

Roles of PSEAH Focal Point

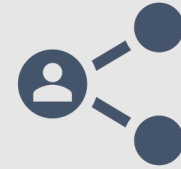
PSEAH Network Focal Point Training

December 2022

Objectives as a PSEAH Focal Point



To serve as a key/trusted reporting channel for their internal organisation – including receiving, escalating, and facilitating immediate survivor support



To deliver their own PSEAH raising awareness activity (training, induction, refreshment)



To support PSEAH engagement activities to local population/project participants, beneficiaries, etc.



To represent their organization and support PSEAH Network Annual Work Plan Activities within their organization and to the wider PSEAH Network

Exercise: What consider a good PSEAH focal point

- Think of any skills, attitude, behaviour, capacity to make a good PSEAH focal point
- Use any flipchart paper and write down your thoughts/opinions
- Write any ideas for each of the headings below
 - Professional experience & background
 - Skills
 - Behavioural requirement
 - Training requirement





Exercise: The role description

- Think of any functions/roles to be done within internal organisation and to the PSEAH Network
- Use any flipchart paper and write down your thoughts/ opinions
- Write any role description for each of the headings below
 - **Management & Coordination**
 - **Prevention**
 - **Response**
 - **Engagement and support to community**

Debrief: The role description

Management & Coordination

- Represent your organization
- Actively participate in the network
- Maintain of any SEAH report confidentially
- Share lesson learned within your organization and to network members

Prevention

- Establish and/or strengthen your organization's policies & procedures
- Develop PSEAH work plan to mainstream PSEAH throughout your organization's program & department
- Support HR to ensure safe recruitment process
- Raise awareness – collaboration with your HR and/or head of operation
 - To all staff, affiliates
 - To partner, service providers, suppliers

Debrief: The role description

Response

- Establish and/or strengthen PSEA-specific procedure for complaint and feedback mechanism
- Contribute in developing inter-agency community based complaint mechanism in the network
- Refer any SEAH allegation (safely & confidentially)
- Establish and/or strengthen referral mechanism, including mapping the survivor assistance services

Engagement and support to community

- Design and disseminate PSEAH awareness-raising tools to the community
- Conduct regular community consultation



Exercise: Recognizing Prohibited Behavior & Receiving Reports

Participants split into four (4) groups

- Each group gives themselves an animal name
- Each group receives 1 scenarios
- Do it in 10 minutes and present to the plenary

In your small group:

- Read your assigned scenarios and identify the potential PSEAH violations each scenario represents.
- Note down how are you going to receiving and escalate the reports.
- What kind of survivor assistance would you provide to the survivor?



Group Activity – Scenario 1

Sofia, who is a member of an ethnic minority community, was recently hired in an admin position at your organization. Many of the people in her community receive services from your organization. Sofia has started to hear some staff members telling jokes about the customs of the people in her community. She has found many of the comments to be very hurtful. Staff have even made fun of the food she eats and say it smells bad. One day in a meeting, an employee asked her why her people tend to steal things and if she has ideas on how it can be stopped.



Group Activity – Scenario 2

A program participant, Arafa, reported to Omar, a reputable health worker from your organization, that she had been raped by a man in the community. Arafa said her friend told her that she should report this to Omar, because your organization always investigates reports of sexual abuse.



Group Activity – Scenario 3

Khaled is a locally hired driver for your organisation who transports relief items from the warehouse to the refugee camp where the items are distributed.

On one of his trips he recognizes a 15-year old refugee girl walking on the side of the road and gives her a lift back to the camp. Since then, to impress her and win her over, he frequently offers to drive her wherever she is going and sometimes gives her small items from the relief packages in his truck, which he thinks she and her family could use. The last time he drove her home she asked him inside her house to meet her family. The family was pleased that she had made friends with an NGO worker.

Khaled really likes the girl and wants to marry her. He plans on asking her parents if he can marry her, and he knows they will approve, and the age of consent is 15 in this country.



Group Activity – Scenario 4

One of your organisation employee, David, has a habit of talking about women in a suggestive manner and telling inappropriate jokes to the guys he is working with. A couple of times, one of the women in the work group, Christina, overhears this talk, though David is unaware of this. Christina tells her supervisor, Rami, that she is uncomfortable with David's behavior. Rami tells Christina not to worry because David is harmless and that the talk was only intended for the guys.

Awareness-raising and Outreach

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Objectives of community consultation to raise awareness and outreach

It is important to understand and map out:

- Current norms and values
- Gender dynamics, views and practices around GBV, and misconduct relating to SEAH
- Barriers and cultural, traditional and religious biases that relate to how SEAH may be perceived in the community
- The shame, stigma and fear of reprisal that could result should a person disclose abuse

In-country protection clusters, PSEAH working groups, and other protection lead actors can be contacted to see whether SEA-specific information has already been gathered and analyzed. Also, check whether communities have been consulted to ensure they are not asked the same questions, leading to fatigue.



Engagement with communities / local populations

Why?

- Organizations need to build trust to enable two-way communication with the community around all PSEAH issues

When?

- Early interaction
- Any interaction
- Before making changes
- Upon identifying new SEAH risks

How?

- FGD
- Key informant interview
- Role plays
- Child-friendly and appropriate consultations

Key minimum PSEAH messages and topics



- Aid is always free
- Definition of SEAH
- Standards of conduct for aid worker
- How and where to report complaints
- Referral
- Organizational responsibility



Exercise: Do's and Dont's when preparing and conducting FGD

- Think of action or examples when preparing and conducting FGD of PSEAH key messages to the community
- Use any flipchart paper and write down your thoughts/ opinions
- Write any action or activities for each of the headings below
 - Planning and setting up FGD
 - Introducing the discussion
 - Conducting the discussion
 - Concluding the discussion and following up