

WHAT DOES PSEAH MEAN TO YOU?

Facilitator's Guide

Introduction to the session

This session is intended for use by PSEAH/safeguarding leads to train staff at their organization. The goals of the session are as follows:

1. Staff gain a deeper understanding of PSEAH.
2. Staff develop an understanding of how PSEAH is integral to your organization's mission and work.
3. Staff begin to see a connection between their work and PSEAH.

This session is designed to be about an hour and can be done virtually or in-person.

This session is intended to be customizable to your organization's needs. The slides provided are all with InterAction's branding – however, please feel free to edit the slides to align with your organization's branding needs. Several slides are either blank or have information that is specific to InterAction – please insert information relevant to your organization in each of these slides.

Technology Note: This session uses [Mentimeter](#), an online tool which enables participants to insert responses into Powerpoint presentations. It is recommended that you make a Mentimeter account for this session. Each slide that is intended to be a Mentimeter slide is marked on the slide in the mock PowerPoint presentation and on the facilitator's guide. Before uploading the presentation to Mentimeter, ensure that the slides are complete and contain all the necessary information for your session – once the slides are uploaded to Mentimeter, they cannot be edited.

To upload to Mentimeter, follow these steps:

1. Save the PowerPoint presentation.
2. Open Mentimeter and click "New Presentation."
3. Click "Import Presentation" and upload the PowerPoint slides. The presentation will auto-populate.
4. Several of the slides in the mock presentation are place holders for Mentimeter questions. You can delete these slides.
5. To replace the deleted slides, click "New Slide" and choose the question type that best suits that slide. This guide has recommended question types for each Mentimeter slide.
6. Add the question under the "Your Question" section on the right.

For participants to use the Mentimeter, follow these steps:

1. Ensure all participants have access to their phones or a computer.
2. On the top of the presentation, it will say "Go to menti.com and use the code XXXX XXXX" – encourage participants to follow these instructions.
3. Alternatively, you can click "Share" in the top right corner and share the voting link with participants.

If you have any questions about the session, please reach out to [Kirsten Mullin](#).

Session Slides

Slide 1: Introduction: Use this time to introduce yourself and your role. Depending on the number of participants, you can invite the participants to unmute and introduce themselves. If there are many participants, you can invite them to introduce themselves in the chat.

Slide 2: Trigger Warning: This topic can be upsetting and triggering for some, so be sure to start the session with a trigger warning for participants.

Suggested Script for Facilitator: Before we begin, I want to provide a brief trigger warning. This session pertains to sexual exploitation, abuse, and harassment. We know this is a sensitive topic to discuss, and that it can stir up emotions from our own experiences. We encourage you to participate to the extent you feel comfortable and to take a break from the session if needed. If this session brings things up that you would like to talk about, seek support from a trusted colleague, friend, or family member.

Slide 3: PSEAH Day of Action: This slide kicks off the training with a brief video about the PSEAH Day of Action. The video further encourages staff to do their part in preventing and responding to SEAH across your organization.

Technology note: You can insert the video directly into the Mentimeter. Follow these steps:

1. Click “new slide”
2. Scroll down to “Content slides” and click “video”
3. Insert the URL: [PSEAH Day of Action on Vimeo](#)

Suggested Script for Facilitator: Today is the PSEAH Day of Action. This year’s theme is Everyone, Everywhere, Every Day. In this brief session, we will be talking about some ways that you can all help in our efforts to protect our program participants and staff from harm.

Slide 4 Are you listening? Video: This video was produced by the UK’s Department for International Development (DFID) for the 2018 Safeguarding Summit. The video features real stories from survivors of SEAH.

Facilitator’s note: Play the ‘Are you listening?’ video.

Technology note: You can insert the video directly into the Mentimeter. Follow these steps:

1. Click “new slide”
2. Scroll down to “Content slides” and click “video”
3. Insert the URL: [Safeguarding Summit 2018: Are you listening? - YouTube](#)

Suggested script for facilitator: We are going to start with a brief video that features stories from women and girls whose lives have been impacted by SEAH. As a mentioned earlier, this video contains stories of sexual exploitation, abuse, and harassment and may be difficult to watch. Please feel free to exit the session or take a break if you need to.

Slide 5: Definitions: This slide introduces basic PSEAH definitions for participants. If you are confident that your staff is already familiar with these definitions, you can skip this slide. Otherwise, it is a good opportunity to ensure that everyone is on the same page moving forward in the session.

Suggested script for facilitator: Is there anything that surprises you about these definitions? Does anyone have any questions?

Slide 6: Major Themes: During this part of the session, we want participants to go beyond the definitions and begin to see the major themes underlying PSEAH.

Technology note: This is a Mentimeter slide. It is recommended that you use the “Word Cloud” slide type.

Facilitator’s note: Read the examples of SEAH that participants put in the Mentimeter. Call out any particularly salient examples. Some major themes include:

- Power dynamics
- Abuse of power
- Accountability
- Responsibility

Slide 7: PSEAH at [Organization]: During this part of the session, we are beginning to shift focus to how PSEAH is integral to your organization’s work and mission.

Slide 8: If you see, hear, or experience an SEAH incident, where should you report it?

Technology note: This is a Mentimeter slide. It is recommended that you use the “Open Ended” slide type.

Facilitator’s note: Allow participants to insert responses.

Slide 9: If a program participant sees, hears, or experiences an SEAH incident, where can they report it?:

Technology note: This is a Mentimeter slide. It is recommended that you use the “Open Ended” slide type.

Facilitator’s note: Allow participants to insert responses.

Slide 10: Reporting procedures. This slide is a good opportunity to ensure that all participants know how to access your organization’s reporting procedures. Even if you are confident that your participants are aware of the reporting participants, it is a good refresher.

Facilitator’s note: Before the session, insert your organization’s reporting procedures on this slide. Have a participant read the reporting procedure aloud.

Slide 11: Where are the SEAH risk areas in our organization? This slide is intended to get participants thinking about the SEAH risks in your organization. Many people in the sector tend to think of PSEAH during humanitarian distributions. If most of the responses reflect this, take some time to brainstorm other risk areas.

Technology note: This is a Mentimeter slide. It is recommended that you use the “Open Ended” slide type.

Facilitator’s note: Allow participants to insert responses.

Slide 12: [Organization’s] mission

Facilitator’s note: Before the session, insert your organization’s mission statement on the slide. InterAction’s mission statement is up as an example.

Suggested script for facilitator: Read your organization’s mission statement

Slide 13: Let’s break it down: In this activity, participants will have the opportunity to discuss how PSEAH is related to your organization’s mission.

Facilitator's note: Instructions: Break down the different parts of your mission statement, as demonstrated on the example slide. Divide participants into breakout groups, assigning each breakout session a specific part of your mission statement to analyze. Give the breakout groups 5 minutes to discuss the following questions:

- How does this aspect of our mission relate to preventing SEAH?
- How does this aspect of our mission relate to responding to SEAH?
- What are we currently doing around SEAH to uphold this part of our value? Where do we need to do more?

After 5-10 minutes, bring the breakout groups back to share.

Suggested script for facilitator: Now that you have all had an opportunity to discuss how PSEAH relates to [organization's] mission, could we please have a representative from each group to share a brief summary of your discussion?

Slide 14: PSEAH in your position: During this portion of the session, we are shifting focus to how PSEAH relates to each participant's role within the organization.

Slide 15: Activity: PSEAH in your position: During this portion of the session, participants will make the connections between PSEAH and their position. Make sure all participants have something that they can write on for this portion of the session.

Suggested script for facilitator: On a piece of paper, write down the three major goals/responsibilities of your role and highlight the key words. Think of how safeguarding relates to the key aspects of your role. This can include things you are already doing, things you should be doing, or major themes that connect. I am going to provide an example on the next slide.

Slide 16: PSEAH in your position. This slide provides participants with an example for the activity. It has an example from a position at InterAction. You can insert your own example from a position in your organization as appropriate.

Facilitator's note: Go through the example so participants can understand the assignment. Invite participants to turn off their cameras for this portion if it makes them more comfortable and helps them to focus. Start by giving participants 5 minutes to complete the activity and check back in to see if they require longer.

Slide 17: How does PSEAH relate to your position? What can you do to ensure PSEAH is mainstreamed at [Organization]?: During this slide, participants will use Mentimeter to share with the group. If you have a smaller group, you may choose to have participants share aloud instead.

Technology note: This is a Mentimeter slide. It is recommended that you use the "Open Ended" slide type.

Suggested script for facilitator: Now that you've had time to reflect on how PSEAH relates to your position, please insert some of your answers into the Mentimeter slide.

Slide 18: Next steps: This slide allows participants to think forward about how they can be more intentional in integrating PSEAH into their daily work. This slide can be done on Mentimeter or aloud, depending on the size of the group.

Technology note: This is a Mentimeter slide. It is recommended that you use the "Open Ended" slide type.

Suggested script for facilitator: Ask the participants the two questions on the slides.

Optional Activity: SEAH and Power

Facilitator's note: This activity works best after Slide 5: Major Themes

SEAH and Power

Facilitator's note: As someone identified, SEAH is about abuse of power. In the chat, please put some examples of power differentials.

Power is relational, and can change depending on the individuals in a situation and the environment they are in. Someone may hold a lot of power in one situation, but little in another. In this exercise, we are going to go through some scenarios to discuss power.

Scenario A: A female U.N. international staff member is discussing a U.N.-funded project with a local male NGO worker during a visit to the NGO office.

Scenario B: An older man is a driver for the NGO agency and a younger female is a program officer. They are both present in the community while a team is assessing potential beneficiaries.

Scenario C: A male village leader meets with a disabled farmer who walks with a cane about potential benefits available from an NGO program. The disabled farmer has two adolescent daughters, 15 and 16, who are considered of marrying age in the village, even though the legal age of marriage under the law is 18.

Scenario D: A male NGO short-term worker is helping in the local community collecting survey responses about beneficiaries' satisfaction with the program activities.

Scenario E: A male NGO program officer is presenting in a community meeting and stating that the NGO is looking to hire people for short-term positions. He shares that they are especially looking for women who will work with other local women.

Facilitator note: You can go through each scenario and ask participants to participate verbally. Alternatively, you can put each scenario on a different slide and use Mentimeter's "multiple choice" option so participants can vote on each scenario and then explain their selection afterwards.