GLOBAL FUND TO END MODERN SLAVERY

A FUNDERS TOOLKIT FOR LIVED EXPERIENCE INCLUSION IN MODERN SLAVERY RESEARCH

Guidelines for supporting peer engagement of people with lived experience in modern slavery research

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This toolkit is intended to be a living document - GFEMS welcomes any contributions to future revisions.

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Introduction

KEY TERMS

Person/People with Lived Experience (PLE): Someone who has personal knowledge of trafficking/modern slavery gained through direct, first-hand involvement rather than through representations constructed by other people. [1]

Peer Researcher: A person with lived experience who uses that experience to actively participate in research activities.

Meaningful Engagement: The Committee on the Rights of the Child recommends five practical elements to ensure meaningful participation of children: provide adequate information; give opportunity to participate; take the child seriously, inform the child about the outcomes; offer the possibility to respond and complain when the child feels their opinion is not well represented.

Inclusion: Inclusion is the proactive and continuous practice of creating a context where people are embraced in their full and complex identities, given as much access to engagement as possible, and treated with dignity and respect. At its core, inclusion is about sharing power with the aim of creating an environment where all of our identities, experiences, and wisdom shape the outcome.

Power: The ability or capacity to have authority or influence over decisions and outcomes. These decisions and outcomes can be personal (control over your own agency), cultural and structural, workplace, or movement.

Tokenism: The practice of giving those with lived experience an opportunity to serve or broadcast their "story" without giving proper credit or compensation and limiting their ability to use their skills for influencing decisions and transforming systems, practices, and policies.

Lived Experience-Informed (person with lived experience-informed, also known as survivor-informed): This approach meaningfully engages a diverse community of people with lived experience and incorporates their input and expertise at all stages, from start to finish of all efforts, including development, implementation, and evaluation. In asking for meaningful input, we must be aware of unequal power dynamics and remain vigilant against tokenism.

Lived experience-centered: This approach places the rights, needs, resources, strengths, dignity, and experiences of people with lived experience or their community at the forefront of all efforts, over that of any intervening or supporting individual or organization. This approach prioritizes voices of people with lived experience in all decision-making as full collaborators in transforming the conditions that allow exploitation, prioritizing healing, connection, and long-term, sustainable wellness of the individuals and communities.

Lived Experience-Led: This approach values people with lived experience' unique expertise and thus actively positions and supports them in all levels and kinds of leadership and decision-making positions to transform the conditions that allow exploitation.

Ally/Allyship: Allyship is ongoing reflection on one's own privilege, actions, and biases that further systemic oppression; it is an active, consistent, and arduous practice of unlearning and re-evaluating. Allies share power with and take direction from many diverse people with lived experiences to break down systems that contribute to marginalization. Allies acknowledge that prior practices have caused harm to those with lived experience, and take accountability. Allies hold space and make space by decentering themselves, so that people with lived experience can reach their individual goals, and work in solidarity to promote their well-being.

KEY TERMS

Harm: Any physical, emotional, or psychological damage or negative impact inflicted upon a person, living being, or their well-being. It can result from various actions, intentions, or circumstances and may manifest as pain, suffering, injury, loss, or any adverse consequence that impairs the affected individual's health, safety, or overall quality of life. Harm is a broad concept and can encompass a wide range of situations, from physical violence to emotional distress, and from environmental damage to economic hardship. Its interpretation can vary depending on cultural, legal, and ethical contexts.

Modern Slavery: An umbrella term for all forms and contexts of exploitation by others for personal or commercial gain, encompassing human trafficking, forced labor, debt bondage, and commercial sexual exploitation.

Monitoring, Evaluation, & Learning (MEL): The process by which one continually collects and analyzes data, assesses progress and results, and reflects on this knowledge to improve outcomes.

Research: The concept of research is broad and includes the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies, inventions and understandings. This could include synthesis and analysis of previous research to the extent that it is new and creative.

Introduction

A NOTE ON LANGUAGE AND TERMINOLOGY

Those engaging people with lived experience in research and evaluation should have an explicit discussion about participants' language preferences both in regards to the contents of knowledge products as well as in written and verbal communications among the research team and the organization more generally.

Organizations should be transparent about how language and terminology usage may be driven by donor preferences or geographic/sector norms and thus what individuals with lived experience can expect in this regard. The research team should collectively agree on language usage given any external limitations.

The term 'survivor' is often used in the modern slavery field. Based on the Fund's learnings in this area, this document uses 'lived experience' language in place of 'survivor' to describe someone who has experienced any type of modern slavery. For simplicity in written resources, GFEMS may use the acronym PWLE for people with lived experience. This document uses the term 'peer researcher' to describe someone with lived experience who uses that experience to actively participate in research activities.

Introduction

EXECUTIVE SUMMARY

BACKGROUND

The Global Fund to End Modern Slavery (GFEMS or the Fund) is an international fund working to push progress towards a world free of slavery. Our purpose is to raise new resources, unify global partners and efforts, and improve the available data and evidence needed to make anti-slavery work more effective.

CONTEXT FOR DEVELOPMENT

GFEMS is committed to continuous learning and intentional action to move our organization along the continuum to be informed, centered, and ultimately led by those who have first-hand experience with the systems we seek to dismantle. We understand that progress will best be achieved when those how have been most affected are positioned to lead.

As such, GFEMS developed this toolkit to guide its own practices for the meaningful inclusion of people with lived experience in our research.

The hope is that others in the field will find the concepts herein useful, and join us in this journey.

PRINCIPLES OF PEER ENGAGEMENT

1. Minimize harm to participants

2. Lead with trust

3. Reciprocity & commitment to mutual learning

PEER ENGAGEMENT BEST PRACTICES

There are a number of considerations you will have to make before, during, and after deciding to pursue peer engagement in research and evaluation. This document provides an overview of these considerations to support your organization in adopting best practices.

At the heart of the matter is to reflect carefully on the best ways to meaningfully engage people with lived experience throughout the entirety of the research process.

Introduction

GUIDING PRINCIPLES FOR ENGAGEMENT

All research that includes the participation of people with lived experience should be guided by a Lived Experience-Centered Approach. This approach places the rights, needs, resources, strengths, dignity, and experiences of people with lived experience or their community at the forefront of all efforts, over that of any intervening or supporting individual or organization. This approach prioritizes voices of people with lived experience in all decision-making as full collaborators in transforming the conditions that allow exploitation, prioritizing healing, connection, and long-term, sustainable wellness of the individuals and communities.

Funders should also ensure their staff and research partners have been trained to use a Trauma-Informed Approach, a “model that is grounded and directed by a complete understanding of how trauma exposure affects service user’s neurological, biological, psychological and social development.” [2]

Minimize harm to participants

The principle of ‘do no harm’ requires that researchers avoid harm or injury to participants. Potential risks must be pre-determined and strategies put in place so that benefit outweighs harm. This also means researchers must strive for their research to improve the status, rights and wellbeing of the community in question.

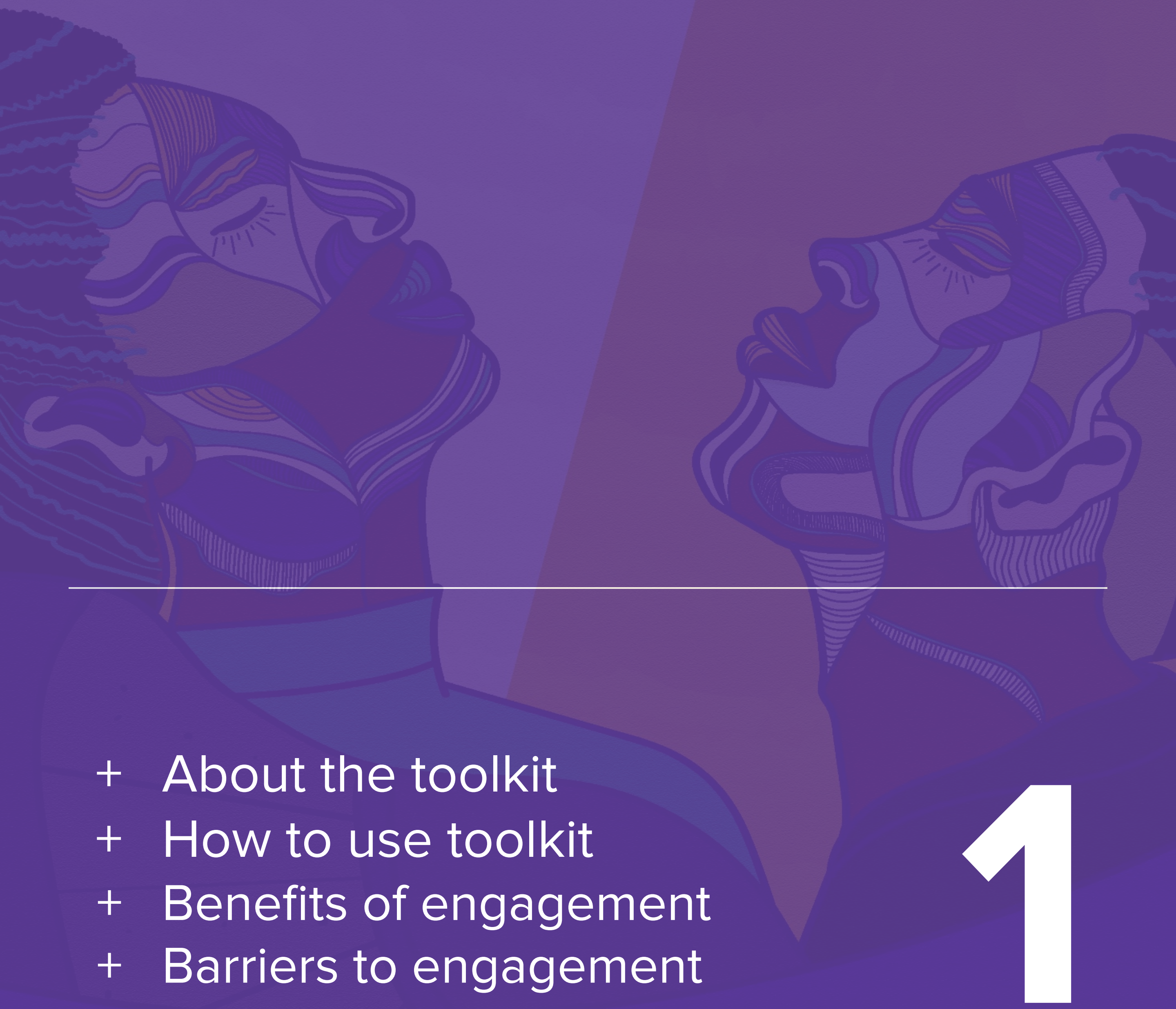
Lead with trust

Funders must work to cultivate trusting relationships. Leading with trust includes: recognizing and taking steps to address power imbalances, understanding each participants’ unique motivations, values, and goals, and the historical context of the research, and transparency regarding expectations and outcomes people with lived experience can expect from their participation.

Reciprocity & commitment to mutual learning

Funders should be committed to continuous learning and improvement throughout the research process. This requires approaching research as a means of mutual learning while suspending preconceived notions of the correct answers/solutions. Moreover, this requires Funders to actively foster trust with people with lived experience and provide forums that are conducive to person with lived experience participants openly sharing their experiences and expertise.

Background



- About the toolkit
- How to use toolkit
- Benefits of engagement
- Barriers to engagement

1

Background

ABOUT THE TOOLKIT

In alignment with the Fund's organizational values and its corresponding Safeguarding Principles, team member Evidence and Learning Team developed this tool for funders to support the inclusion of those with lived experience in conducting research and developing knowledge products. This is part of a larger organization-wide effort to increase the number of people with lived experience in leadership positions and engagement across all areas of the organization.

We're trying to:

- *Develop guidance on best practices for funders and researchers on how to engage with peer researchers*
- *Practice peer engagement in our research, monitoring, evaluation, and learning activities*
- *Inspire modern slavery research funders and organizations to engage people with lived experience as peer researchers*

Background

WHO IS THIS TOOLKIT FOR?

This guidance document is for funders and organizations that aim to improve their inclusion of people with lived experiences of modern slavery in their research, and monitoring, evaluation, accountability, and learning (MEAL) work. This includes those who currently or strive to provide funding directly to researchers, empower people with lived experience in the research process, or better support person with lived experience engagement in the movement.

The tool is not intended to be a one-size-fits-all checklist, but rather a way to help define and conduct research with the intention of ensuring people with lived experience are included in producing research and thus moving up the ladder of person with lived experience inclusion in research.

It includes...

- Practical considerations for engagement
- Practical questions and activities to help you determine your own approach

Background

HOW TO USE THE TOOLKIT EFFECTIVELY

To help you use the toolkit effectively we have created two worksheets. We suggest that you complete the worksheet in the annex as a team and pull in additional staff when needed.

Step 1 - Identify Purpose

Step 2 - Decide Participants and Engagement Type

In addition, we have developed and compiled further resources, including templates and links to additional guides.

How it works...

1. Read about practical considerations
2. Reflect about why you are considering peer engagement and what you want to achieve
3. Consider your resources and decide how this will impact the nature of the engagement opportunity given the context
4. Determine when and how you want your organization to engage peer researchers
5. Now that you know how you want to engage, use the guidance provided for the relevant practical considerations to prepare for your engagement
6. Consider your desired outcomes, and develop an evaluation strategy
7. Put your plan into action! Engage with peer researchers!
8. Reflect on how the engagement opportunity could be modified based on the outcomes of the evaluation

Background

BENEFITS OF ENGAGING PEOPLE WITH LIVED EXPERIENCE

Increasing lived experience engagement, thus amplifying the voices who have the most direct knowledge, experience, understanding, and vested interest will undoubtedly improve the outcomes of each step in the research process and lead to knowledge products that inform the body of evidence on modern slavery globally.

Positive impact on the individual

Individuals that participate in meaningful research grow confidence, local knowledge and agency through being involved. It may also increase the likelihood of civic engagement among participant and/or inspire participants to continue seeking opportunities to further knowledge and skills.

Shifting power to those most affected

Peer engagement in research challenges assumptions about who qualifies to conduct research and instead promotes the idea that people with lived experience of modern slavery are uniquely positioned to lead and contribute to the movement to end modern slavery.

Help build trust & community

Involving people with lived experience in research is an opportunity to build trust between the public and researchers and help identify potential social and ethical implications that could potentially diminish trust and ultimately harm the community.

More accurate results & effective solutions

Evidence suggest that peer engagement improves the quality of the research. Peer researchers can raise relevant questions, provide important context based on their lived experiences, and help to reduce bias in interpretation of the responses from interviewees. Moreover, research defined and undertaken with peer researchers is often more relevant to the targeted populations and thus results in greater impact.

Background

BARRIERS TO ENGAGING PEOPLE WITH LIVED EXPERIENCE

Challenges with existing structures and dynamics

Opportunity and funding has not consistently supported these types of efforts.

Organizational culture and leadership support may not prioritize PWLE engagement.

A lack of time and resources

There is a need for more resources (human/financial) to support this work, including supervision, support, compensation, and standards. Sometimes there are challenges with the capacity of the organization to support, train, supervise peers.

A perceived lack of capacity among people with lived experience

The academic / research community has a history of not recognizing or respecting the roles of peer researchers. Some do recognize the importance, but not enough for real long-term inclusion and empowerment of impacted parties

Limited relationships with person with lived experience-centere d organizations

Improved linkage between lived experience-centered organizations and individual researchers and other research institutions.

PRACTICAL CONSIDERATIONS & BEST PRACTICES

+ Peer engagement best practices
+ Mechanics of peer engagement

2

Practical Considerations & Best Practices

PEER ENGAGEMENT BEST PRACTICES

STEP 1 BEFORE ENGAGEMENT

Recruiting peer

Setting up compensation

Setting expectations for engagement

Defining objectives for engagement

Training, capacity building, and supervision support

STEP 2 DURING ENGAGEMENT

Overcoming barriers

Ground rules for meetings

Building a work plan

Providing supports

STEP 3 AFTER ENGAGEMENT

Wrapping up engagement

Evaluation

Dissemination of knowledge

Practical Considerations & Best Practices

ENGAGING FROM THE START

Engaging people with lived experience from the initial stages of any project or initiative, and doing so to the greatest extent possible, is the best way to achieve meaningful levels of involvement. This means doing so in early planning and ideation, design, and development of guiding materials, as well as carrying the engagement throughout implementation.

Often, people with lived experience are brought in only at review junctures, and are asked to provide feedback on already formed plans for research and MEL activities. While feedback is undoubtedly beneficial at this juncture, seeking it only from later stages squanders the opportunity to infuse key considerations from a lived experience perspective into the shaping of the research, which may result in delays or revisions when later undergoing lived experience review that could have been prevented.

By engaging PWLE in the origination stage it also allows the team to build and create an environment of trust and respect which is critical to the success of all parties involved.

In addition to incorporating the expertise of people with lived experience from the start of specific projects, efforts to grow their range of skills and knowledge should also be made.

Starting from an understanding that one critical objective of the field should be to move along a spectrum of engagement, proper thought should be taken in laying that groundwork. When the capacity of people with lived experience is not developed initially in the early stages, the final stage of empowerment may not be achieved as expected. What may occur instead – under the banner of empowerment – is ally researchers retaining power and indirectly making decisions under the guise of guidance. Thus, confidence building of survivors is crucial.

DETERMINING FORM OF ENGAGEMENT

For this resource, the term engagement refers to the involvement of people with lived experiences of forms of modern slavery in one or more phases of the research process. Readers are encouraged to include people with lived experience to the greatest extent possible, while continuously identifying further opportunities to engage and shift organizational attitudes and practices regarding lived experience engagement.

Spectrum of Engagement

1	2	3	4	5
Inform	**Ask**	**Involve**	**Collaborate**	**Empower**
Keep people with lived experience informed about research	Seek out and incorporate lived experience feedback and expertise	Work with people with lived experience throughout planning and implementation to consider person with lived experience input and feedback	Work closely with people with lived experience on each aspect of the research process	Final decision-making power is with people with lived experience and the research team will implement the strategies and decisions they develop

The spectrum of engagement can be used to determine at how to involve peer researchers during a particular engagement opportunity, evaluate the quality of engagements you are offering, and serve as a basis to discuss how to improve peer engagement opportunities.

GFEMS and the National Survivor Network have developed a resource entitled "Meaningful Engagement of People with Lived Experience: A framework and assessment for measuring and increasing lived experience leadership across the spectrum of engagement" available on our websites for more in-depth information on the spectrum.

STEP 1: PRACTICAL CONSIDERATIONS

Person with lived experience engagement throughout the research process

Thinking through the timeline of the research activity is critical, in particular when engaging people with lived experience with intentionality. By nature, working within an environment with a high degree of inclusivity takes time. Ensuring the research process is meaningfully engaging people with lived experience means devoting enough time along the way.

The table in the next page, adapted from the Lived Experience Research Involvement Ladder developed by Survivor Voices, outlines key aspects of person with lived experience engagement at the various levels of the person with lived experience-inclusion spectrum.

The table is intended to help organizations to move along the spectrum of lived experience inclusion in research. We acknowledge that there are barriers/limitations to research becoming completely lived experience-led, thus the table is intended to help determine which engagement level is most appropriate given the resources available, the goals and needs of the research team, and the communities they intend to represent and serve in their work.

	Problem & Topic Identification	Research Design	Data Collection	Analysis	Write-up	Dissemination
EMPOWER	People with lived experience hold power in deciding research agendas.	People with lived experience design the research.	People with lived experience lead the data collection process.	People with lived experience analyze data and lead interpretation.	People with lived experience draft and finalize the write-up of knowledge products.	People with lived experience lead dissemination of results.
COLLABORATE	People with lived experience share in decision-making including the purpose of the research (E.g. member of staff or long-term external consultant, etc.)	People with lived experience share decision-making and the planning stage.	People with lived experience share decision-making and participate in data collection.	People with lived experience are directly involved in analyzing data.	People with lived experience share in writing the report.	People with lived experience are central to the dissemination.
INVOLVE	People with lived experience are consulted about research questions and themes while in development. (E.g. ad hoc, short-term external consultant, etc.)	People with lived experience act as advisers on research design and delivery and share some aspects of the research activity.	People with lived experience advise on or are involved in data collection strategies.	People with lived experience advise on data analysis and interpretation.	People with lived experience contribute to writing portions of the report.	People with lived experience inform the dissemination process The report is available to all contributors.
ASK	People with lived experience are asked to give feedback on research questions and themes.	People with lived experience are asked to give feedback on some aspects of the research content.	People with lived experience are asked to give feedback on the data collection strategy..	People with lived experience are asked to give feedback on data analysis.	People with lived experience did not contribute to the writing, but are asked to review.	People with lived experience are asked to give feedback on dissemination plan and accessible format of report.
INFORM	People with lived experience are likely only subjects of the research. Information may be shared.	The design team does not include or consult people with lived experience, but they may be informed, e.g. information sheet, two-pagers, etc.	Communities are told about upcoming data collection. Key data may be from people with lived experience, but they act only as respondents and are not involved in collecting data themselves..	People with lived experience are not included in analysis, but may be told about the analysis process.	Writing is not done by people with lived experience.	The report has minimal dissemination outside of the research context. A more accessible short format version could be created.

PRACTICAL CONSIDERATIONS

DEVELOPING A RECRUITMENT APPROACH

Your team should analyze who is currently in positions with decision-making power and develop a recruitment strategy that supports equitable representativeness and shared power.

Researchers should establish relationships with organizations with connections to or networks of people with lived experience to ensure they are able to recruit adequately based on the type of opportunity for engagement.

Researcher should also have strategies for reaching PWLE who are not members of organizations or networks, including public advertisement and word of mouth (especially among the PWLE communities). Many may not be aware that such organized networks exist, and yet would have valuable, independent input. Some may also have varying levels of skills in searching for such opportunities. Exploring partnerships with other types of institutions that work directly with PWLE would aid in access.

To develop a recruitment plan for the role, organizations should determine why, and how, they would like to engage a PWLE given the available resources to do so.

Basic guidelines for recruitment include:

- Tailor communication channels and styles based on the people you are aiming to reach
- Make your communications as clear as possible
- Use plain English and/or whatever other language(s) used by targeted population
- Consider accommodations, such as sign language interpretation, available to make the process accessible for individuals
- Approach potential participants individually when possible; utilize community networks, when possible, by identifying those who are willing to reach out to their peers
- Explain the benefits of participation
- Highlight that they are being asked to participate because they already have the qualities needed to participate
- Be honest about the workload and work with participants to decide what they're willing and able to do
- Be clear about expectations and ability to withdraw

FORMS OF COMPENSATION FOR PEER RESEARCHERS

Survivor Alliance provides the following three forms of compensation in their overview of practices for compensating person with lived experience consultants:

Consultant Fees

A subcontractor who provides skills and knowledge that the organization does not possess internally.

Examples: consulting on research design and/or study implementation

Pricing considerations: fees may be hourly rates, project-based price, or on retainer; indirect costs may be included.

Consultant rates for people with lived experience should be commensurate with standard market rates and comparable to rates of existing contracted consultants.

Honorarium/Stipend

A gift to recognize/thank an individual for their time and contributions.

Examples: speaking engagements, such as sharing research or facilitating events

Pro-Bono

Work that has monetary value that is provided for free. People with lived experience are often asked for pro-bono services under the form of 'advice' or 'input'. This should generally be avoided. People with lived experience may still choose to do this, likely when there is an expectation of impact or change as a result of contribution.

As a general rule of thumb, peer researchers should be compensated at the same rate as other members of the research team and/or in alignment with industry standards. Payments should be made in a timely pre-agreed upon manner.

Practical Considerations & Best Practices

TRAINING, SUPPORT, AND SUPERVISION

Training

Training requirements will depend on the role the person with lived experience is taking in the research process as well as their research experience.

Examples of training topics include: general education on research design (informed consent procedures, survey/interview guide design, common prevalence estimation methods, qualitative and quantitative data collection.

Specific trainings may include the following topics:

- Requirements for submitting to and getting approval from an Ethics Review Committee/ Institutional Review Board
- Data collection methods
- Data cleaning practices
- Data analysis/ interpretation of results

Support

Specific needs and resources available to support person with lived experience participants will vary depending on the nature of engagement as well as available resources.

Types of support can include, but are not limited to: accommodations for those with physical and/or learning disabilities, on-call emotional support services, and discussing alternative forms of participation if the person with lived experience participant no longer wants to engage in the predetermined manner.

Ask applicants if they have any additional needs or require reasonable support to participate

Determine what support is feasible for you to offer

Develop a strategy for person with lived experience researchers to receive emotional support from external support structures.

Supervision

Supervision needs will depend on the nature of the engagement and the experience/relevant knowledge of the participant. Managers may develop a project workplan and then establish standing meetings to share updates and feedback.

When determining the supervisory needs, organizations should consider the following:

- Training needed to fulfill their scope of work
- Individual's preferences regarding management and communication styles
- Individuals experience/relevant knowledge related to scope of work

Organizations should also identify a secondary point of contact should the peer researcher have concerns or feedback they are not comfortable sharing with their immediate supervisor.

These strategies are applicable to all members of staff.

Practical Considerations & Best Practices

SETTING EXPECTATIONS OF ENGAGEMENT

In order to effectively communicate expectations with peer researchers joining a team, organizations/supervisors should consider the following guiding questions.

- What is the purpose of this initiative?
- What do we want to get out of this engagement?
- What skills do we want peer researchers to learn?
- How should we decide what gets written about the research or evaluation? What does authorship look like and how are people represented? Have we inquired directly on individual preferences of how real names should or shouldn't be used?
- Who will attend conferences and presentations? Who will pay for these and when?
- What if there are differences in opinions about the decisions made? How will we resolve these differences in opinions?
- What kind of credit would peer researchers like to receive for their contribution? How should they be described in materials?
- How can we use the information/knowledge created? How do we ensure knowledge is not misrepresented?

Practical Considerations & Best Practices

ASKING FOR & IMPLEMENTING FEEDBACK

Asking for Feedback

Soliciting feedback from lived experience participants will help determine changes that may need to be made to existing processes. Research teams should provide multiple ways for participants to provide feedback, considering written and verbal methods and including an option that allows respondents to remain anonymous.

Some examples of how to gather feedback can include, but are not limited to:

- Debriefings at the end of each meeting
- Through an evaluation form completed at the end of each meeting
- Email address dedicated to feedback/correspondence for persons with lived experience
- Surveys that allow for anonymity

Key Considerations

- Ensure that the research team is willing to implement feedback if it is solicited
- Collect feedback in a way that prioritizes accessibility and inclusivity. There must be an intentional focus on gathering feedback from those at the margins, whether that's due to literacy barriers, differences in language, or overall low representation numbers in the client population. For example: using interpreters and visual cues for populations who don't have a written language.
- Prioritize feedback from those who've been historically marginalized by prevailing systems. Sometimes this means prioritizing feedback from those who may be underrepresented in the community or hard to reach.

OUTCOMES

- Peers feel they play a meaningful part in decision-making processes of the design, delivery, review of services.
- Decision-making processes regarding the design, delivery, and review of services are continuously and transparently responsive to ongoing feedback.
- Peers can see their feedback reflected in services.
- High participation rate of diverse range of equity-seeking groups in feedback and evaluation processes.

Practical Considerations & Best Practices

EVALUATING PEER ENGAGEMENT EFFORTS

Why do an evaluation?

Peer engagement is an evolving process, thus engagement opportunities should be evaluated in order to determine key learnings that can be used to inform and improve future opportunities.

An evaluation of a peer engagement opportunity can double as a way to debrief about the experience and serve as a forum to ask for feedback from participants.

An evaluation of the engagement opportunity will help identify barriers to successful engagements for the future and provide insight on how to best measure outcomes of peer engagement efforts. Evaluation can ensure that resources were used in an ethical, efficient, and effective manner.

Things to consider when conducting an evaluation of peer engagement include:

- Consider what you wish to accomplish in your engagement activities and determine if you achieved what you set out to do
- Ensure that the results you wish to achieve can be observed and measured
- Ensure that you identify what you wish to achieve at the beginning of the engagement planning process
- Determine whether or not information gathered was used to inform the discussion and/or implementation of decisions/policies
- Protect anonymity to ensure respondents feel comfortable to speak freely

Guiding Questions

Did the engagement activities meet the needs of the peer researcher? Did they enjoy participating? Was the training appropriate for peer researchers to perform required tasks?

To what extent has the engagement affected peer researchers? How have the researchers attitudes towards engagement changed as a result of participating?

To what extent has the engagement improved research process and/or outcomes?

PLANNING FOR ENGAGEMENT

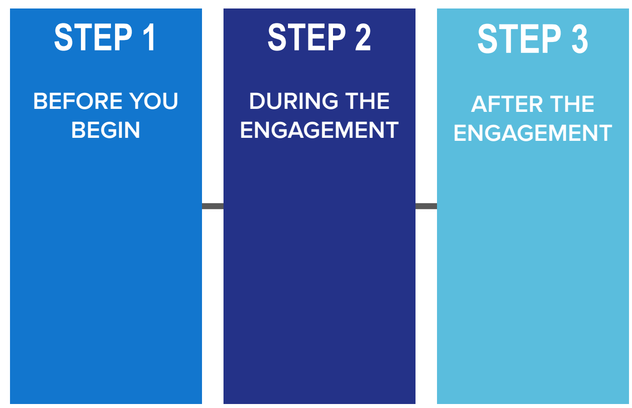
+ Overview
+ Before You Begin
+ During The Engagement
+ After The Engagement

3

OVERVIEW

PLANNING FOR ENGAGEMENT

This section provides guidance to help you think about key considerations that go in to developing a cohesive plan for engaging peer researchers in research/evaluation activities.



Step 1: Before you begin
This section provides guidance to help you determine the purpose for engaging people with lived experience, your responsibility to do no harm, as well as the resources available to oversee the engagement.

Step 2: During the Engagement
provides points to consider during the research period. Some of these points could be location chosen, time/availability, attendees of all individuals that are participating during the research.

Step 3: After the Engagement
provides feedback to participants while opening an opportunity to hear what they have to say, acknowledge survivor contributions and share final published research with survivors.

STEP 1

1 — 2 — 3

BEFORE YOU BEGIN

Each of the sections below focus on a key aspect of preparing for engaging people with lived experience. The lists of questions are meant to guide you through getting ready to engage peer researchers.

The next four pages provide detailed guidance and links to applicable resources.

1.1

Purpose: are you clear why you are seeking input from person with lived experience?

What are you trying to achieve through involving people with lived experience? Are you considering engagement as respondents and/or peer researchers?

In what stage(s) of the research/evaluation process will there be lived experience engagement?

1.2

Determining method of engagement

Which consultation/ participation method will achieve the defined aims given the available resources listed above?

Has sufficient time been allocated to enable meaningful participation?

What are key ethical considerations? Is there a risk of harm to participants?

1.3

Available resources: remuneration, staffing, time, and policies/procedures available to participants

What resources are available to compensate people with lived experience for their expertise?

What contractual mechanism will be used?

What staffing resources are available to support participant?

What organization policies/procedures exist to support and protect participants? Do any need to be put in place prior to engagement?

1.4

Developing strategy for recruitment of people with lived experience

Given the method of engagement, develop recruitment materials that includes a clear explanation of the following:

Why you are seeking their input, what is expected of them, and what they can expect from you

What qualities/ experiences are you looking for? A specific lived experience or geographic area? Specific expertise?

Given the answers and your organizations procurement requirements, what is the best recruitment strategy?

1 — 2 — 3

STEP 1.1

IDENTIFYING A CLEAR PURPOSE FOR ENGAGEMENT

To maximize impact and adequately plan for the necessary resources, it is important to clarify the purpose for engaging people with lived experience. In an effort to minimize harm, you should consider the risks associated with participating.

There are different ways to engage people with lived experiences in research and evaluation: they can be respondents to surveys asked by researchers, they can influence the research topic and/or design, or they can take part in data gathering and/or analysis and dissemination.

To determine the purpose of your engagement consider the following questions:

1.1.1

ENTRY POINT IN RESEARCH PROCESS

In what stage(s) of the research/evaluation process will you engage people with lived experience?

Notes

1.1.2

LEVEL OF ENGAGEMENT

Which consultation/participation method will achieve the defined aims given the available resources listed above?

Notes

1 2 3

STEP 1.2

DETERMINING METHOD OF ENGAGEMENT

The way in which you engage peer researchers will depend on the purpose of the engagement that you determined in the previous step.

1.2.1

WHICH PARTICIPATION METHOD(S) WILL ACHIEVE THE DEFINED AIMS GIVEN THE AVAILABLE RESOURCES LISTED ABOVE?

1.2.2

WHAT ARE KEY ETHICAL CONSIDERATIONS? IS THERE A RISK OF HARM TO PARTICIPANTS?

- [ ] After careful assessment and consultation with experts, you are confident that there will not be any risk of physical harm to people with lived experience if they participate.
- [ ] After consultation with thematic specialists and people with lived experience, you are confident that people with lived experience will not experience unreasonable psychological harm or distress.
- [ ] Do you have a re-traumatization mitigation strategy in place?

If you answered YES to all these questions, move to Step 1.3

If you answered NO to any of these questions, people with lived experience should not be involved in the research. Amend the purpose of the engagement to address the risks identified before reassessing.

1.2.3

COMPENSATION & PAYMENT DETAILS

***Given the point of engagement,* which model of compensation/payment is appropriate?**

Model____________________________

By the end of this step, you should have determined at which stage(s) of the research process people with lived experience will be involved, the nature of the interpretation, and compensation and payment details for participants.

STEP 1.3

1 2 3

ASSESS AVAILABLE RESOURCES FOR ENGAGEMENT

Peer engagement requires time, support for peers and an unwavering commitment to the work.

Organizations should provide fair financial and human resources on the project for the duration of the project and after. You should start early and build a solid foundation (i.e. ethical approval, understanding of organizational processes, work plans, etc.) for the project.

1.3.1

RESOURCES TO CONSIDER: remuneration, staffing, time, policies/procedures available to participant

What resources are available to compensate people with lived experience for their expertise?

What staffing resources are available to support participant?

What organization policies/procedures exist to support and protect participants? Do any need to be put in place prior to engagement?

Has sufficient time been allocated to enable meaningful participation?

KEY CONSIDERATIONS:

- [ ] There are appropriate trauma-informed and support services available as part of the project to offer support to participants.
- [ ] After careful assessment, you are confident that people with lived experience will not be burdened with excessive responsibility, or work (e.g. miss work, complete excessive paperwork).
- [ ] After reviewing guidance on compensation and considering the circumstances of engagement, Participants will be adequately compensated for their engagement.

By the end of this step, you should have assessed the availability of resources and supports to devote to peer engagement and identify whether additional steps need to be taken to secure any missing resources.

STEP 1.4

DEVELOPING A RECRUITMENT STRATEGY

Answer the questions below to determine details regarding the recruitment process for peer researchers.

1.4.1

Determine the need and scope of work for peer researchers

Given the method of engagement, develop recruitment materials that includes a clear explanation of the following:

How many participants will be recruited?

Will you be conducting this research in person, virtually or a hybrid?

Why you are seeking their input, what is expected of them, and what they can expect from you?

What qualities/experiences are you looking for? A specific lived experience or geographic area? Specific expertise?

1.4.2

Determine a recruitment strategy

Given the answers and your organizations procurement requirements, what is the best recruitment strategy?

A. Does my organization have the necessary access to people with lived experience to fulfill my recruitment needs?

B. Are there local peer-based organizations that we could potentially partner with?

STEP 2

DURING THE ENGAGEMENT

1 2 3

Each column focuses on a point that you should consider during the participants engagement. The questions listed are intended to be used as guidance for planning key parts of the engagement.

2.1

Determining training, mentorship, support, and supervision requirements

Do the peer researchers require training and mentorship to engage in the research? If so, can you build this into the process?

What supervision requirements are needed to support the participant?

What emotional support can be made available?

2.2

Ensuring the safety and confidentiality of participants

What logistical considerations should be put in place to help participants feel safe and make engagement accessible? Location, timing, ground rules, language, dress code

Do participants know how to report any issues? Are they aware of organization policies/procedures to support and protect participants?

Do you have work culture in which peer researchers would not be expected to disclose that they have lived experience except at their own discretion.

2.3

Consider power and privilege dynamics

What are ways that I can build trust with participants?

Have research team members adequately researched the context in which the research/evaluation is being conducted?

Who will be in the room/working with person with lived experience participants? Is there an unequal number of people with lived experience in comparison to organization staff or other stakeholders?

2.4

Soliciting and implementing feedback

How early in the research/evaluation process can you solicit feedback?

Have you clearly communicated the extent to which you are prepared to implement feedback?

What will be the mechanism(s) for collecting feedback? Are there barriers to using mechanism(s)?

STEP 2.1

SUPPORTING PEER RESEARCHERS DURING ENGAGEMENT

Reflect on what information and skills the engaged peer researchers will need for the scope of engagement as well as their personal professional development goals to determine training needs as well as mentorship, support, and supervision requirements.

2.1

Determining training, mentorship, support, and supervision requirements

Do people with lived experience require training and mentorship to engage in the research? If so, what are they?

What supervision requirements are needed to support the participant?

What additional resources and/or supports can you provide?

What training and support do supervisors and researchers need to be prepared for peer engagement?

2.1.1 Potential training, supervision, mentorship, and additional requirements needed to support peer researchers

2.1.2 Training and additional supports for your team to prepare for peer engagement and mentoring

By the end of this step, you should have determined details for training, mentorship, support and supervision requirements for both peer researchers and members of the research team. You should have a tentative plan for the content, frequency, and method of delivery as well as logistics around supervision and/or mentorship.

1 2 3

STEP 2.2

KEEPING PEER RESEARCHERS SAFE DURING ENGAGEMENT

Reflect on the potential risks/safety concerns for peer researchers participating in various peer engagement activities and identify resources and mitigating actions to ensure their safety.

2.2

Ensuring the safety and confidentiality of participants

What logistical considerations should be put in place to help participants feel safe and make engagement accessible? (ie: Location, timing, ground rules, language, dress code...)

Do participants know how to report any issues? Are they aware of organization policies/procedures to support and protect participants?

Are you requiring people with lived experience to disclose personal information? If so, how will this be used and could it cause harm? How are you planning on ensuring that participants' safety will remain protected?

2.2.1 Identify activities peer researchers will participate in throughout the engagement, determine risks/concerns regarding participation and develop mitigating actions, policies/procedures.

Activity	Potential Risks	Mitigating Actions
1. Focus Group Discussion (FGD)	Retraumatization	Provide referrals to outside resources, such as counseling services
2. Conducting interviews w/ people with lived experience	Disclosure of personal info	
3. Review data collection tools		

By the end of this step, you should have identified potential risks to participants safety based on each activity and determined mitigating actions to address the identified risks.

1 2 3

STEP 2.3

DEALING WITH POWER & PRIVILEGE

Consider how power and privilege plays a part in the dynamics of the research team. Determine how to address these inequalities.

2.3

Consider power and privilege dynamics

What are ways that I can build trust with participants?

Have research team members adequately researched the context in which the research/evaluation is being conducted?

Who will be in the room/working with person with lived experience participants? Is there an unequal number of people with lived experience in comparison to organization staff or other stakeholders?

2.3.1 What check and balances system is put into place to ensure the research is being carried out ethically and fairly?

Notes

2.3.2 Identify key individuals and/or organizations participants have been made aware and/or involved in a study that they can turn to in the event that concerns arises

Notes

By the end of this step, you should have identified dynamics of power and privilege and determined activities/actions for addressing imbalances in power and privilege and building trust.

1 2 3

STEP 2.4

ASKING FOR AND IMPLEMENTING FEEDBACK

Soliciting feedback from peer researchers is integral to improving future engagement opportunities. In this step, determine when and how you will be asking for feedback and to what extent you are prepared to implement feedback.

2.4

Soliciting and implementing feedback

How early in the research/ evaluation process can you solicit feedback?

Have you clearly communicated the extent to which you are prepared to implement feedback?

What will be the mechanism(s) for collecting feedback? Are there barriers to using mechanism(s)?

2.4.1 Soliciting feedback

Notes

2.4.2 Implementing feedback

Notes

By the end of this step, you should have determined details for collecting feedback, such as when, from whom, and how as well as the ways in which you will implement the feedback solicited and how that is being communicated with peer researchers.

STEP 3

AFTER THE ENGAGEMENT

Each column focuses on a point that you should consider during the participants engagement. The questions listed are intended to be used as guidance for planning key parts of the engagement.

3.1 Acknowledgement of person with lived experience contribution

Discuss with people with lived experience how they would like to be acknowledged, for example, do they want their names published or is there a different workaround where you can acknowledge their contribution without naming them (such as pseudonym)?

3.2 Soliciting & providing feedback

Provide feedback to consultation participants about how their contributions have influenced your thinking and the concrete changes you have or will be making as a result.

Provide opportunity for participants to feedback on the consultation process. Did attendees enjoy and value the experience, and do they have any suggestions for how the process could be improved?

3.3 Follow-up to engagement

Have we shared final published copies with people with lived experience and provide any relevant links? Have you shared it with other community members?

Have we developed easily accessible formats (leaflets, 1-pagers, etc.) in plain language for larger research documents?

Are there additional opportunities for more or future engagement?

3.4 Evaluating engagement

How early in the research/evaluation process can we solicit feedback?

Have we clearly communicated the extent to which we are prepared to implement feedback?

What will be the mechanism(s) for collecting feedback? Does it encourage being open?

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ANNEXES

- Worksheets
- Planning Tools
- Lived Experience Engagement Spectrum
- Document History

4

LIST OF ANNEXES

No.	Type	Name	Description
1	Worksheet	STEP 1 / Have you identified a clear purpose for engaging peer advisors?	Walks organizations at the beginning stages of person with lived experience engagement in research/evaluations through key considerations for effective engagement.
2	Worksheet	STEP 2 / How should you engage people with lived experience in your research activity?	Walks organizations at the beginning stages of person with lived experience engagement in research/evaluations through key considerations for effective engagement.
3	Planning Tool	Lived Experience Engagement Spectrum	This is a planning tool to help you think through how to incorporate meaningful engagement of people with lived experience from the beginning of any new project or program. It facilitates a plan for thinking through your processes, programming, tools, supports, and products to ensure a wide spectrum of engagement. For the full spectrum toolkit with organizational assessments, please visit: https://gfems.org/wp-content/uploads/2023/01/Meaningful-Engagement-of-People-with-Lived-Experience.pdf
4	Document History Sheet	Approval Details & Revision History	This is template for documenting the revision history to plans and procedures.
5	Guiding	Developing a compensation/payment model for research respondents	

STEP 1 / Have you identified a clear purpose for engaging peer advisors?

Points to consider prior to initiating person with lived experience engagement

What is the research about/focused on?

What are you trying to achieve through involving people with lived experience?

What resources are available to compensate people with lived experience for their expertise?

Research focused on a specific lived experience of modern slavery or geographic area? Does the lived experience participant need to have any specific expertise? *Depending on the method of engagement, this can be the beginning of writing a Request for Proposal (RFP) or Statement of Work (SOW).

Given the qualities/experiences listed above and the Fund's internal procurement requirements, what is the best recruitment strategy for person with lived experience participants? Consider if the language you're using easily understandable and jargonfree, or if translation services are required,

STEP 2 / How should you engage people with lived experience in your research activity?

Which consultation/participation method will achieve the aims above given the available resources listed above?

Given the method of engagement identified above, and reflections in Step 1, use the space below to provide people with lived experience with a clear explanation about why you are seeking their input, what is expected of them, and what they can expect from you to include in recruitment efforts. *Depending on the method of engagement, this can be the beginning of writing a Request for Proposal (RFP) or Statement of Work (SOW).

Do people with lived experience require training and mentorship to engage with the consultation and can you build this into the process?

Lived Experience Engagement Spectrum

Organization and/or Team:__________________________________Date: _______________

Instructions: Under each level of engagement, list ways you can ethically incorporate multiple ways to meaningfully engage people with lived experience. Consider completing for different departments, teams, or even individual projects during the planning process. You may not have something in every block.

Structure	**Inform**	**Ask**	**Involve**	**Collaborate**	**Empower**
*What are the **processes** that support this level of engagement?*					
*How can we incorporate this level of engagement into our **programming**?*					
*What are **tools** we may need to implement this level of engagement?*					
*What are the **supports** we can put in place to be successful at this level?*					
*How can we incorporate this level of engagement into our **products**?*					

DOCUMENT HISTORY
Approval Details & Revision History

Approval Details

Policy Sponsor	
Approval Authority	
Date for next Major Review	

Revision History

Use the table below to record information regarding changes to this procedure. Version control should be applied, for example major or minor amendments (approved by the Policy Sponsor) should be numbered 22-1, 22-2 and so on (the first two digits = year, the last digit = version number)].

***NOTE**: A minor amendment will not result in a change of the next major review date.*

Approval date - the date the Policy Sponsor approved the establishment, minor or major amendment or disestablishment

Implementation Date - the date the procedure was published in the Policy Library and is the date the procedure takes effect

Version no.	**Approval date**	**Implementation date**	**Details**	**Author**
xx-x	dd/mm/yyyy	dd/mm/yyyy	<Procedure established; Minor or major amendments; Procedure disestablished>	<Title of procedure author>

Annex 5

DEVELOPING A COMPENSATION/PAYMENT MODEL FOR RESEARCH RESPONDENTS

While the toolkit focuses on engaging PWLEs as peer researchers, a significant amount of engagement takes the shape of PWLEs as respondents. Payment of participants in research is ethically appropriate if it (1) is equitable and proportionate to the burden of the research, (2) does not undermine a person's capacity to provide voluntary and informed consent, (3) does not unduly influence a person to accept a risk or burden that is greater than they would otherwise accept in everyday living or to compromise their fundamental values, (4) does not unduly influence a person to make false representations about or conceal information that is relevant to: their eligibility for the research, their contribution to the research, or the risks related to participation.

In developing a payment model for research participants and in assessing whether the proposed payment of participants is ethically appropriate, researchers and reviewers may refer to some or all of the following considerations, as relevant to the individual project:

1. Whether the form/s and level/s of payment that are proposed are
   - Adequate, proportionate, and fair
   - Neither calculated to provide nor likely to have the impact of providing an undue inducement to participate in the research.

2. Whether the forms and levels of payment appropriately align with the objectives of providing the payment (e.g. to recognise contribution to the research or to maximise recruitment of participants in circumstances where recruitment is difficult).

3. Whether the proposed payments adequately address any necessary distinctions between the type, status, or characteristics of participants who will be recruited.

4. The appropriateness of the type of payment (including monetary and non-monetary forms of payment) and the timing of the payments for the participants who will receive the payments.

5. In cases where gradations in payment related to risks of participation are proposed, whether the gradations in payment are appropriate to the risk level and the character of the individual research project.

6. Whether there are standards, norms or practices (locally, nationally or internationally) related to the type of research for which participants will be paid and whether the proposed payments are aligned with those standards, norms or practices.


THE END