEA)
- Annual PSEA refreshers for all staff

- Code of conduct visual throughout the office (posters, etc.)
- Staff performance review included issues on the code of conduct.

### **Case study 3: Awareness raising among beneficiaries on PSEA (GOAL)**

- Used staff survey to identify key messages in code of conduct, to increase awareness and buy-in.
- Translated these key messages into visuals and displayed them at community level; involved the community in developing images and text, which raised awareness at community level on PSEA and ensured messages were culturally appropriate in the communities.
- Adapted the visual messages based on community feedback.

### **Case study 4: Effective community-based complaints mechanisms (CCSP-DT)**

- Developed an inter-agency protocol for SEA complaints to ensure coordination between the different actors working in the area.
- Assigned clear focal points for PSEA and established management responses, procedures for investigation, refer mechanisms and support for victims.
- Established a steering committee to discuss and tackle SEA.
- Rolled out PSEA messaging in camps and identified with the community the most appropriate means (language, images,) using a variety of channels such as radio and theatre to raise awareness.
- Facilitate a plenary final discussion on way in which we could adapt actions and messages to children and young people. Consider: what information, types of messages, ways of communication, key characteristics of a focal point. Should staff training cover specific topics?
- Conclude the session with the following key messages:
  - ✓ Sexual abuse and exploitation (SEA) is a major breach of the Safeguarding Policy (for children and young people) and the PII code of conduct (for adults) and one of the most serious violations of humanitarian accountability with severe consequences for the individual and the organisation.
  - ✓ Legality or tolerance for prostitution in a country, or not knowing the age of a young person, are no excuses for committing SEA.
  - ✓ The PSEA ISAC Minimum Operating Standards are the key international standards for PSEA. Commitment 5 of the CHS lists feedback mechanisms that can respond to SEA complaints as a key requirement.
  - ✓ One of the most important steps with PSEA is internal and external awareness raising. It is key we engage with communities in designing PSEA messages as well as in designing the most confidential and safe feedback channels to share these complaints.
  - ✓ Specific information, communication and other awareness activities with children and young people should be identified including child-friendly and appropriate use of language.

### **End of session reflection (5 minutes)**

- Invite the participants to stand up and walk around the room while music is playing. When the music stops, they find someone else and discuss briefly what they have learned in this session. When the music resumes, participants continue walking and when the music stops again, they find someone else and start the conversation again.



### Facilitator notes/observations

Please note here any reflections from the session which may be useful in future sessions or training.



# FACILITATOR GUIDE

## DAY 1 CLOSING SESSION



### Outcomes

1. Participants have reflected on their learnings of day 1.
2. Participants have identified learning needs for day 2.



### Resources

- Child-Friendly Feedback Mechanisms guide and toolkit
- Tool 2 – Feedback Mechanism Scorecard.
- Parking lot



### Time needed

45 minutes



### Preparation

- Prepare a printed copy of Tool 2 – Feedback Mechanism Scorecard for each participant.
- Prepare the agenda for day 2 of the training.



### Steps

#### 1. Feedback Mechanisms Self-Assessment (15 minutes)

- Introduce **Tool 2 – Feedback Mechanism Scorecard**. This scorecard assesses the functionality and child-friendliness of a feedback mechanism. It is developed for teams to identify strengths, weaknesses, and points for improvement in their feedback mechanism.
- Ask participants to complete the scorecard as a self-assessment of their feedback mechanism in country (or: in the last country they were deployed to with Plan International). Even if there is no formally established feedback mechanism, there may still be some good practice already taking place.
- After scorecards have been completed, explain that Day 2 of the training will cover the first three components of the scorecard in more detail.

#### 2. End of day reflection (30 minutes)

- As a closing exercise, ask everyone to turn to their neighbour and discuss the following questions:
  - What is clear to me from today's sessions?
  - What is not yet clear to me?
  - What do I need to know more about?
- Ask each pair to turn to the next pair and to share their discussion among the four of them.
- In plenary, ask each group of four to summarise the areas that the group is confident on, and the areas that remain unclear.

- Share the agenda for day 2 of the training, and check that everyone's expectations and learning needs are met. It may be possible that during the group work, participants have identified additional capacity building needs that are not addressed by the core training sessions but which can be parked on the Parking Lot added to the overall action plan that will be developed at the end of Day 2.



#### **Facilitator notes/observations**

Please note here any reflections from the session which may be useful in future sessions or training.

A large, empty rectangular box with a blue border, intended for the facilitator to write their notes and observations from the session.

# FACILITATOR GUIDE

## DAY 2 OPENING AND RECAP SESSION



### Outcomes

1. Participants have reflected on the learnings of day 1.
2. Participants know the agenda of day 2.



### Resources

- Agenda of day 2
- Flipcharts
- Coloured cards
- Markers
- Pens



### Time needed

30 minutes



### Preparation

- Prepare the agenda of day 2.
- Choose a recap activity and make necessary preparations.



### Steps

#### Opening and recap activity (20 minutes)

- Welcome participants back to day 2 of the workshop and invite them to participate in a fun activity that will refresh their memory on what was discussed in day 1.

#### Option 1: The A-Z of Day 1

1. Arrange participants into groups of 4 or 5 participants.
2. Explain that each group must race to develop an A-Z list of concepts, terms, ideas or discussion areas that were discussed in Day 1. Examples include A – Accountability, B – Boys, C – CHS, D – Disaster, etc.
3. When one group has developed their A-Z, ask them to share their most creative answers, or randomly select a few letters and ask the winning/all teams to share their word and explain its relevance.
4. Use the words to clarify definitions and key concepts from the previous day.

#### Option 2: On your marks

1. Prepare a list of up to 10 questions that are relevant to the training content of day 1.
2. Split the total number of participants into two teams of equal number.
3. Ask each team to stand in a horizontal line, shoulder to shoulder, with each team member facing a member of the opposite team, who should be standing in a similar line. Both teams should be facing each other, standing at least 2 metres away from the other team.
4. Stand at one of the ends of the two lines, in between the two participants, holding a ball or similar object.

5. Explain that each pair (competitors from both teams) will be asked a question and when they think they know the correct answer, they should run towards you and tap the ball/object. The first person to reach the ball will be invited to give their answer, with right answers getting a point, and incorrect answers resulting in a team point being deducted.
6. Start by addressing the pair furthest away from you...and watch the energy levels rise!

**Note:** Ensure that the floor is clear of trip hazards and that the room has enough space for participants to safely run. For added fun, instead of running, each pair can be given a different instruction to reach the ball, such as hopping, leapfrogging, speed walking, etc.

### Option 3: Connect Four

1. Prepare a list of 16 basic questions on the material or decisions made in day 1.
  2. Draw a grid on a blackboard, 4 squares by 4 squares (or on flipchart paper) and randomly label each square with a number 1-16.
  3. Split the group into two teams and give each team a set of coloured post it notes or pens (e.g. team one is blue, team two is red).
  4. Read out the corresponding question for each square in the grid in turn, inviting teams to consult team members and to make an agreed noise (like a buzzer) when they think they know the right answer. If the answer is correct, the team should place their post it note over the number in the square.
  5. The team that succeeds in getting a straight line (vertical, horizontal or diagonal), wins.
  6. Alternatively, the rules can be changed so that each team takes it in turn to select the grid number they wish to try for, which gives them to the opportunity to 'block' the progress of the other team in connecting a run of four.
- Share the agenda for day 2.



#### Facilitator notes/observations

Please note here any reflections from the session which may be useful in future sessions or training.

# FACILITATOR GUIDE

## SESSION 4 DESIGNING A CHILD-FRIENDLY FEEDBACK MECHANISM



### Outcomes

1. Participants are familiar with the key steps in designing a child-friendly feedback mechanism.
2. Participants know what dimensions to consider when developing child-friendly feedback channels.
3. Participants are familiar with key tools from the Child-Friendly Feedback Mechanism guide and toolkit.



### Resources

- PowerPoint Presentation Session 4
- Exercise 4. Emergency scenarios
- Child-Friendly Feedback Mechanisms guide and toolkit
  - Tool 4. Feedback Channels
  - Tool 13. Child-Friendly Feedback Mechanisms: Discussion Guide
  - Tool 16. Feedback Loop
- Flip charts
- Markers
- Video and sound system



### Time needed

3 hours



### Preparation

- Prepare the video (link in PowerPoint slide).
- Print copies of scenario A and B for the participants. Alternatively, participants use their current context as the scenario for this session.



### Steps

#### Session introduction (5 min)

- Introduce the objectives of the session.
- Divide the group into small groups of 4-5 participants each. Ensure an even number of groups, so either create 2 or 4 groups. Explain to the groups that they will work as 'emergency teams' throughout the today's sessions. Give the teams a scenario to work from. Choose the best suitable option for the group:

#### **Option 1: Participants come from different countries or are not currently working in an emergency**

Use the scenarios A (quick onset) and B (slow onset) as imaginary emergency contexts. The scenarios will allow participants in each group to work together as a team in designing a context-specific feedback mechanism. Give half of the groups scenario A to work with, and the other groups will use scenario B.



## **Option 2: All participants work in the same country / emergency setting**

If participants are currently working in the same country or emergency setting, the teams will use their current context as the scenario for this session. Different groups may be created for different geographical areas (e.g. camp / host community), as relevant.

### **4.1 Designing a child-friendly feedback mechanism (2.5 hours)**

- Present an overview of 'Phase 1: Designing a child-friendly feedback mechanism'. This session will let the groups experience the process of designing a child-friendly feedback mechanism, as outlined in Child-Friendly Feedback Mechanisms guide and toolkit.
- Ask each group to take notes of their discussions and reflections in each step of the process. This can either be done using flipcharts and markers or personal laptops, as long as the notes are accessible to all team members.

#### **Step 1.1 Forming a feedback task team**

- Ask participants who in their country office (or: in scenario A and B) would be the lead person to develop a feedback mechanism. Which (partner) staff functions should be considered?
- Explain that in new emergency operations, or low-resource setting, not all functions might be in place right away. Involvement of senior management is important to ensure that sufficient resources are allocated to feedback mechanisms and that there are no gaps left in key roles and responsibilities.

#### **Step 1.2 Analysing the context**

##### **Exercise: Analysing the operational context (15 minutes)**

- Present the guiding questions to analyse the operational context. Give the groups 10 minutes to reflect on their own context (or: scenario A or B). Ask each group to take notes on a flipchart.
- Ask each group to present the key capacities and constraints from their context.
- If using scenario A and B, highlight the following:
  - *Plan International has been present for 10-15 years, so maybe there are existing feedback mechanisms.*
  - *Conservative cultural context: might hint at limited mobility and literacy of particularly girls and women.*
  - *Scenario A has 10 ethnic groups who each might have their own language or dialect.*
  - *Scenario B presents high insecurity situation and poor infrastructure.*
  - *Ensure children with impairments, elderly, and others with special needs are included.*
  - *Partners involved: need to ensure feedback mechanisms extend to partners.*
  - *Short duration of response (six months): a mechanism should be put in place. Where and when possible, the mechanism should link to our longer-term presence and programmes.*

#### **Step 1.3 Defining the scope of the feedback mechanism**

- Explain that the scope of Plan International's feedback mechanisms is broad: it includes both feedback on our assistance as well as on staff conduct.
- The nine corresponding feedback categories are also standardised, but may be adapted to local context. Highlight that complaints in category 7, 8 and 9 identified through the feedback mechanisms should always be reported immediately to the respective focal points.

### Step 1.4 Selecting child-friendly feedback channels

- Show the [video](#) (9:08 min) on World Vision-supported feedback mechanisms. The video shows how feedback channels were developed to meet the needs of the community, and how feedback influenced programming.
- Ask the group:
  - Which feedback channels did you see in the video? *Community discussions, phone, SMS, score cards, etc.*
  - Were all channels effective from the beginning? *Why (not)? Some channels did not work as planned, and after consultation with communities, particularly women as end users of the project, channels were changed or adapted to become more effective.*
  - What did these organisations do to make it easier for people to provide feedback? *Use phone instead of SMS, used visuals and pictograms where literacy was low, used a variety of media to raise awareness on the channels.*
  - What changes in the programme did the provided feedback lead to? *Adaptations in the project, but also empowerment of the women involved as actions were taken based on their feedback.*
  - The video did not highlight specific feedback channels for children and young people. Do you think children and young people could use the same channels? Why (not)?
- Make sure to highlight the following key messages in the discussion:
  - ✓ Consulting with communities is a crucial part of designing effective feedback mechanisms. It helps to understand existing capacities and common practices in providing feedback, based on which effective feedback channels can be developed.
  - ✓ The preferences and capacities of children and young people might be different than those of adults; therefore, it is key to consult with children and young people and where needed, develop separate feedback mechanisms.
  - ✓ In order to build communities' trust the system and to benefit from feedback, it is crucial that feedback is actually used to improve programmes.
- Present the slide with different feedback channels. Explain that the preferences of children and young people can be context-specific but that these commonly include: face-to-face meetings, reporting to feedback focal point (particularly for safeguarding concerns), writing (letters, proposals, or simply a feedback form), reporting to their peers, and phone helplines, SMS, email and internet. Specific feedback activities can also be integrated into project activities.
- No one channel meets all needs of all people. Therefore, it is recommended that a feedback mechanism uses multiple feedback channels.
- To know what feedback channels are most appropriate, consult with the community and decide together!
- Tell the group: Before starting community consultations, we will hold an internal team meeting to prepare this together. Consider the available time, funds and human resources available in your context.

### Exercise: Selecting child-friendly feedback channels (60 minutes)

1. Each group takes 45 minutes to undertake the following steps:
  - **Select potential feedback channels:** each groups make a preliminary selection feedback channels that re feasible within the given context and resources. Remind participants to ensure a selection of 'one-way' and 'two-way' channels and to select specific channels for reporting of safeguarding concerns, with at least one confidential reporting channel. Use the Child-Friendly Feedback mechanisms guide and toolkit,

particularly **Tool 4. Feedback Channels** and **Tool 13. Child-Friendly Feedback Mechanism**: Discussion Guide to reflect on key age, gender, inclusion, safety and confidentiality considerations of each feedback channel.

- **Select specific feedback channels for SEA and safeguarding:** discuss the specific requirements for safe and confidential reporting of protection concerns.
  - **Identify community groups/members to consult with:** Identify community groups or key community members to consult with when selecting feedback channels.
2. Ask each group to document their reflections on a flipchart. Make sure to walk around the groups and provide feedback during the group work.
  3. After 45 minutes, put all flipcharts up on the wall, and hold a 'gallery walk' in the room. Give each group 3-5 minutes to present their feedback channels and some of the key considerations.
- In feedback on each presentation, highlight the following key messages:
    - ✓ Feedback channels should be multiple to ensure we reach all girls, boys, women and men.
    - ✓ Select a mix of one-way and two-way feedback channels including at least one channel to provide anonymous/confidential feedback.
    - ✓ Consider setting up specific channels for people who are homebound or otherwise less mobile, such as people with physical impairments, pregnant women or elderly.
    - ✓ Consider the need to set up specific safe and confidential feedback channels to report breaches of safeguarding and code of conduct.
    - ✓ Discuss the impact of any security concerns on accessibility of feedback channels for both beneficiaries and staff members.
    - ✓ Consider adaptations for low literacy, low connectivity and low resource settings.

### Step 1.5 Designing the feedback loop

- Once feedback channels have selected, it is time to develop the feedback loop. The effectiveness of a feedback loop depends on a series of highly coordinated actions, and clear roles, responsibilities and timeframes supported by several teams and departments.

### Exercise: Designing the feedback loop (30 minutes)

1. Let the teams review **Tool 16. Feedback loop**.
2. Based on their scenario and selected feedback channels, they develop key actions, roles and timeframes for each feedback channel and each step.

### Step 1.6 Planning resources

- Present the main categories of resources that must be considered to resource the feedback loop.

### Exercise: Planning resources (15 minutes)

1. Give participants 15 minutes to analyse their own context (or: scenario A or B) and make a priority list of resources required, i.e. the top 10 of most urgent items, costs or resources. Refer to Step 1.6 (page 40 and 41) of the guide for more details.
2. In plenary, ask each group to share one 'take-away' from their discussion.

### Step 1.7 Developing a feedback mechanism implementation plan.

- Explain that an implementation plan can be developed when all steps have been completed. This plan will help to internally communicate and advocate for well-resourced feedback channels. Including a master budget can help promote cost-recovery into project budgets.
- Give participants 5 minutes to review [Tool 1. Implementation plan and answer any questions.](#)

### Step 1.8 Building staff capacity

- Explain that this is a key step in the preparatory phase of feedback mechanisms. Show the minimum requirements for staff capacity building.
- Ask participants: how this can be done in a situation of limited time and resources?
- Highlight that Plan International has an online course on the Safeguarding Children and Young people Policy available on Plan Academy.

### Step 1.9 Informing the community

- Tell participants that the next session is dedicated to this final and important step of the design phase.

### Session closing

- Invite questions on the session and check if the session objectives have been met.



#### Facilitator notes/observations

Please note here any reflections from the session which may be useful in future sessions or training.

# FACILITATOR GUIDE

## SESSION 5 INFORMATION AND COMMUNICATION



### Outcome

- 1.1. Participants understand the requirements under CHS commitment 4.
- 2.2. Participants have identified key messages and information that must be communicated to communities.
- 3.3. Participants have reflected on what, who, where, when and how to communicate with children, young people and communities.



### Resources

- PowerPoint Presentation Session 5
- Child-Friendly Feedback Mechanisms guide and toolkit
  - Tool 13 Child-Friendly Feedback Mechanisms: Discussion Guide
  - Tool 17 Community awareness raising on Safeguarding and SEA
- Any good examples of information and communication materials or approaches from the local context



### Time needed

1 hour



### Preparation

- Prepare the video (link in Powerpoint facilitation notes).



### Steps

Session introduction (5 minutes)

- Introduce the learning outcomes of the session.

#### 5.1 CHS Commitment 4: Where does Plan International stand? (10 minutes)

- Overall, Plan International children, young people and communicates with communities using a range of formats and media. All materials follow strict approvals to ensure they represent communities ethically. Communities are encouraged to participate and accountability is important to Plan International teams, however: according to the 2017 audit, there are also some weaknesses in the way we structurally communicate and engage with communities.
- Ask the group: do you recognize these challenges from current or previous work experiences?
- Show the [video](#) (2:22 min) from InfoAid on how and why communication with affected populations is life-saving humanitarian assistance.
- Ask the group: Do you have examples of communication activities that you have seen or implemented during an emergency that helped improved the situation of affected people?

#### 5.2. Information and communication: What, Who, Where, When and How (40 minutes)

- Ask the group what type of information they normally provide to communities.

- Present the key information that should be provided to communities at minimum.
- Highlight that specific information should be developed to explain the concept of SEA and outline our organisational commitment and policies related to PSEA and children and young people safeguarding.

### Exercise: Developing an information and communication plan (30 minutes)

1. Each group develops an information and communication plan, which includes:
  - **Who:** who are the main target groups to be reached?
  - **Where:** in what locations will information be provided?
  - **When:** what is the frequency or timing of information provision
  - **How:** is information communicated? How will information be adapted to different groups?
2. Groups use Step 1.9 (page 45-47) of the guide and **Tool 13. Child-Friendly Feedback Mechanism:** Discussion Guide for more guidance on how information and communication work can be culturally-, gender- and age-appropriate, inclusive, safe and confidential and how confidentiality and sensitivity of issues can be addressed. **Tool 17. Community awareness raising on Safeguarding and SEA** can be used as a reference for PSEA awareness raising.
3. Present the Who, Where, When and How from the slides. Ask the groups to add to the slides by presenting their Who, Where, When and How.

### Session closing (5 minutes)

- Close the session with the following key messages:
  - ✓ Information, communication and engagement with communities should be inclusive of the most marginalised children and community groups.
  - ✓ Information about the organisation, our programmes and staff conduct should always be provided.
  - ✓ Information and communication should take place in a systematic manner, and not only when we need information throughout the project or programme, for example during needs assessments.
  - ✓ Invite questions on the session and check if the session objectives have been met.



#### Facilitator notes/observations

Please note here any reflections from the session which may be useful in future sessions or training.

# FACILITATOR GUIDE

## SESSION 6 IMPLEMENTING THE FEEDBACK LOOP



### Outcomes

1. Participants are familiar with the feedback loop.
2. Participants understand the importance of closing the feedback loop.



### Resources

- PowerPoint Presentation Session 6
- Exercise 5. Role Play
- Exercise 6. Reviewing a feedback mechanism
- Child-Friendly Feedback Mechanisms guide and toolkit
  - Tool 2. Feedback mechanism scorecard
  - Tool 5. Child-friendly feedback activities
- Flipcharts
- Crayons, paint or other creative materials
- Cards
- Markers
- Pens



### Time needed

1.5 hours



### Preparation

- Print one copy of each activity from Tool 5. Child-friendly feedback activities.
- Prepare four activity cards: Happy/Sad face, Diamond Ranking, Starfish Method and Creative arts.
- Prepare 'feedback' cards: *'I did not like the activity where we..', 'I would like to do something else next time', 'I did not feel safe during the activity', 'I did not feel safe on the road my way to the activity', 'I did not get the same materials as my sister', 'the play materials are broken, can we get new ones?', 'Is it possible to get internet?'*.
- Prepare 'diversity' cards: *'I cannot walk', 'I cannot read or write', 'I am very shy', 'I have no arms'*.
- Optional: Print one copy of Exercise 5 for each group.
- Optional: Print one copy of Exercise 6 for each pair.



### Steps

#### 1. Session introduction (5 minutes)

- Introduce the learning outcomes of the session.

#### 6.1 Implementing the feedback loop (1 hour)

- In this session we will look at the four steps of the feedback loop.

## Step 2.1: Listening to children, young people and communities

### Exercise: Feedback activities with children (45 minutes)

1. The feedback mechanism that we designed in the previous session, is now up and running. During the consultation with communities, children liked the idea of participatory feedback activities. Today is the first time we hold these sessions with different groups!
  2. Participants work in the same groups as the previous session and with the same scenario (i.e. scenario A or B or the specific country context).
  3. Each group is given an activity card (Happy/Sad face, Diamond Ranking, Starfish Method or Creative Arts). The group nominates two facilitators who get ten minutes to prepare a 15-minute feedback activity, following the activity instructions in [Tool 5. Child-Friendly Feedback Activities](#).
  4. Each group is then paired up with another group. The two facilitators of the first group facilitate their feedback activity for the rest of the group members.
  5. Give a few participants who play the children, a feedback and give one person a 'special need' cards which influences their ability to participate in the activity.
  6. After 15 minutes, the facilitators and their activity to swap with the facilitators of the other group. Give some other participants a feedback card and give one person a 'diversity' card. After 15 minutes, end the second feedback activity.
  7. Within the groups, reflect on the activities they participated in: what are the strengths of the activity, what are the challenges in facilitating the activity, and are adaptations needed for specific age or target groups?
  8. The aim of these role plays is not to provide feedback on facilitation skills (although positive feedback can be welcome) but the purpose is to practice the activity, and identify challenges and opportunities, and potential adaptations for specific target groups.
- Using the PowerPoint slides, highlight that acknowledging feedback is not merely a technical step in the process; it is a key staff capacity, demonstrated by strong communication skills and a respectful attitude towards the feedback provider. It makes people feel heard.
  - While any staff member could potentially receive a complaint about a safeguarding breach or SEA allegation, formal acknowledgement should always be handled by the dedicated (trained!) focal points.
  - Record feedback: whether solicited or unsolicited feedback, always record it. Especially informal feedback is often not recorded, which leads to loss of important data.
  - Feedback may be provided anonymously: inform people on the limitations in responding to anonymous feedback or closing the feedback loop.

### Step 2.2: Categorising feedback

- The minimum data to collect (feedback category, sex, age, and disability) is in line with Plan International's Sex, Age and Disability Disaggregated Data (SADDD) policy.
- Emphasise that all feedback that falls into categories 7 and 8 must be recorded in a confidential way: without entering any personal details of the complainant. This information should be stored securely by respective focal points and only be shared on need-to-know basis.
- **Optional:** Review and practice with the database tool by entering the feedback that was collected during the role play.



### Step 2.3: Responding to feedback

- Response to feedback can be decided by each responsible team. Usually major changes will require a senior management decision.
- Category 7-9 feedback are responded to by respective focal points. No confidential information is to be included in the feedback database.

### Step 2.4: Closing the feedback loop

- This step is often the weakest link of the feedback mechanism.

## 6.2 Learning from feedback

- Present the slide on learning from feedback. Ask the group: do you know other good practices in using feedback for organisational learning?

### Exercise: Monitoring the feedback mechanism (30 minutes)

- Select exercise option 1 or 2 for the groups to practice monitoring a feedback mechanism.

#### Option 1: Role play: Monitoring the feedback mechanism

- Tell the group: The feedback mechanism has been functioning for one month now. It is time to monitor whether the feedback mechanism is accessible and adapted to people of different gender, age, ability, social status, ethnic group, etc.
- Each group selects 3 volunteers for the role play: an emergency response manager, and two community members, Fatima (15-year old girl) and Vikas (30-year old man). The other team members will be observers. Give the volunteers a printed copy of their roles from the handout Exercise 5.
- The participants who will play the roles of Fatima, Vikas and the feedback manager get 10 minutes to read their role description and prepare, without giving away information to the rest of the team.
- Start the role play. The feedback manager asks Fatima and Vikas a series of questions to ensure the feedback mechanism is functional and child-friendly. Fatima and Vikas will respond based on the description of their situation, while also using their imagination based on the scenario.
- After the feedback manager has asked all questions, the role play ends.
- In plenary, ask all groups to share reflections on what worked well in the feedback mechanisms and what could have been done to strengthen the participation and inclusion of Fatima and Vikas in the feedback mechanism.
- Include the following key messages in the discussion:

- ✓ An effective feedback loop starts with awareness raising (information and communication).
- ✓ Gender roles, cultural norms, physical barriers and low literacy levels are key factors that impact on the accessibility of a feedback channel.
- ✓ Sometimes the actual feedback channel is not the problem; it is the lack of trust in the system that prevents people from using it. Often children, particularly those reporting SEA, assume that they will not be believed by those receiving their complaint; other might have concerns around confidentiality.
- ✓ Vulnerable groups might have concerns over their safety, language and cultural barriers.

## Option 2: Reviewing a feedback mechanism

- Divide participants into pairs. Each pair will either review case study X or Y from the handout Exercise 6.
- Each case studies describes an emergency situation in which a feedback mechanism has been set up.
- Each pair assesses the described feedback mechanism using **Tool 2. Feedback Mechanism Scorecard** to identify the strengths and weaknesses of the feedback mechanism and identify actions for improvement.
- In the plenary discussion, highlight the following:

### Case study X:

- The purpose of the food security feedback mechanism is only to record Plan International's humanitarian assistance, not other type of feedback such as staff conduct.
- The suggestion box is not being used.
- Not enough staff to manage feedback, which limits effective response to feedback.
- No feedback from women.
- The food security and child protection feedback mechanisms are not linked.
- No clear roles and responsibilities in the feedback loop.
- Insufficient resources to manage the feedback mechanism.
- Not communicating back to the community on actions taken.
- Costs for the feedback mechanism have not been included in the project proposals.

### Case study Y:

- Informal feedback is not recorded.
- No feedback from men in some of the channels.
- The location of suggestion boxes (government office) limits safety and confidentiality.
- Hotline not operational (lack of proper assessment or consultation when selecting channels).
- Boys and girls and people with disabilities have not accessed the feedback mechanism.
- No information provided about the project, Plan International, etc.
- Community is not made aware about how to provide feedback about the programme activities.

## Session closing (5 minutes)

- Invite questions on the session and check if the session objectives have been met.



### Facilitator notes/observations

Please note here any reflections from the session which may be useful in future sessions or training.

# FACILITATOR GUIDE

## SESSION 7 CHS ACTION PLANNING



### Outcome

1. Participants have identified key actions to improve performance on CHS commitment 4 and 5.



### Resources

- PowerPoint Presentation Session 7
- Exercise 7. CHS Action Planning
- Participants' own laptops



### Time needed

30 minutes



### Preparation

- Review any ideas or issues placed by the group in the 'car park'.
- Prepare a copy of the Exercise 7. CHS Action Planning for each participant.



### Steps

#### 7.1 CHS Action Planning (25 minutes)

- This session will look at next steps in improving our performance on CHS Commitment 4 and 5.

#### Exercise: CHS Action planning

- Review the indicators under CHS commitment 4 and 5 and select 3 to 5 indicators that you feel should be strengthened as a matter of priority.
- Participants (individually or in small groups) develop actions, including a timeline, staff responsible, budget. Also consider any barriers and solutions for each action.
- Ask participants: What support would you need to realise these actions to improve feedback mechanisms?

#### 7.2 Training closing (5 minutes)

- Review any issues / concerns that have been placed in the Parking Lot.
- Invite questions on the session and check if the session objectives have been met.



### Facilitator notes/observations

Please note here any reflections from the session which may be useful in future sessions or training.