**Protection from sexual exploitation and abuse (PSEA) field Prevention and Mitigation Checklist**

**Introduction**

This self-auditing tool aimed to better inform your clusters or agencies about where it stands concerning preventing sexual exploitation and abuse. In addition, the process will enable you to find gaps and provide guidance on the next steps the agencies may need to strengthen their ongoing work in protecting those we help.

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| **Protection from sexual exploitation and abuse (PSEA) field Prevention and Mitigation Checklist** | |
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| Date of Observation: |  |
| Name of Observing  Agency: |  |
| Name of Observing Staff: |  |
| Province: |  |
| District: |  |
| Community/Village: |  |
| Type of Site: | Urban, rural, informal settlement, return area, area of  new displacement, transit area, area of origin, others. |
| Site Name (If any): |  |
| This checklist is designed to observe operations to identify, prevent, and mitigate potential SEA and SEA risk factors in ongoing humanitarian aid field activities. The PSEA task force is available to provide technical assistance and support in helping to address identified gaps. | |
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| In the following segments, complete all relevant sections for the service/activities you observe on this date. | |
| For each statement, tick the box which corresponds to **"yes" or "no."** If a particular activity is not observed, select "not applicable." | |
| For each statement, tick the box which corresponds: **Yes or No or Not applicable** this will stock a sign of your agency's progress. | |

This tool is developed using a variety of checklists designed globally. The checklist exercise will be repeated in November 2021 to measure the progress of individual agencies/cluster in Afghanistan Humnantarian program. The results of these checklists will be centralized and used to identify specific measures that, overall, agencies working with refugees/IDPs and returnees in Afghanistan still need to focus on strengthening the prevention of sexual exploitation and abuse.

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|  | **FOOD DISTRIBUTION** | **Yes** | **No** | **Not Applicable** |
| 1 | Food distributions take place in an open, safe space. |  |  |  |
| 2 | There are separate distribution lines for male and female beneficiaries. |  |  |  |
| 3 | Is there humanitarian staff at the distribution site monitoring the distribution process? |  |  |  |
| 4 | There are female staff present at the distribution site and involved in the distribution process. |  |  |  |
| 5 | If problems and issues arose during distribution, they are/were handled by more than one person, and with the presence of a female employee if the beneficiary was a female. |  |  |  |
| 6 | Is the distribution accessible by these groups?   1. Women and girls 2. Children 3. Elderly Persons 4. Persons with Disabilities 5. Other |  |  |  |
| 7 | If no, please explain: |  |  |  |
| 8 | Did you observe the following at the distribution point?   1. Clear information on the timing and content of the distribution 2. Clear procedures/information regarding the loss of a ration card or token 3. A statement that aid is for free 4. Information on the available complaint and feedback mechanisms |  |  |  |
| 9 | PSEA awareness materials (such as posters and pamphlets) and reporting hotlines are visible to the affected people at the distribution site and are included in distribution kits. |  |  |  |

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|  | **NFI DISTRIBUTION** | **Yes** | **No** | **Not Applicable** |
| 1 | NFI distributions take place in an open, safe space. |  |  |  |
| 2 | There are separate distribution lines for male and female beneficiaries. |  |  |  |
| 3 | Is there humanitarian staff at the distribution site monitoring the distribution process? |  |  |  |
| 4 | There are female staff present at the distribution site and involved in the distribution process. |  |  |  |
| 5 | If problems and issues arose during distribution, they were handled by more than one person, and with the presence of a female employee if the beneficiary was a female. |  |  |  |
| 6 | Is the distribution accessible by these groups?   1. Women and girls 2. Children 3. Elderly Persons 4. Persons with Disabilities 5. Other |  |  |  |
| 7 | Did you observe the following at the distribution point?   1. Clear information on the timing and content of the distribution 2. Clear procedures/information regarding the loss of a ration card or token 3. A statement that aid is for free 4. Information on the available complaint and feedback mechanisms |  |  |  |
| 8 | PSEA awareness materials (such as posters and pamphlets) and reporting hotline are visible to beneficiaries at the distribution site and are included in distribution kits. |  |  |  |
|  | **SHELTER** | **Yes** | **No** | **Not Applicable** |
| 1 | Do you observe the following practices to ensure the safety of shelter residents?   1. There are signs and lights in construction areas 2. Contactors work when beneficiaries are **not** in their shelters 3. IP team members are present |  |  |  |
| 2 | If no, please explain: |  |  |  |
| 3 | Do you observe the following practices to ensure the **privacy** of shelter residents?   1. Vulnerable groups (such as women and girls, children, elderly persons, persons with disabilities) are given alternative shelter arrangements during shelter construction/repair activities 2. Shelter units are not crowded *(follow standards)* |  |  |  |
| 4 | If no, please explain: |  |  |  |
| 5 | Do you observe easy access to the shelter by the following groups (for example, the presence of ramps for persons with disabilities)?   1. Women and girls 2. Children Elderly Persons 3. Persons with Disabilities 4. Other |  |  |  |
| 6 | If no, please explain: |  |  |  |
| 7 | Do you observe any of the following harmful practices towards the affected people?   1. Direct contact between IP teams or contractors/contractor workers with children 2. Direct contact between IP teams (especially males) or contractors/contractor workers with teenage females   Behaviors of intimidation or violence towards affected people |  |  |  |
| 8 | If yes, please explain: |  |  |  |
| 9 | As needed, the agency distributes additional plastic sheeting and other construction materials for privacy and safety needs. |  |  |  |
| 10 | Shelter activities that involve direct contact with beneficiaries (and exceptionally high-risk activities such as off-site shelter repair projects) are carried out by a team with a female staff member and are closely supervised. |  |  |  |

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| 11 | Shelter activities that involve direct contact with beneficiaries are closely supervised. |  |  | |  |
| 12 | Full lighting, including at night, is provided on key access routes and at critical facilities. |  |  | |  |
| 13 | Did you observe the following at the shelter site?   1. Precise information on how the shelter is allocated 2. A statement that aid is free 3. Information on available complaint mechanisms |  |  | |  |
| 14 | PSEA awareness materials (such as posters and pamphlets) and reporting hotlines are visible to beneficiaries at the shelter site. |  |  | |  |
|  | **WASH** | **Yes** | **No** | | **Not Applicable** |
| 1 | Water points, latrines, and other WASH facilities are located in secure areas (not remote, close to shelter/services, privacy). |  |  | |  |
| 2 | If no, please describe: |  |  | |  |
| 3 | Water points, latrines, and other WASH facilities are easily accessible from shelter areas, schools, medical clinics, etc. |  |  | |  |
| 4 | If no, please describe: |  |  | |  |
| 5 | Latrines and other sanitary facilities, including bathing areas, are well demarcated and separated, with separate entries for men and women. |  |  | |  |
| 6 | Latrines and other sanitary facilities can be locked from inside. |  |  | |  |
| 7 | There is the monitoring of queues at water points by staff to ensure security. |  |  | |  |
| 8 | Special measures are in place to ensure the provision of water to those with access/movement difficulties (elderly persons, persons with disabilities, women, and girls, child-headed households). |  |  | |  |
| 9 | Did you observe the following at the public WASH facility? |  |  | |  |
|  | 1. Information that aid is free 2. Information on available complaint mechanisms |  | |  |  |
| 10 | PSEA awareness materials (such as posters and pamphlets) and reporting hotlines are visible to the WASH facility beneficiaries. |  | |  |  |
|  | **HEALTH** | **Yes** | | **No** | **Not Applicable** |
| 1 | The health facility is easily accessible to women and girls. |  | |  |  |
| 2 | There is a female medical staff present at the health facility. |  | |  |  |
| 3 | Examination and consultations are carried out in a private and confidential space, and personal information is maintained confidentially. |  | |  |  |
| 4 | Confidential complaint mechanisms (complaint desk or box, PSEA reporting hotline, and others) are available to both men and women. |  | |  |  |
| 5 | Did you observe the following at the health facility?   1. information that aid is free 2. information on available complaint mechanisms |  | |  |  |
| 6 | PSEA awareness materials (such as posters and pamphlets) and reporting hotlines are visible to health facility beneficiaries. |  | |  |  |
|  | **SITE MANAGEMENT** | **Yes** | | **No** | **Not Applicable** |
| 1 | Were the following groups included in the services and assistance provided in the camp?   1. Women and girls 2. Children 3. Elderly Persons 4. Persons with Disabilities 5. Other |  | |  |  |
| 2 | If no, please explain: |  | |  |  |
| 3 | Do you observe privacy in the camp for the following groups?   1. Women and girls 2. Children 3. Elderly Persons 4. Persons with Disabilities 5. Other |  | |  |  |
| 4 | If no, please explain: |  | |  |  |
| 5 | Do you observe security when using WASH facilities in the camp for the following groups (for example, facilities are separate for men and women, have locks, queues are monitored, etc.)?   1. Women and girls 2. Children 3. Elderly Persons 4. Persons with Disabilities 5. Other |  | |  |  |

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| 6 | If no, please explain: |  |  |  |
| 7 | Do you observe any of the following harmful practices towards beneficiaries?   1. Direct contact between IP teams or contractors/contractor workers with children 2. Direct contact between IP teams (especially males) or contractors/contractor workers with teenage females 3. Behaviors of intimidation or violence towards beneficiaries |  |  |  |
| 8 | If yes, please explain: |  |  |  |
| 9 | Camp residents have easy access and communication pathway to camp management for complaints and requests. |  |  |  |
| 10 | There is female representation in camp management. |  |  |  |
| 11 | There are awareness-raising sessions / visual materials surrounding gender, protection, sexual exploitation, and abuse prevention. |  |  |  |
| 12 | Safe child-care facilities are provided. |  |  |  |
| 13 | Community members, especially women, are actively involved in the security matters on the site. |  |  |  |
| 14 | Did you observe the following at the site/facility?   1. information that aid is free 2. information on available complaint mechanisms |  |  |  |
| 15 | PSEA awareness materials (such as posters and pamphlets) and reporting hotlines are visible to the camp beneficiaries. |  |  |  |
|  | **PROTECTION (Child Protection, GBV)** | **Yes** | **No** | **Not Applicable** |
| 1 | Are activities provided in a safe and secure environment, accessible for all, including persons with disabilities? |  |  |  |
| 2 | If no, please explain: |  |  |  |
| 3 | Do you observe staff making or receiving referrals for protection services (including specialized protection services such as child protection and gender-based violence)? |  |  |  |
| 4 | All case management services are carried out in a safe and confidential space that protects privacy. |  |  |  |
| 5 | If no, please explain: |  |  |  |
| 6 | As far as possible, male and female staff are present in protection teams. |  |  |  |
| 7 | For any protection-related activities (such as awareness-raising sessions, community consultations, FGDs), PSEA awareness materials (such as pamphlets/banners) and reporting hotline are visible/provided to beneficiaries. |  |  |  |
| 8 | Response mechanisms are 'survivor centered' child-centered, 'keeping the needs of the child survivor at the forefront of any investigation process |  |  |  |
| 9 | Child Protection: Regularly review PSEA risks using risk assessment, revise and update risk treatment plans &. Integrate strategies to reduce risks, particularly involving children |  |  |  |
| 10 | Procedures to ensure that staff and children are safe during the identification and referral of children to services, including prioritization of cases |  |  |  |
|  | **NUTRITION** | **Yes** | **No** | **Not Applicable** |
| 1 | Medical examinations and treatments are performed by staff trained in GBV, ideally from the same sex as those in need of the services |  |  |  |
| 2 | Trained health staff to identify and report safeguarding incidents |  |  |  |
| 3 | There are mechanisms through which men and women can confidentially channel their opinions on how  to improve or make nutrition services more accessible |  |  |  |
| 4 | Involve female and male community members in communicating about safeguarding, that aid is free, and where the complaints mechanisms are |  |  |  |
| 5 | Did you observe the following at the health facility?   1. information that aid is free 2. information on available complaint mechanisms |  |  |  |
| 6 | Confidential complaint mechanisms (complaint desk or box, PSEA reporting hotline, and others) are available to both men and women. |  |  |  |
|  | **EDUCATION** | **Yes** | **No** | **Not Applicable** |
| 1 | The agency promotes increased levels of school attendance at the primary/secondary level. |  |  |  |
| 2 | Adapted existing education programs to include information about safeguarding and detect potential victims |  |  |  |
| 3 | The education structures are built to ensure that SEA does not occur within the school system, e.g., through paying attention to teachers' recruitment and monitoring, increasing the number of female staff, and monitoring one-on-one teacher/pupil time; building and facilities design. |  |  |  |
| 4 | Teachers and other school staff trained on the PSEA, organizational Code of Conduct, and the team have understood and signed. |  |  |  |
| 5 | Disaggregated data collected and analyzed on school attendance figures. In addition, anomalies were researched and addressed. |  |  |  |
| 6 | Parents and pupils, and education staff know how to report SEA cases in schools. |  |  |  |
| 7 | The agency has special provisions for unaccompanied girl children (e.g., supplying uniforms, supplies, and examination fees) to ensure they do not become vulnerable to SEA. |  |  |  |
|  | **CASH AND VOUCHER ASSISTANCE** | **Yes** | **No** | **Not Applicable** |
| 1 | The organization provides information, consults, and responds to feedback from affected people in multiple formats, including written, oral, and' easy to read' to improve accessibility for people with disabilities, people who are not literate, or people who use minority languages |  |  |  |
| 2 | Organization bases eligibility criteria on needs, vulnerability, and capacity assessments and inputs from protection and GBV specialists, including case managers, and coordinate and harmonize standards with sectors/ clusters or the cluster working group (CWG)/inter-cluster coordination group as appropriate |  |  |  |
| 3 | Do you observe easy access to the shelter by the following groups (for example, the presence of ramps for persons with disabilities)?   1. Women and girls 2. Children 3. Elderly Persons 4. Persons with Disabilities 5. Other |  |  |  |
| 4 | Did you observe the following at the health facility?   1. information that aid is free 2. information on available complaint mechanisms |  |  |  |

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|  | **GENERAL OBSERVATIONS** | **Yes** | **No** | **Not Applicable** |
| 1 | Do you observe any of the following problems? (select all that apply)   1. inappropriate treatment of affected people by staff 2. lack of information (beneficiaries seem confused) 3. very long distribution process (long waiting lines) 4. security concerns (site physically not safe) |  |  |  |
| 2 | Did you at any point observe a humanitarian actor asking for something in return for assisting/services? |  |  |  |

Reference at:

<https://interagencystandingcommittee.org/other/interim-technical-note-protection-sexual-exploitation-and-abuse-psea-during-covid-19-response>

All personnel knows the policy against retaliation for reporting misconduct ([ST/SGB/2017/2/Rev.1](https://undocs.org/ST/SGB/2017/2/Rev.1)).

([United Nations Protocol on Allegations of Sexual Exploitation and Abuse Involving Implementing Partners](https://www.un.org/en/pdfs/UN%20Protocol%20on%20SEA%20Allegations%20involving%20Implementing%20Partners%20-%20English_Final.pdf) and [UN Implementing Partner PSEA Capacity Assessment](https://interagencystandingcommittee.org/un-implementing-partner-psea-capacity-assessment-0)).

Sexual Exploitation and Abuse Risk Management Toolkit (<https://conduct.unmissions.org/sites/default/files/dpko-dfs_sea_risk_toolkit_28_june_2018_modified.pdf>)