

EVENT TITLE GOES HERE

Accountability to Affected People and Community Engagement: Overview

First Last Name
DD Month YYYY



TABLE OF CONTENT

01

Introduction to
Accountability to
Affected
Populations

02

Information
Provision

03

Enhancing
Participation

04

Seeking Feedback
and Complaints

05

Prevention of
Sexual
Exploitation and
Abuse

06

RCCE and AAP

07

Conflict and AAP



01

INTRODUCTION
ACCOUNTABILITY TO AFFECTED PEOPLE

INTRODUCTION TO AAP

Humanitarian Aid and Accountability to Affected Populations



humanitarian
AID...

INTRODUCTION TO AAP

Accountability to Affected People (AAP)

An active commitment by humanitarian actors and organizations to use power responsibly by **taking account** of, **giving account** to and **being held to account** by the people they seek to assist [IASC].

- Providing information to affected communities about humanitarian agencies' activities.
- Ensuring humanitarian agencies' decisions are informed by the views of affected communities.
- Enabling affected communities to assess and comment on agencies' performance, including for sensitive complaints.

INTRODUCTION TO AAP

Why is Community Engagement important?

- **Helps save lives** – information, such as how to reconnect with family, which hospitals are functioning and how to make safe drinking can save lives, livelihoods and resources.
- **More effective programming and use of resources** – also supports programme and response-wide adaptation.
- **Improves acceptance and trust** – open and honest communication builds respect, helps address rumors, opens up humanitarian access and prevents reputational risk.
- **Empowers people and builds community resilience** – People can make informed decisions, find answers to their problems and connect with others to organize their own recovery.

INTRODUCTION TO AAP

IASC Commitments on AAP and PSEA

- 1. Leadership** – Institutionalize into agencies and their programme cycle.
- 2. Participation and Partnership** – Collective and coordinated approaches based on local capacities that enable active and meaningful community participation.
- 3. Information, feedback and action** - Collective and coordinated approaches to informing community and gathering, analyzing and acting on their feedback. This especially includes issues on SEA.
- 4. Results** – Measure results at the agency and collective level using agreed standards such as the Core Humanitarian Standard.

INTRODUCTION TO AAP

Communication with disaster affected populations

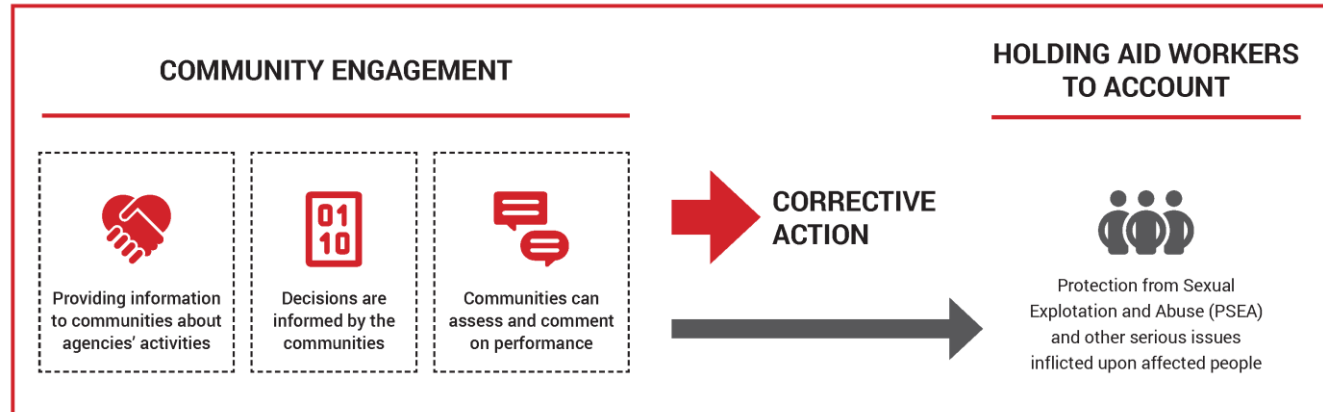


INTRODUCTION TO AAP

AAP and CE – How do they relate?



ACCOUNTABILITY TO AFFECTED POPULATIONS (AAP)





02

INFORMATION PROVISION

INFORMATION PROVISION

Why communicate and engage with communities?

Rights-based

- Right to information
- Right to expression of opinions
- Right to provide feedback about service delivery – strengthening accountability
- Right to protection from sexual exploitation and abuse

Response effectiveness

- Detects gaps in the response
- Makes the response more needs-based
- Allows aid to be distributed more effectively

The humanitarian imperative

- Information saves lives
- Provides psychological reassurance

Do no harm

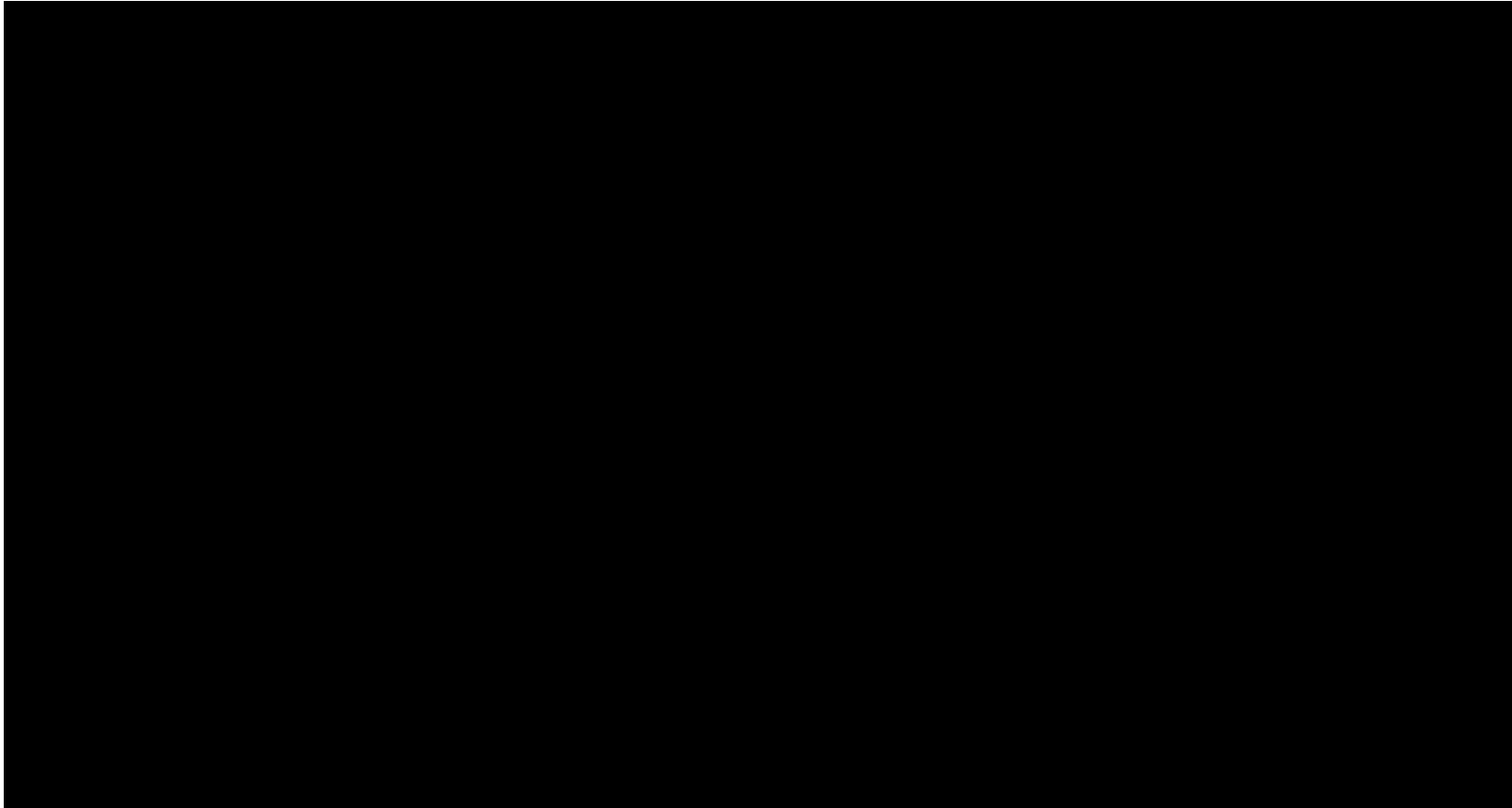
- Identifies misunderstandings
- Manages expectations
- Reduce community conflicts/tensions

Agency

- Enables communities to help themselves
- Engages them in response
- Supports behaviour change

INFORMATION PROVISION

Communication is aid



A woman in a blue UNHCR vest and a man in a keffiyeh are sitting at a desk with a microphone. The woman is on the left, wearing a blue vest with 'UNHCR' and 'Refugee Agency' visible. The man is on the right, wearing a black jacket and a red and white keffiyeh. They appear to be in a meeting or interview setting. A semi-transparent white box with text is overlaid on the image.

BRAINSTORM

In pairs, discuss what qualities make communications with communities effective?

INFORMATION PROVISION

Effective communicate with communities is...

- **Needs-based**
- **Inclusive**
- **Accurate, on time and useful**
- **Understandable**
- **Useable**
- **Two-way**
- **Responsive**
- **Accessible**
- **Coordinated**
- **Monitored**
- **Recorded**
- **Locally connected**
- **Between communities**
- **Trust**

INFORMATION PROVISION

Community influencers



COMMUNITY INFLUENCERS

- Community figures (e.g. elderly, women...)
- Local & religious leaders (e.g. Wakili Gozars, mullahs)
- Citizens' representatives (e.g. GA/CP)
- School teachers
- Health-care workers
- Non-state armed groups



FACE-TO-FACE

- Community meetings
- Door-to-door visits
- Information desks
- Community theatre/drama
- Mobile cinema



BROADCAST MEDIA

- Megaphones/loud speakers/sound trucks
- TV and radio (e.g. pay for broadcast time; take part in interactive shows...)



PRINT

- Newspapers
- Flyers
- Fact sheets
- Posters
- Notice boards
- Billboards
- Wall murals

SOCIAL MEDIA

- Toll-free hotlines
- SMS/text messages
- Dedicated apps
- Social media: Facebook, Instagram, Twitter...
- Messaging apps (e.g. WhatsApp groups/Telegram channels...)

INFORMATION PROVISION

Summary

- Communicating with people affected by crises is one of the most important elements of humanitarian response.
- Communication can help people in an emergency by sharing information, helping them reduce risks and take control over their own recovery
- Insufficient or conflicting information can cause confusion and anger.
- Engaging communities can help design and implement better quality and more relevant programmes. It also enhances people's sense of well-being and can help them adapt to the challenges they face.
- It is essential that the right people get the right information at the right time through the right channels.

INFORMATION PROVISION

Communications preferences

How do you communicate with your family?

- Who uses WhatsApp to communicate with their older family members?
- Who writes letters to their siblings?
- Who emails their 2 year old son/daughter/nephew/niece?



INFORMATION PROVISION

Rapid information and communications assessment tool NEEDS UPDATING



- In 2014, CDAC and ACPAS developed a tool to assess the information and communication needs of communities affected by disasters.
- Five key questions are suggested, including explanations of why these questions should be asked, and how agencies could act on this data to improve communication in humanitarian response.

INFORMATION PROVISION

Communications channels

- A communications channel is like a road which information can drive on
- There are different roads that the same piece of information can drive on: Different Channels
- Often, information can drive both ways on this road: Two-Way Information Sharing



INFORMATION PROVISION

Communications channels

Choosing the right communication channels, and the right language(s)

1. What channels does the community have **access** to?
2. What channels does the community **prefer**?
3. What channels do they **trust**?
4. How **safe** are those channels in the current context?
5. Who might be **excluded in what channel**? How to avoid it?



Need some help with community communication mapping?



INFORMATION PROVISION

Communications channels

One-way versus two-way

- Radio
- TV
- Newspapers
- Flyers
- Posters
- Banners
- Magazines
- SMS
- Voice calls
- Face-to-face
- Facebook
- Twitter
- WhatsApp
- Skype





BRAINSTORM

Types of communication in this country



INFORMATION PROVISION

Summary

- It's never enough just to say something once: repeat things, and across different channels
- It is always critically important to be consistent across different platforms
- Information will need to be formatted for each channel
- Remember that those you visit can and will talk and share their impressions
- Remember that indirect ways to reach people can be very efficient too



03

ENHANCING PARTICIPATION

ENHANCING PARTICIPATION

Learning objectives



At the end of the session participants will be able to:

- Explain participation and its importance in humanitarian work
- Identify key components of steps to effective participation

ENHANCING PARTICIPATION

What is participation?

Participation is empowering people to take part in decision-making that affects them.

Programmes and projects must have mechanisms that ensure partners and affected people are involved at all stages.



ENHANCING PARTICIPATION

The participation *spectrum*: how participatory is your work?

INFORM

Noticeboards

The community receives information to help them understand who you are, the problem and the solutions.
This is not real participation.

INVOLVE

Regular community meetings

The community works directly with your organisation, provides input to key decisions and receives feedback.
You write the plans & make final decisions.

EMPOWER

Community Action Plan

The community has final decision-making power and implements their plans.
Your organisation supports it with funding, materials, technical support.



CONSULT

Assessment

The community is asked about their needs and priorities, provides feedback and is kept informed.
Lowest level of participation.

COLLABORATE

Project Committee

The community and your organisation enter into a partnership, planning and deciding things together.
You manage things together though final decisions still rest with you.

ENHANCING PARTICIPATION

Why are participatory assessments important?

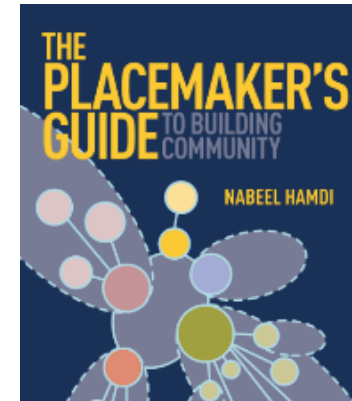
1. **Recognizes the communities as experts**, and as partners and their **right to be involved** in information-gathering and decision-making on issues that affect them.
2. Helps **identify root causes** of risks, needs, capacities, vulnerabilities and existing coping strategies.
3. Helps to **avoid** interventions accidentally exacerbating **problems or creating new ones**.
4. **Co-designs** priorities and context-relevant solutions.
5. Helps to **identify** the resources needed to address priorities & solutions.
6. **Minimizes risks of exclusion** of less powerful groups and promotes participation of vulnerable groups, and their recognition as individuals with rights .
7. Recognizes the **power relations** among different groups.
8. **Improves the relationship between 'us' and 'them'**.
9. Leads to **more relevant/effective/successful programmes and projects**.

ENHANCING PARTICIPATION

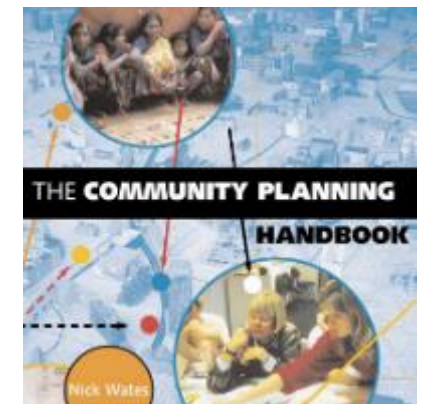
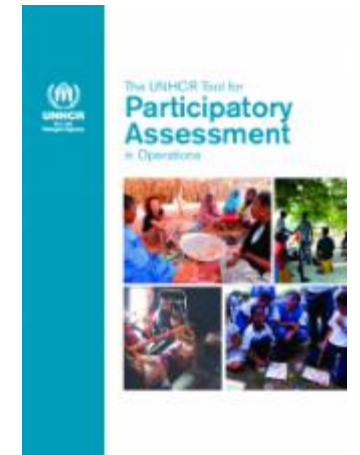
Select participatory methods and tools

- Focus groups discussions (FGD) with target group representatives.
- Key Informant interviews (KII) with community leaders or others.
- Observations and transect walks.
- Social, resource and mobility maps.
- Workshops.
- ... what else?

UN HABITAT
FOR A BETTER URBAN FUTURE



**institute of
development
studies**



ENHANCING PARTICIPATION

Benefits of participation?

Why do we encourage participation in our programs?

- Improve programme quality and appropriateness
- Ownership of the programme
- Deepen linkages with the affected community
- Consultation can lead to empowerment
- Increased skills and confidence

ENHANCING PARTICIPATION

Quality participation

- Identify the people we will assist
- Enable men, women, boys and girls, including representation across diverse needs groups, and other stakeholders, to participate
- Ensure that systems of community representation are fair and representative

An aerial photograph of a village nestled in a valley. The village consists of numerous small, rectangular buildings with light-colored walls and dark roofs. The surrounding landscape is a mix of green grassy hills and brown, rocky terrain. A semi-transparent white rectangular box is overlaid on the center of the image, containing text.

BRAINSTORM

Before consultation, what do we need to consider?

ENHANCING PARTICIPATION

Things to think about before participation

- Are the questions culturally appropriate?
- Are they insulting, embarrassing, or demeaning?
- Are there important issues missing that people are concerned about?
- Who are the different segments in the community that should be consulted?
- What time of day is best to ensure participation from all segments of the population?
- Are the questions for community leaders different? Who should be asked?

ENHANCING PARTICIPATION

Practical steps

Think about...

- Gender
- Age
- Time of day
- Time of the year
- Child care
- Security
- Mobility
- Cultural considerations
- Language

ENHANCING PARTICIPATION

Summary

Participation:

- empowers communities to be involved in decision-making and helps with psychological recovery
- Improves programme quality and outcomes
- is something that every humanitarian organisations has committed to improve e.g. Participation Revolution, Accountability to Affected Populations, Core Humanitarian Standard.

A young boy with dark hair, wearing a light-colored sweater with red accents, is smiling and holding a baby. The baby is wearing a teal, textured knit sweater. They are outdoors in a refugee camp, with white tents and a clear blue sky in the background. A vertical dotted line runs down the left side of the image. A blue circle with the number '04' is positioned on the left side, overlapping the dotted line.

04

**SEEKING FEEDBACK AND
COMPLAINTS**

SEEKING FEEDBACK AND COMPLAINTS

Learning objectives



By the end of this session, participants will be able to:

- Explain the difference between Complaints and Feedback.
- Identify reasons why communities complain and mechanisms appropriate for collecting feedback and complaints.

SEEKING FEEDBACK AND COMPLAINTS

Complaints

Have you ever made a complaint?

- What did you complain about?
- What would stop you making a complaint?
- Did you get a response?
- Do you think that complaint is a negative word?



BRAINSTORM

Who has a feedback or complaints mechanism?



SEEKING FEEDBACK AND COMPLAINTS

Types of feedback

1. Questions
2. Suggestions
3. Concerns
4. Appreciation
5. Complaints about a programme/project
6. Complaints about staff behaviour (i.e. sensitive feedback)
7. Threats
8. Rumours



SEEKING FEEDBACK AND COMPLAINTS

Community feedback



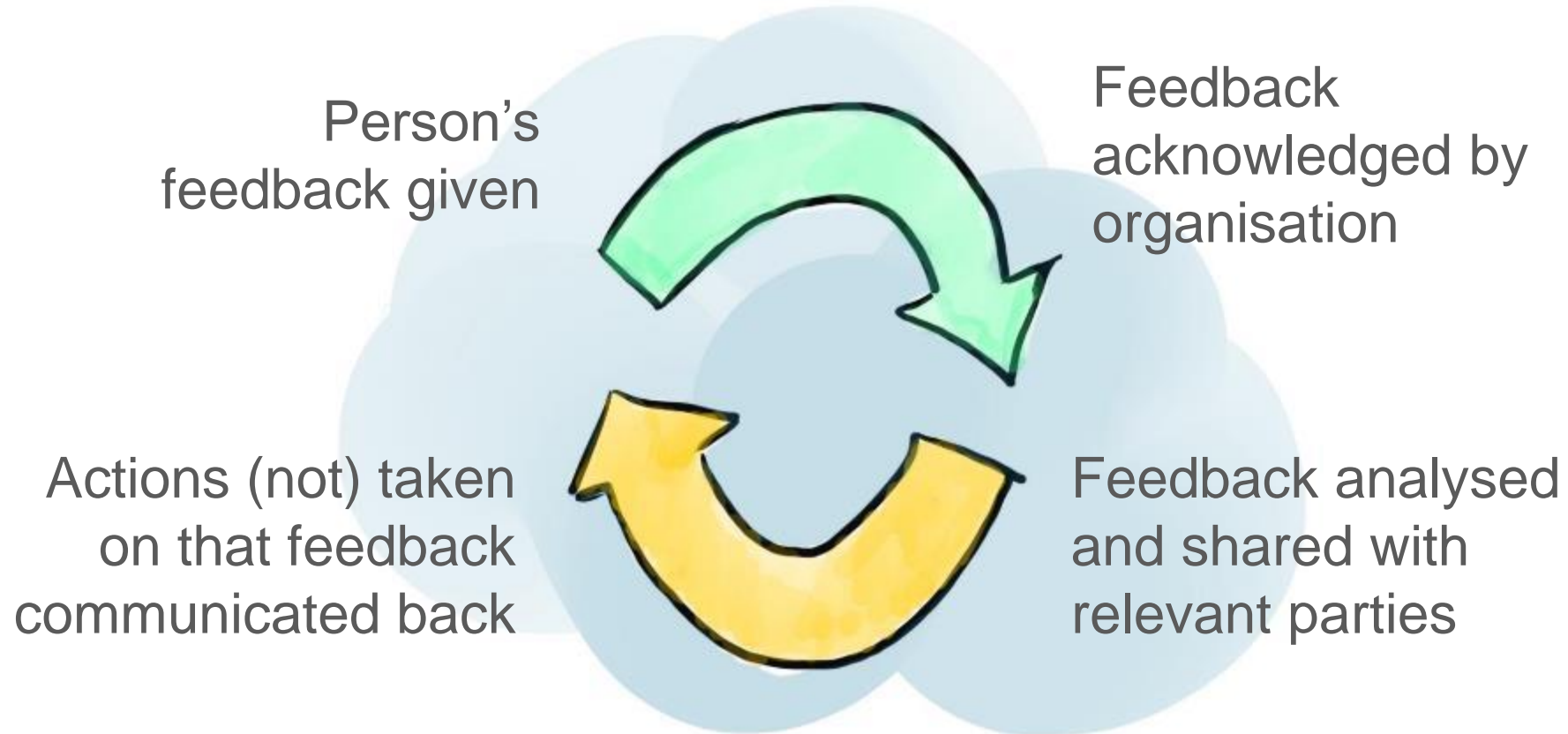
What is a community feedback mechanism?

A set of procedures and tools formally established with the community to enable people participating in a project, and others within the larger community, to provide information about their experience in the project.

SEEKING FEEDBACK AND COMPLAINTS

Community feedback

A 'closed feedback loop'



SEEKING FEEDBACK AND COMPLAINTS

Community feedback

Benefits for affected people

- Gives them a voice
- Enables input to decision-making
- Supports their rights and ability to report on violations
- Promotes community empowerment and participation

SEEKING FEEDBACK AND COMPLAINTS

Community feedback

Communities are demanding it

- People expect to have a voice and to be able to give feedback, organisations need to be sure they are able to respond and react to it.
- In an increasingly connected world communities have the platforms and voice to give feedback, whether organisations seek it or not.

SEEKING FEEDBACK AND COMPLAINTS

Community feedback

Benefits for humanitarian organisations

- Continual learning
- Illustrates community perceptions
- Early warning of issue relating to quality
- Flags sensitive issues e.g. exploitation or abuse
- Complements monitoring and evaluation activities

SEEKING FEEDBACK AND COMPLAINTS

Community feedback

Donors demand it

- ‘The regular collection and feedback obtained directly from beneficiaries of humanitarian programs funded’ and ‘feedback will be used to change programming decisions where appropriate’ (USAID)
- ‘Ensure appropriate robust mechanisms are in place for obtaining regular, accurate feedback from beneficiaries...demonstrate how such feedback is collected, considered, and acted upon’ (DfID)

SEEKING FEEDBACK AND COMPLAINTS

Community feedback

Channels to receive feedback

1. Face-to-face: through interactions with staff and partners
2. Community committees
3. Office walk-in
4. Information desks during/after distributions and/or at set times/days
5. Focus Group discussions (FGD) and Key informant interviews (KII)
6. Call-in radio/TV show
7. Hotlines
8. SMS
9. Messaging apps (e.g. WhatsApp groups, Telegram channels...)
10. Social media (e.g. monitoring FB, Twitter, IG)
11. Suggestion boxes
12. Inter-agency feedback mechanisms (e.g. Awaaz)
13. Third-party (e.g. Ground Truth Solutions)
14. Any other options?

The background features a group of five stylized people in profile at the bottom, wearing various patterned clothing. Above them are several large, colorful speech bubbles in shades of yellow, pink, brown, dark blue, and green, some with patterns and some with three dots. A dark grey rectangular box is centered over the scene, containing the text.

BRAINSTORM

What would you list as minimum requirements to establish a feedback and complaints mechanism?

SEEKING FEEDBACK AND COMPLAINTS

Feedback and complaint mechanism

Minimum Requirements

- Senior management support
- Participation of the affected-community
- Defined purpose of the feedback mechanism
- People understand and agree to how their complaint and/or feedback will be processed
- The sustainability of the mechanism
- That there is a response, which is communicated back to the community member

SEEKING FEEDBACK AND COMPLAINTS

Feedback and complaint mechanism

Minimum Requirements

- Ensure that the feedback mechanism is accessible
- Raise awareness of the feedback mechanism
- Ensure confidentiality and professionalism
- Establish referral systems for protection related complaints
- Design procedures to adequately (**safely and confidentially**) handle high priority cases such as fraud, corruption and complaints related to sexual exploitation and abuse (SEA); **ensure this is linked to SEA referral pathways, internal reporting procedures and accountability**

SEEKING FEEDBACK AND COMPLAINTS

Feedback and complaint mechanism

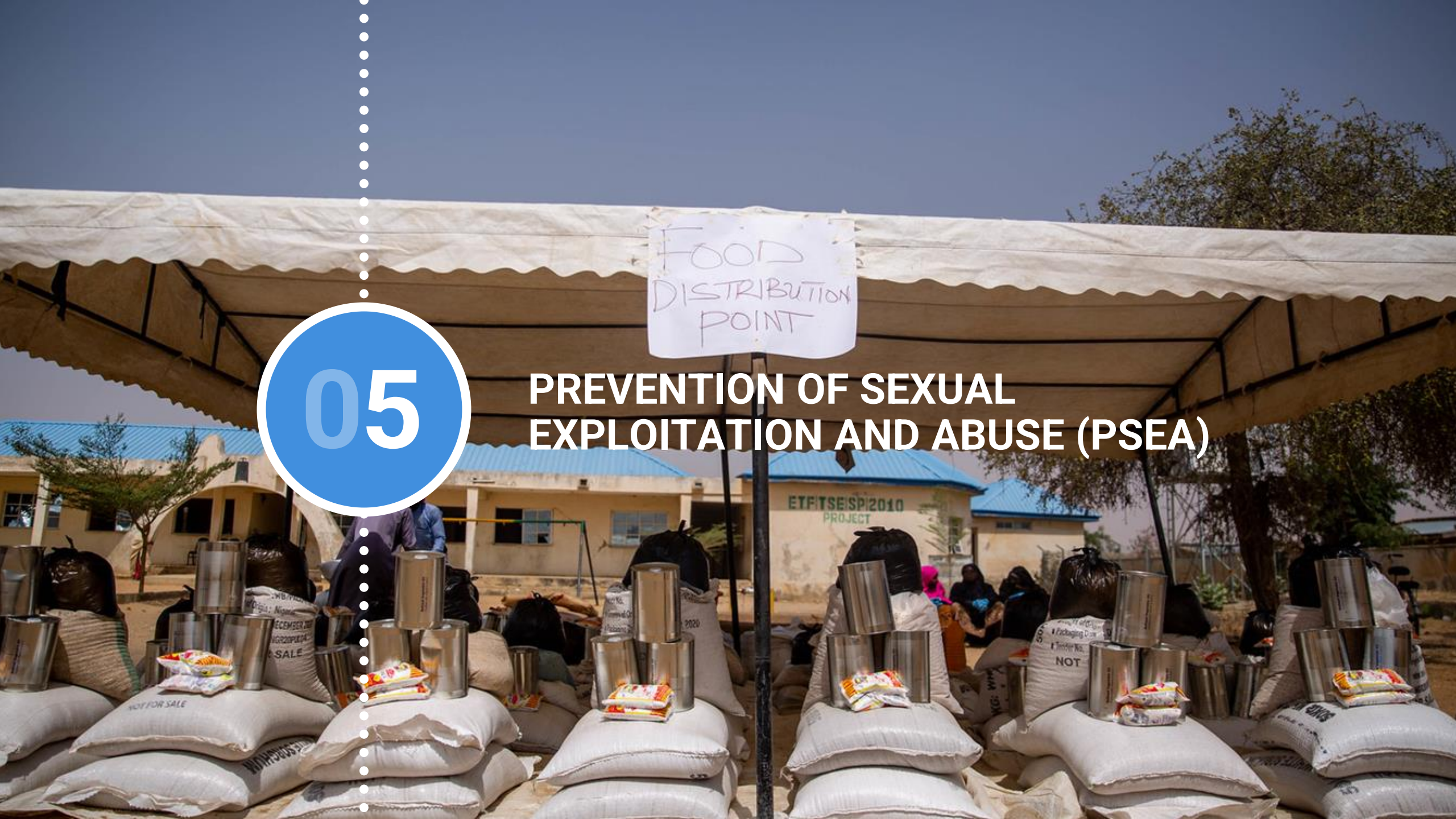
Summary

- All programmes should actively seek and welcome feedback and complaints from the affected communities. All organisations have committed to doing this better.
- Involve the community in the design and running of the feedback mechanism to help build trust and encourage use.
- It is the reaction to the feedback or complaint that is as important as collecting it. This should be communicated back to the community.
- Using more than one channel will help the system be accessible to different groups and people.

FOOD
DISTRIBUTION
POINT

05

PREVENTION OF SEXUAL EXPLOITATION AND ABUSE (PSEA)



PREVENTION OF SEXUAL EXPLOITATION AND ABUSE

Current situation

OUR ANALYSIS:



MOST ORGANISATIONS HAVE
FEEDBACK/COMPLAINTS MECHANISMS IN
PLACE



MOST ORGANISATIONS HAVE PSEA POLICIES
AND PROCEDURES IN PLACE

BUT.....

PREVENTION OF SEXUAL EXPLOITATION AND ABUSE

Challenges and Gaps

Communities often do not know about and do not use feedback and complaints mechanisms



Communities do not always differentiate between the perpetrators



AAP mechanisms often struggle to deal with complaints of SEA



Mechanisms often can't handle complaints about other actors



PREVENTION OF SEXUAL EXPLOITATION AND ABUSE

Solutions/Actions

Collective systems

Why?

- Communities can complain about anything and anyone and it will be dealt with **in an appropriate and safe manner**
- Organisations will know how to refer complaints **against alleged perpetrators** in other organisations
- More likely that serious complaints will be acted upon and organisations supported (with investigatory capacity etc, if required)

PREVENTION OF SEXUAL EXPLOITATION AND ABUSE

Solutions/Actions

Collective systems

What?

- Common / **inter-agency** or coordinated feedback and complaints mechanisms
- In-country PSEA networks with SOPs for referrals to other agencies

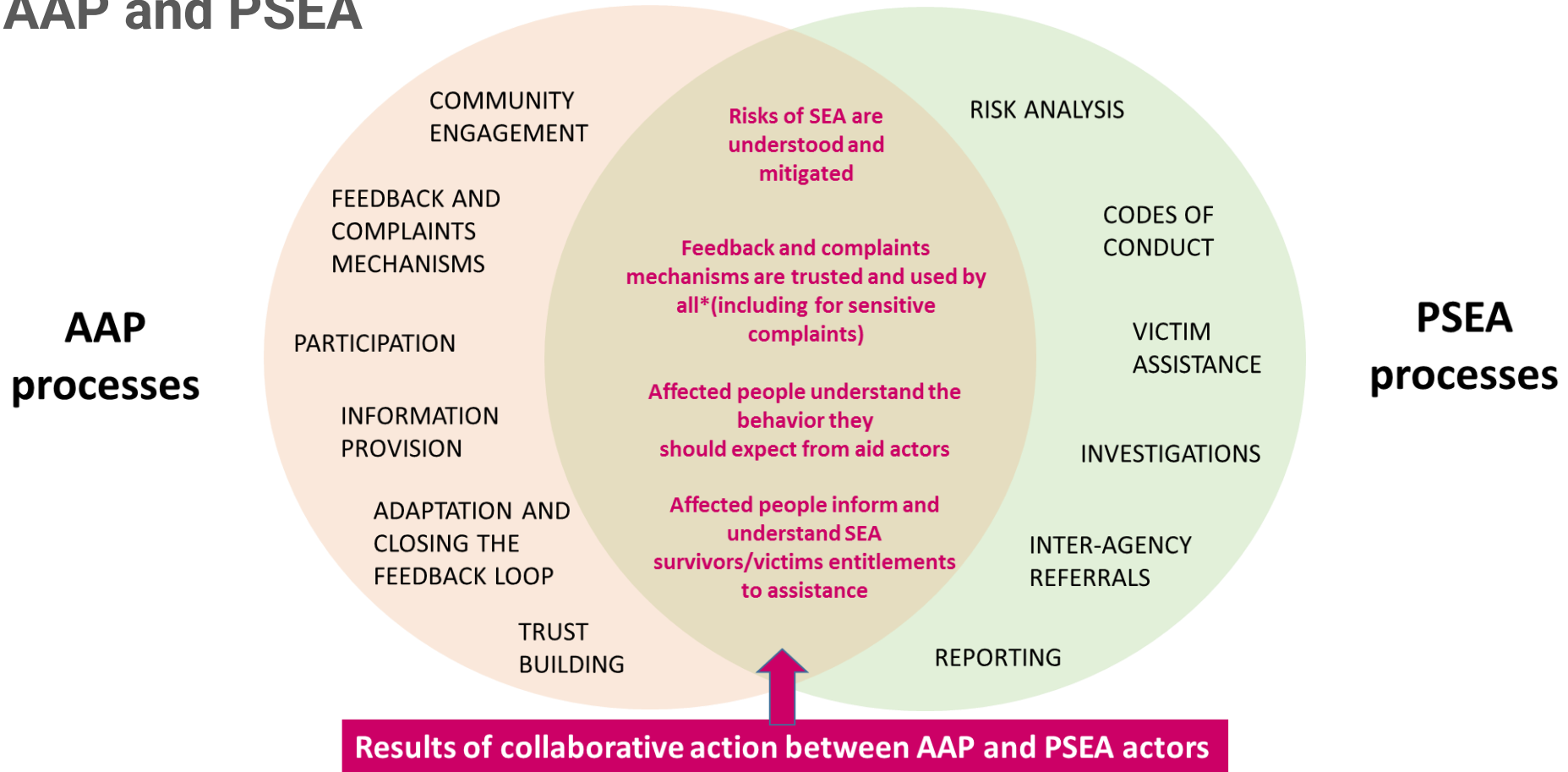
How?

- Have a PSEA focal point in every country
- Join in-country PSEA Networks
- Contribute to collective AAP/CBCM mechanisms
- **Be familiar with OCHA SOPs on PSEA/SHA (2021)**

PREVENTION OF SEXUAL EXPLOITATION AND ABUSE

Solutions/Actions

Linking AAP and PSEA



PREVENTION OF SEXUAL EXPLOITATION AND ABUSE

Solutions/Actions

Examples of Collaborative AAP and PSEA Actions:

Result: Risks of SEA are understood and mitigated
Actions
Collect and collate data on risks of SEA (AAP actors and others) and share with PSEA actors
....
.....

Result: Affected people understand the behavior they should expect from aid actors
Actions
Share codes of conduct that include PSEA (PSEA actors) with community (AAP actors)
....
.....

Result: Feedback and complaints mechanisms are trusted and used by all (including for sensitive complaints)
Actions
Consult communities on how they wish to raise sensitive complaints (AAP actors) and share with PSEA actors
PSEA actors to train staff working on feedback and complaints mechanisms (AAP actors) to recognize and know where to refer sensitive complaints
.....

Result: Affected people inform and understand SEA survivors/victims entitlements to assistance
Actions
Consult communities on what assistance survivors/victims is needed (AAP actors) and use to design the package (PSEA and GBV actors)
.....
.....



06

RCCE and AAP

RCCE AND AAP

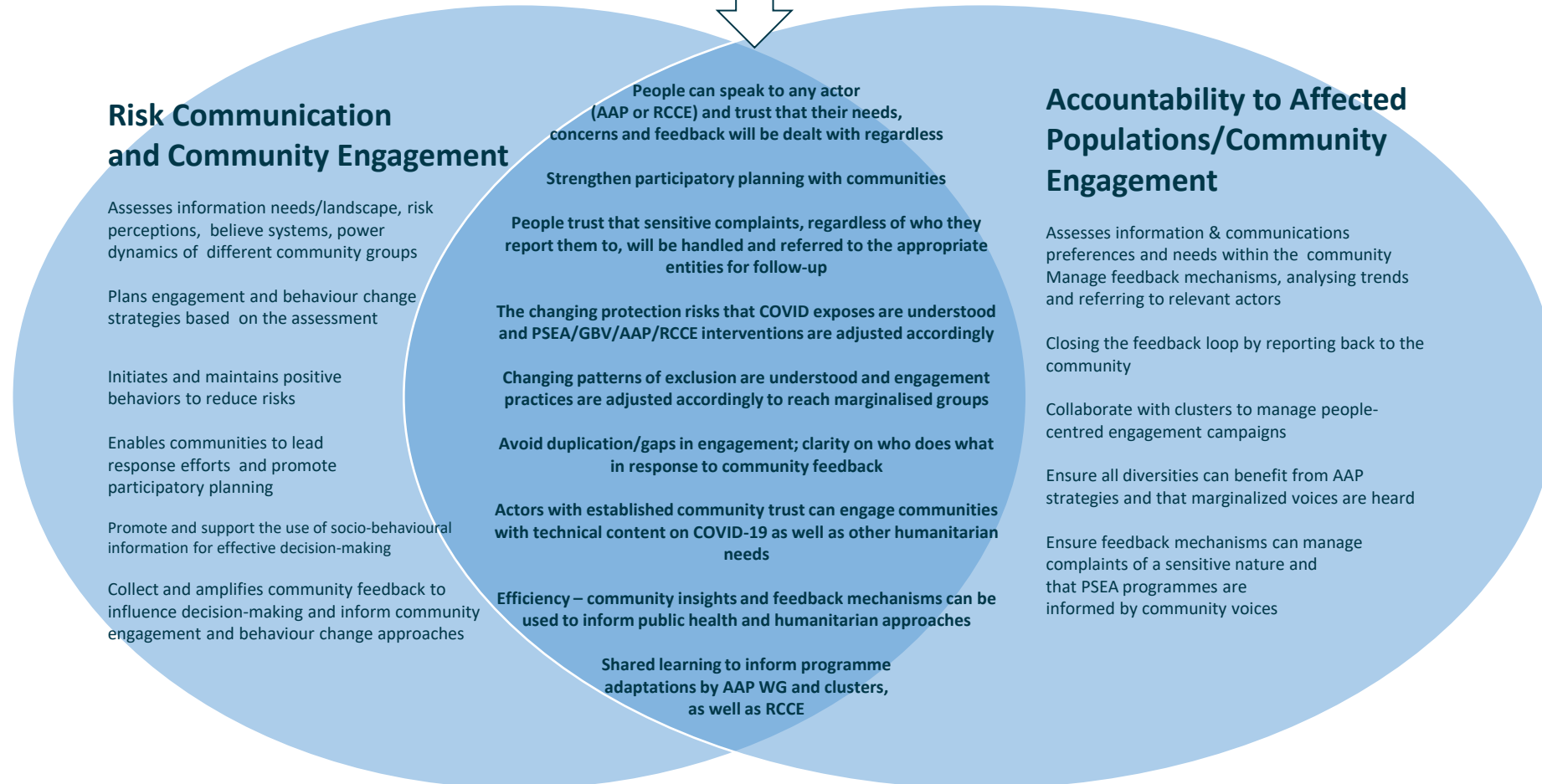
Intersections/Complementarity

What is the relationship with COVID-19 and RCCE?

- Risk Communication and Community Engagement (RCCE) is the agreed inter-agency terminology for the COVID-19 response.
- RCCE and AAP/CE/CCEA are built on the same values and principles – both are community-centred approaches that enable and empower people to be active in overcoming the risks that they face.
- Risk communication refers to real time exchange of information, opinion and advice between frontline responders and people who are faced with the threat of a disease to their survival, health, economic or social wellbeing.
- People in the community will not distinguish between an RCCE actor and an AAP/CE actor, so the two groups should work together seamlessly. In some cases, it will be the same partner capacity tasked to do both AAP/CE/CCEA and RCCE, so the collaboration is even more important.

RCCE AND AAP

Benefits of strengthening coordination between RCCE and AAP/CE approaches





07

Conflict and AAP

CONFLICT AND AAP

Community engagement in complex settings

What are the issues?

- Engagement with people in conflict crises remains an area that has seen the least progress in recent years.
- Biases and power imbalances exist within and between communities affected by conflict; rumors, misinformation and propaganda are common. There is constant change and disruption; unique sets of expectations from those affected by the violence and those party to it; and an erosion of trust and proximity to communities themselves.
- These issues need to be taken into consideration in all of our efforts to engage with communities.

CONFLICT AND AAP

What can we do?

- AAP and conflict-sensitivity require us to pay attention to not just '*needs*' and '*rights*' but also to the *quality of relationships*.
- We need to understand that AAP and conflict sensitivity can support each other: using information from effective CFMs can help our programming
- Our power and privilege as aid workers can also lead to behaviours of indifference, impatience, and superiority, which further confirm to those in distress their loss of autonomy and worthiness.
- A conflict-sensitive way of working goes beyond the local level, where AAP is centered, and includes strategic choices such as who you take funding from, and on what terms.

THANK YOU!