SAFEGUARDING FOCAL POINT TRAINING
Facilitation Guide

InterAction

International Medical Corps

CONCERN worldwide

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Introduction to the training

Introduction

The NGO community recognizes that safeguarding policies need to be accompanied by a culture of safeguarding within the organization as well as support to staff to ensure that policies and procedures are implemented. This is critical at the field level where staff have direct access to the communities we serve.

The role of Safeguarding Focal Points (SFPs) is key to this. This means ensuring SFPs have a clear understanding of their role, the commitment and competencies required to take on the role, and organizational commitment and support to receive adequate training.

Training objectives

This training builds on a set of core competencies for country-based safeguarding SFPs developed by International Medical Corps and Concern Worldwide with funding from InterAction. While SFPs' specific duties may vary within organizations, the competency framework addresses a set of skills, attributes, and behaviors that are deemed essential and will enhance their ability to effectively operate and adapt to their unique contexts. This training aims to operationalize these competencies and enable participants to put them into practice.

The core competencies that guide this curriculum include:

- **Understanding the principles of safeguarding** and the related international standards (person-centered approach, confidentiality, accountability to affected populations)

- **Knowledge of accessing survivor assistance mechanisms** (referral pathways protocols and expectations)

- **Coordinating with in-country safeguarding counterparts** (PSEA networks, inter-agency roles and responsibilities)

- **Applying good practice in the management of safeguarding mechanisms** (receiving complaints, community-based feedback mechanisms, safeguarding assessment)

- **Communicating safeguarding messages effectively to staff and beneficiaries** (awareness-raising methods and tools)

Assumed knowledge and skills

The training assumes the SFPs will have a basic level of understanding of safeguarding, including knowledge of how to recognize safeguarding concerns and how/where to report concerns. However, recognizing that many SFPs are relatively new to the topic of

safeguarding and may have received varying levels of training, the training includes basic information and allows for adaptation to ensure it is tailored to participant and organizational needs.

The training facilitators should be safeguarding advisors or staff with suitable training and experience in safeguarding, as recommended by their organization's management and safeguarding units.

Overview of the training

The training pack contains four core modules, each divided into three sessions. The four modules cover: awareness, prevention, reporting, and responding. The online version of the training also includes additional assignments between modules to cover material that is addressed in the longer face-to-face sessions.

For both online and face-to-face trainings, participants are encouraged to complete several pre-training assignments. In addition, it is recommended that online trainings include an online platform tutorial in advance of the training. An optional wrap-up session for both online and face-to-face trainings is also recommended to develop and/or review safeguarding workplans and identify and address any challenges SFPs have encountered.
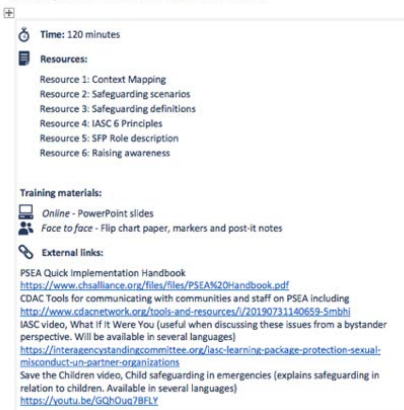
The training pack includes:

1. **Facilitation guide (this document)** – this includes an introduction to the training and facilitation guides for all four modules. All training materials, links to any external materials used in the sessions, and various resources developed to aid facilitation are listed. The learning objectives, key messages, and useful tips for preparing and adapting the content of that module are also included.

2. **Participants handbook**– this includes all of the training resources for each module. For online training, it is recommended to share the handbook (compilation of training resources) via email before the training.

3. **PowerPoint slides for each of the modules** – this includes one PowerPoint per module.

An overview of the training structure is provided below.

OVERVIEW OF TRAINING MODULES

Pre-training assignments

- Basic safeguarding training
- Context mapping
- Policy summary

Optional online platform tutorial

- Tutorial on how to use the online platform
- Pre-training assignments
- Overview of schedule for online training
- Introduce participants

Module 1: Awareness

Session 0: Introduction
Session 1: Recognizing harm
Session 2: Contextualizing safeguarding
Session 3: SFP roles and responsibilities
Additional online assignments

Module 2: Prevention

Session 0: Refresher
Session 1: Raising awareness with staff and communities
Session 2: Safeguarding assessments
Session 3: Working with safeguarding networks
Additional online assignments

Module 3: Reporting

Session 1: Community-based feedback and response mechanisms
Session 2: What to do with safeguarding concerns
Session 3: Barriers to reporting
Additional online assignments

Module 4: Responding

Session 1: Person-centered approaches
Session 2: Addressing immediate needs
Session 3: Investigations
Additional sessions and optional assignments

Optional wrap-up session

- Safeguarding workplans
- Identifying challenges and mitigating actions

Using the training pack

It is recommended that facilitators use the complete package from start to finish; however, depending on the training needs of the participants and the organizational approach to safeguarding, they may prefer to focus more or less on different modules and/or sessions. Some of the sessions can be omitted, if the facilitator feels that participants already have the basic level of knowledge required.

About the training methods

The online training is intended to be delivered over a longer timeframe (for example one or two modules per week) to allow time to complete assignments between modules. The face-to-face training is designed to be delivered over two days. It is not intended that the face-to-face training would include any assignments, given the more plentiful opportunities for group work, discussions, and peer learning.

The training uses a mix of methods to enable the participants to interact with the training content in different ways. Where conducted online, the facilitator can draw on different media such as videos and visual prompts, or s/he can make use of polls and break-out group functions where possible.[1] Where conducted face-to-face, group activities, role play, and gallery walks are some examples of tools that are integrated into the package to enhance the learning and application of new information.

Training timeframe and structure

- **Module length:** Each module is up to 180 minutes for face-to-face training, and approximately 150 minutes in duration for the online version. The online training assignments require an additional 30-40 minutes to complete.

- **Online platform tutorial:** It is also recommended that with online trainings, a short 30-40-minute online platform tutorial is run the week before the training. This is to enable participants to practice using the online platform, provide an overview of the online training and explain assignments, check-in about the pre-training assignments, and introduce participants.

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[1] This may depend on the online platform used. For example, some platforms, such as Zoom, allow for plenary groups to break out into multiple groups.

- **Wrap-up session:** For both online and face-to-face trainings, participants may find it useful to have a 1-2-hour action-oriented wrap-up session to develop and/or review safeguarding workplans and identify any challenges they have encountered and develop mitigating strategies.

Optional homework assignment activities between online sessions

In addition to the core sessions outlined above, each module includes additional sessions for participants of online trainings to complete as assignments between modules. These assignments address content that is fully covered in the face-to-face training options, so that the online sessions are shorter. This can be particularly useful in places where connectivity is an issue, but is also designed to ensure participants of the online training stay engaged. Encouraging the participants to complete the assignments in groups, where possible, can also be an effective way of encouraging greater networking between SFPs.

Pre-training assignments

1. **Undertake online training as preparation**. For both online and face-to-face training, it is recommended that participants complete either of the following prior to participating in this training:
    - The Humanitarian Leadership Academy (HLA) online Safeguarding Essentials course
    - The IASC "Saying No to Sexual Misconduct" training
    - An equivalent internal safeguarding training from their organization

This is to ensure participants have a basic level of knowledge of safeguarding, including awareness of: what constitutes safeguarding in their organization, their organization's Code of Conduct (have signed it and understand the content), and relevant international standards (including the IASC 6 principles).

2. **Complete pre-training assignments.** It is also recommended that participants complete two additional assignments in advance of the training, including:
    - A basic context mapping (see **Part 1 of Module 1**, **Resource 1: Context Mapping**)
    - Reading key safeguarding policies from their organization (see **Part 2 of Module 1, Resource 1: Context Mapping**)

This is not only intended to ensure participants understand how their organization approaches safeguarding, and the context in which safeguarding policies and procedures operate, but will also enable the facilitator to adapt and contextualize the training to the context and organization.

Checklist for preparing each session

❑ Send out pre-training assignments well in advance of the training to ensure participants have time to complete them (suggest 2 weeks).

❑ If possible, ask participants to send their completed Context Mapping assignment and copies of key policies to help you understand ther contexts and to adapt the training material.

❑ For online training, organize a short online platform tutorial beforehand, send out the resource handbook, and ensure a clear agenda with all relevant dial in/login links for online platforms. A template agenda is available at the end of this document.

❑ Read through the Prep notes for each module for suggestions about how to adapt the sessions and ensure they are tailored to reflect the specific role and responsibilities of SFPs in their respective organizations.

❑ Read each session before running the activities to make sure you understand the topic and session flow.

❑ Familiarize yourself with the glossary. Research if the organization(s) use different terminology or include different elements in their safeguarding approaches. For example, in some organizations sexual harassment will be considered a safeguarding concern, whereas in others it may be referred to as a Human Resources or management issue. Identify words that may be difficult for participants to understand, and work out in advance how these can be explained in the local language.

❑ Adapt any scenarios to the context as needed. For example, if the organization includes sexual harassment in its safeguarding policies, ensure scenarios that address sexual harassment are included.

❑ Prepare all the materials needed to run the activities beforehand. Refer to the materials list at the start of each module.

❑ Allow enough time to work through each activity. An estimated schedule is provided as a guide for each activity. Provide time for participants to share and ask questions without being rushed.

❑ Choose someone to help manage the teleconference program for online trainings, or take notes in face-to-face trainings, so that you can concentrate on facilitating. It is also useful to have a second facilitator and additional point people to ensure everyone understands the activity and to lead discussions.

Facilitator training tools

The below provides a set of training tools for the facilitator. It includes:

1. Overall training tips
2. Online training preparation and tips
3. Online interactive tools overview
4. Online training agenda template
5. Face-to face training agenda template
6. Online platform tutorial facilitation notes
7. Post-Module 4 wrap-up session
8. Glossary
9. Acronyms list

1.Overall training tips

Before the training

Understanding context

Consider the questions included in the Context Mapping pre-training assignment (Resource 1) to ensure you understand the policies and procedures in the organization and the context in which the SFPs are working. This can help you tailor the materials, so they are more relevant and appropriate to the participants.

Right time and space

The facilitator can do a lot to create the right time and space for the training that will promote learning. Consider the following:

- Safe space: Create a space where people feel safe to share ideas and experiences
- Appropriate time: Choose an appropriate time and place to run the session. Consider accessibility, space, facilities, and participants' daily commitments.
- Group dynamic: Think about the relationships of those attending and make sure that everyone is able to feel comfortable about sharing their thoughts, particularly in relation to potentially sensitive safeguarding issues.
- Room or online platform setup: Think about how you set up the room or online platform for the training. For example, set out tables in clusters so that participants can complete group work around them. For online trainings, encourage participants to find a quiet, private space, and consider whether they will have to share computers or workspace, and where and when internet connectivity works the best.

During the training

Active engagement

Learning is best facilitated by the active engagement of all participants. As a facilitator, it is important that you are aware of how the participants in the training are engaging with and learning from the information being presented.

- Is the training inclusive of diverse groups? Think about how age, gender, and other factors such as disability, religion, or ethnicity might influence participation.
- Is there a gender difference in participation? It may be helpful to divide women and men into separate groups for some discussion and then bring everyone back together to share what they discussed.
- Are energy levels low? Try an energizer to get participants moving and talking to help people become motivated again.

Establish ground rules

When running sessions, it is important that you establish some ground rules before the discussions begin, for example:

- Only one person speaking at a time.
- Respect each other's opinions; no idea is bad.
- Be timely: start and end sessions on time.
- Turn off mobile phones.
- Respect traditional and religious values.
- Facililitators and participants must not share specific details of any safeguarding cases in which they have been involved.
- [Online specific]: Mute microphones when others are speaking. Use raised hand functions or chat boxes to contribute. If networks allow, turn on videos. What they should do if their connection is poor (e.g. use the chat box function). Explaining whether the module will be recorded.

Collecting feedback

It is useful to have exercises during multiple session/day training courses to check in with participants and get real-time feedback about the content, timing, and structure of the training. This allows the facilitator to adapt the materials according to any changing priorities or needs that arise. Some exercises may include:

Online

- Polls and surveys at the end of the modules.
- Include reflection time at the end of each module for participants to identify key learnings.
- Provide facilitator(s) email address so that participants can email any feedback or raise questions they prefer not to share during the training.
- Leave the teleconference program running through any breaks so that participants can chat to you online.

Face-to-face

- Flip charts at the back of the training room for participants to provide feedback each day.
- Request different participants to provide either an end of day wrap-up or a start of day summary of the previous day's learning.
- Set up a confidential suggestion/question box for participants to provide feedback or raise questions that are not visible to others. Include an option for providing anonymous feedback.
- Ask participants to reflect on what they learned the previous day and share with the group.
- Be available during tea and lunch breaks to actively engage with participants and to ask what they are enjoying and what they are finding challenging.

Ending a training

When closing a training, provide enough time to cover the following:

- Revisit core messages.
- Highlight any additional available trainings on safeguarding.
- Provide contact details for staff who can provide support or information on safeguarding issues (e.g. Safeguarding Technical Advisor), and flag any follow-up meetings planned with the training facilitator(s).
- Thank participants for their time.

2.   Online training preparation and tips[2]

Before the training

- Decide which online platform you will use for the training. Consider:
  - Who owns the online platform, how easy it is to set up and use, and how comfortable participants will be using it to share information (i.e. is it a safe platform?).
  - Whether the platform can be accessed by all the participants in different countries (i.e. whether it is allowed and whether it requires better levels of connectivity).
- Understand the functionalities of the online platform and how it can be used to strengthen participation and training effectiveness and familiarize yourself with any other online functions/tools you will be using throughout the training.
- Consider conducting a short online platform tutorial for training participants prior to the training.

Planning your modules and sessions

- Plan modules of a maximum of 2.5 hours with a 10-minute break, and a maximum of two sessions a week. Focus is harder to maintain from behind a computer than when sitting in a room. Allow for as many breaks as possible.
- Plan to run this training online over two or four weeks (either one or two modules per week) to allow time for participants to complete online assignment activities between modules.

Sharing materials and the agenda

- Ensure your agenda for participants contains information about how to download and log onto the online platform.
- Share training materials via email in the form of the **Resource Handbook** prior to the training.

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[2] Adapted from Humanitarian Advisory Group and Caritas Australia, Remote humanitarian facilitation guidance note, Work in the Age of COVID-19 Guidance Note Series, 2020 https://humanitarianadvisorygroup.org/wp-content/uploads/2020/06/Guidance-Note_Remote-Facilitation_Final.pdf

- It may also be useful to set up a shared folder to share the training materials, completed assignments, and other useful resources.

IT security and safety

- Anticipate and prepare for IT questions and problems to occur during the event. Organize for a colleague to provide separate IT support during the training and ensure participants have their contact details.
- Review security settings for your online training platform and use passwords for participants to access the training. Avoid sharing access details for your event publicly; share these with vetted/registered participants only.
- Only share specific login details a day or two before the session.
- If available, use the waiting room function and check names against the participant list to ensure only the correct participants enter the session.
- Ensure participants are in a safe physical place prior to engaging in sensitive conversations online.

Starting the training

Online platform tutorial

- Plan a 30-40 minute pre-training online platform tutorial up to a week before the training to ensure participants are comfortable with the platform and its functions and to provide an overview of the online training. In addition, include an activity to introduce participants; for example, you can practice the breakout group function with an exercise for participants to share a few details about themselves with the rest of their group.

Energizers

- Plan to start and end online sessions with positive, inspiring, and/or participatory activities, allowing everyone or a selection of people from different groups to say a word, share a reflection or story. An energizer can also be done after breaks or other times when facilitators sense that participants need a break. These can be very short activities, such as asking the participants to share an item with the group that makes them feel happy; standing up and stretching; having a participant teach the group a short dance from their culture; a quick poll activity; or using the chat box for participants to describe what they can see around them, what the weather is where they are, or a word to describe how they are feeling.

During the training

Active engagement

- Create a safe space for participants to engage, ensuring inclusiveness and respectful exchanges through the online platform, including through use of chat boxes.
- Present the rules and format of the event, especially how to participate and the need to keep your microphone on mute while another participant is talking. Insist on full participation and engagement during relatively short sessions, and plan for breaks.
- Encourage camera use to connect participants, but do not impose it, because some people may be uncomfortable about being seen in their home environment. Try to look directly into your camera when speaking as much as you can to give participants the feeling of eye contact.
- Acknowledge any concerns that participants might have about their ability to use the technology by highlighting that we are all learning and that working from home (if applicable) still challenges us all.
- Where participants struggle with connectivity, encourage them to use the chat box instead, and where possible consider recording the session to share with participants.

Running activities

- Plan to keep in-depth group discussions to a maximum of 10 participants, with 5–7 active participants being ideal, using the break-out room functions where possible.
- Provide clear instructions and other key information both verbally and in writing (using a chat box or shared screen via PowerPoint or the Whiteboard function, for example).
- Utilize the platform's "quiet feedback" mechanisms (e.g. virtual hand-raising and reactions), so people can engage while others are speaking.
- Use multiple online tools and activities, maximizing interactions and taking into consideration participants' number and capacity to use the tools – activities can be adapted depending on the online tool desired (Google docs, Dropbox, shared screen presentations, annotating, and using whiteboards and online polls).

3. Online interactive tools overview[3]

TYPE OF TOOLS	EXAMPLE OF TOOLS
Facilitation tools	▪ **Chat box** – used to communicate information to individual or all participant(s) and by participants to comment on ongoing discussions or ask questions ▪ **Breakout rooms** – these facilitate group discussions for larger events, and are also useful as an icebreaker ▪ **Screen sharing** – to show a PowerPoint presentation or video ▪ **Online quizzes and polls** – as possible icebreakers and useful for sharing certain types of information (for example definitions)
Participant engagement techniques	▪ **Virtual hand-raising** – participants can alert facilitators when they have questions/comments ▪ **Mute/unmute individual or all microphone(s)** – participants can control their own, while facilitators may choose to mute all participants for various reasons (as they enter the "room," during times when facilitator is in the middle of a session, etc.)
"Quiet feedback" mechanisms	▪ **Yes/No reactions** – to get quick and quantified feedback from all participants in response to yes/no questions ▪ **Polling** – to get live and quantified feedback from all participants answering pre-set questions ▪ **Thumbs up and applause** icons – for all participants to visually support a point being made in the discussions ▪ **Online surveys** – to collect post-event feedback, e.g. using the SurveyMonkey platform to ensure anonymity
Parallel interactive platforms	▪ **Google Docs, Whiteboard, Trello, Padlet** – or other sharing platforms for live collection of written answers and contributions from participants (can be used simultaneously by multiple people) ▪ **Dropbox** – or other cloud platforms for sharing resources

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[3] From Humanitarian Advisory Group and Caritas, Remote humanitarian facilitation guidance note, Work in the Age of COVID-19 Guidance Note Series, 2020 https://humanitarianadvisorygroup.org/wp-content/uploads/2020/06/Guidance-Note_Remote-Facilitation_Final.pdf

4. Template training agenda – online

MODULE	CONTENT/SESSION	TIME
ONLINE PLATFORM TUTORIAL		
Online platform tutorial	▪ Tutorial on how to use the online platform ▪ Pre-training assignments/work ▪ Overview of schedule for online training ▪ Introduce participants	40 mins
MODULE 1 AWARENESS		
Module 1 Awareness	▪ Introductions ▪ Expectations and objectives ▪ Recognizing harm ▪ Contextualizing safeguarding ▪ SFP roles and responsibilities ▪ Module assignment	2.5 hours
MODULE 2 PREVENTION		
Module 2 Prevention	▪ Raising awareness with staff and communities ▪ Safeguarding assessments ▪ Working with safeguarding networks ▪ Module assignment	2.5 hours
MODULE 3 REPORTING		
Module 3 Reporting	▪ Community-based feedback and response mechanisms ▪ Reporting safeguarding concerns ▪ Barriers to reporting ▪ Module assignment	2.5 hours
MODULE 4 REPORTING		
Module 4 Reporting	▪ Person-centered approach ▪ Addressing immediate needs ▪ Investigations ▪ Additional exercise ▪ [Optional wrap-up assignment] ▪ Feedback and wrap-up	2.5 hours
[OPTIONAL WRAP-UP SESSION]		
Safeguarding workplan	▪ Share workplans ▪ Identify challenges ▪ Brainstorm mitigating actions ▪ Finalize workplan ▪ Wrap-up and closing	1-2 hours

5. Template training agenda – face-to-face

TOPIC	CONTENTS
DAY 1	
Introductions	▪ Introductions ▪ Expectations and objectives
Module 1 Awareness	▪ Recognizing harm ▪ Contextualizing safeguarding
Break	
Module 1 Awareness contd.	▪ SFP roles and responsibilities
Lunch	
Module 2 Prevention	▪ Raising awareness with staff and communities
Break	
Module 2 Prevention contd.	▪ Safeguarding assessments ▪ Working with others
Wrap-up of Day 1	▪ Feedback
DAY 2	
Review of Day 1	▪ Recap of Day 1
Module 3 Reporting	▪ Community-based feedback and response mechanisms ▪ Reporting safeguarding concerns
Break	
Module 3 Reporting contd.	▪ Barriers to reporting ▪ Data protection
Lunch	
Module 4 Responding	▪ Person-centered approach
Break	
Module 4 Responding contd.	▪ Addressing immediate needs ▪ Investigations
END OF WORKSHOP	▪ Farewells
[OPTIONAL DAY 3]	
Safeguarding workplans	▪ Develop safeguarding workplans ▪ Identify challenges ▪ Brainstorm mitigating actions ▪ Finalize workplan ▪ Wrap-up

6. Online platform tutorial facilitation notes

Time:	
Date:	
Zoom link:	
Zoom password:	

Prep
- Facilitators to run sound and video check 15 minutes before the start of training to make sure facilitators have good lighting, setup, and all materials needed.
- Ensure waiting room function is set up.
- Ensure that welcome slide is ready to go.
- Decide ahead of time whether or not the sessions will be recorded, and let participants know if it will be recorded.

Welcome and introductions (5 minutes)
- Welcome everyone to the SFP training briefing.
- Introduce the facilitators.
- Outline the purpose of the online platform tutorial:
    - To provide a quick introduction on using the functions of the platform and how they will be used in the training
    - To introduce the training modules and structure
    - To practice using the breakout group function
    - To introduce participants

Using online platform (10 minutes)
- Provide a brief overview of the platform including (where relevant):
- *Muting your microphone* – explain where this function is and ask everyone to practice muting their microphones. Explain that participants should always keep microphones muted unless speaking.
- *Video* – explain where this function is and how to turn on and off. Outline whether you would like videos to be on throughout the briefing and the training (this can be useful so people can see everyone's faces, although they may need to be turned off if there are connection issues).
- *Chat box* – explain where the chat box is and that it can be used to ask questions during the training. Explain who will be monitoring the chat box and any issues around privacy (for example, if there is a private messaging function and whether these can be downloaded).
- *Hand up function* – explain that this will be used throughout the training in group discussions (plenary). Encourage people to use the hands up function if they want to speak and the facilitator will call on you.
- *Poll* "*yes or no*" *functions*: explain where this function is. Test a question, for example "Do you like chocolate?" and ask participants to respond.

- *Thumbs up/down* – explain where this function is and test it out.
- *Sharing screen* – explain that in order to share PowerPoints, the facilitators will share their screen throughout the training; demonstrate what that looks like.
- *Renaming yourself* – demonstrate how participants can rename their profile.
- *Breakout rooms* – explain when and how breakout rooms functions will be used.
- *Last few points* - explain that all the participants should find a quiet space or individual room for the training. Ideally, they should use headphones.

Overview of training (5 minutes)
- This training builds on a set of core competencies for country-based safeguarding focal points developed by International Medical Corps and Concern Worldwide.
- The core competencies for this curriculum include:
  - **Understand the principles of safeguarding** and the related international standards (person-centered approach, confidentiality, accountability to affected populations)
  - **Communicate safeguarding messages effectively to staff and beneficiaries** (awareness-raising methods and tools)
  - **Coordinate with in-country safeguarding counterparts** (PSEA networks, inter-agency roles and responsibilities)
  - **Know how to access survivor assistance mechanisms** (referral pathways protocols and expectations)
  - **Apply good practice in the management of safeguarding mechanisms** (receiving complaints, community-based feedback mechanisms, safeguarding assessments)
- Provide an overview of the four modules and focus
  - Module 1 – Awareness
  - Module 2 – Prevention
  - Module 3 – Reporting
  - Module 4 – Responding
- Go over training module times and dates again as outlined in the schedule.
- Explain that participants will receive a resource handbook and how they can use it. If possible, this should be printed; however, participants can also have it on their screens if this is easier.

Pre-training assignments (5 minutes)
- Explain that people should have received the pre-training assignment that was sent out with the schedule (Context Mapping).
- Explain the activity and what is required from participants.
- Ask that they prepare this assignment and come with it completed to Module 1.

Introduce participants (and practice breakout group function) (10 minutes)
- Explain that participants will be split up into groups of 5-7. They should take a few minutes in those groups to introduce:
  - Who they are
  - Their organization/role
  - How long they have been an SFP
- Explain the steps for the breakout groups and activate the groups.

- If there is time, rotate participants to a second group.
- After 10 minutes, bring the participants back into plenary.

Wrapping up
- Thank everyone for participating.
- Explain that the link and password for Module 1 will be shared along with the resource handbook.
- Share contact details if anyone has any questions.

7. Post-Module 4 wrap-up session facilitation notes

Session objective

- To enable participants to build on the learning in the training, develop safeguarding workplans, and to identify challenges encountered in their role as SFPs, mitigation strategies, and any areas where SFPs would like additional support.

Prep

- The wrap-up session is a valuable opportunity to build on the learning from the 4 core modules and share experiences and expertise. Ideally, it should aim to be a flexible, discussion-led session with greater focus on action planning.
- Carefully consider the best way to share information, including through presentations or by dividing participants into breakout groups, and who is best placed to facilitate them. For example, it may be useful to invite additional facilitators with expertise in the topics that participants would like to discuss to lead different breakout groups. Allocating one topic per group may also enable a greater depth of discussion.
- The safeguarding workplan (see **Resource 16: Safeguarding Workplan**) can either be set as an assignment at the end of Module 4 or can be completed during the wrap-up session.
- Consider adding a question to any end-of-module surveys to determine which challenges participants have or are likely to encounter in their role as SFPs. This can help tailor the discussion topics included in the wrap-up session. Alternatively, set up a poll with different potential discussion topics and after participants have voted for their preferred topics (allow up to 3 choices), select the most highly rated ones.

Welcome and introductions (5 minutes)

- Welcome everyone to the wrap-up session.
- Outline the purpose of the wrap-up session:
  - Share/develop workplans

- Identify challenges
- Brainstorm mitigating actions
- Finalize workplan
- Wrap-up
  - Introduce any additional facilitators who will present or lead breakout groups.

Share/develop workplans (10-30 minutes)

- If participants completed the safeguarding workplan as an assignment following Module 4 or after completing each module, ask participants to take a few minutes to reflect on what they have noted and identify one point per module they would like to share with the group.
- Alternatively, ask participants to complete **Resource 16: Safeguarding Workplan** by filling in the table. Allow 10-15 minutes for them to complete this. Invite 2-3 volunteers to share 1 of the points they have identified.

Identifying challenges/mitigation strategies (30-40 minutes)

- Divide the participants into the number of groups required. Ensure each group has a facilitator to lead the discussion and/or address any specific issues.
- The aim of these breakout groups is to:
  - Identify any challenges SFPs have encountered in their work in relation to this topic
  - Identify potential mitigation strategies
  - Share experiences and tips
- Allow 30-45 minutes of discussion time, although this can be extended if participants wish to spend longer in discussion.
- If planning a longer wrap-up session, it may be useful to recall all the participants back into plenary to share a summary of points raised in their discussion groups before activating a second round of groups. This can ensure the participants join different groups and hear different perspectives but can also be a useful way to cover different topics if the groups only concentrate on one allocated topic at a time.

[Additional] Presentations/activities

- If participants identify a preference for additional information on certain topics, allow time to present information in plenary, or run an activity. These can be used in between breakout groups.

Wrap-up

- Allow the participants a few minutes at the end of the breakout groups/additional activities to update their safeguarding workplan with any points raised during the session.
- Encourage participants to share their workplans with their line managers and/or safeguarding advisors, and identify any additional support they can access.

8. Glossary

Abuse[4] - the wrong or improper use or treatment of something or someone causing harm, damage, offense, or distress to them. There are several forms of abuse (such as physical abuse, verbal abuse, sexual abuse, emotional abuse, etc.), any or all of which may be perpetrated as a result of deliberate intent, negligence, or ignorance.

Bullying[5] - repeated inappropriate behavior, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining an individual's right to dignity at work.

An isolated incident of the behavior described in this definition may be an affront to dignity at work, but, as a once-off incident, it is not considered to be bullying. The exercise of legitimate management rights or of legitimate employee rights or responsibilities is not bullying. Interpersonal differences and conflicts may arise in the workplace for a variety of reasons including the implementation of legitimate management directives.

Child[6] - anyone under the age of 18 years in accordance with the UN Convention on the Rights of the Child irrespective of national law or custom regarding the age of consent or majority.

Exploitation[7] - using a position of authority, influence, or control over resources, to pressure, force, coerce, or manipulate someone to do something against their will or interest and well-being. This includes threatening to withhold project assistance, threatening to make false claims about a person in public, or any other negative repercussions in the workplace or community.

Harassment[8] - any form of unwanted behavior relating to personal characteristics such as race, membership of a minority group, sex, gender, religion or lack of religion, color, national or ethnic origin, language, marital status, family status, sexual orientation, age,

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[4] Concern, *Annex 1, Terminology for the Concern Code of Conduct and associated policy documents*, March 2018

[5] Concern, *Annex 1, Terminology for the Concern Code of Conduct and associated policy documents*, March 2018

[6] Concern, *Annex 1, Terminology for the Concern Code of Conduct and associated policy documents*, March 2018

[7] Concern, *Annex 1, Terminology for the Concern Code of Conduct and associated policy documents*, March 2018

[8] Concern, *Annex 1, Terminology for the Concern Code of Conduct and associated policy documents*, March 2018

disability, political conviction, socio-economic background, caste, HIV and AIDS status or other illnesses, physical appearance or lifestyle, which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating, or offensive environment for the person. Such unwanted conduct may consist of acts, requests, spoken words, gestures, or the production, display, or circulation of written words, pictures, or other material.

Protection[9] - all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. Human Rights law, International Humanitarian Law, refugee law). It encompasses activities that directly prevent or respond to acts of violence, coercion, discrimination, or deliberate deprivation of services and includes activities such as preventing or responding to gender-based violence in the community, registering refugees, or demobilizing child soldiers.

PSEA (protection from sexual exploitation and abuse)[10] – the term used by the UN and NGO community to refer to measures taken to protect vulnerable people from sexual exploitation and abuse by their own staff and associated personnel.

Safeguarding[11] – the responsibility that organizations have to make sure their staff, operations, and programs do no harm to children and vulnerable adults, and that they do not expose them to the risk of harm and abuse.[12] PSEA and child protection come under this umbrella term. Generally, the term does not include sexual harassment of staff by staff, which is usually covered by organization's bullying and harassment policy.

Sexual abuse[13] – an actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

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[9] IASC IDP Protection Policy 1999. The definition was originally adopted by a 1999 Workshop of the International Committee of the Red Cross (ICRC) on Protection.

[10] CHS Alliance PSEA Quick Implementation Handbook

[11] CHS Alliance PSEA Quick Implementation Handbook

[12] Adapted from Keeping Children Safe *www.keepingchildrensafe.org.uk*

[13] CHS Alliance PSEA Quick Implementation Handbook

Sexual exploitation[14] – any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual exploitation of another.

Sexual harassment[15] - any form of unwanted verbal, non-verbal or physical conduct of a sexual nature. A single incident may constitute sexual harassment. Many forms of behavior can constitute sexual harassment, including physical, verbal, or non-verbal conduct of a sexual nature.

Survivor or victim[16] - the person who is, or has been, sexually exploited or abused. The term "survivor" implies strength, resilience, and the capacity to survive. When the term "victim" is used, this is not intended to negate that person's dignity and agency as an individual.

Violence[17] - any form of aggressive behavior that may be physically, sexually, or emotionally abusive. The aggressive behavior may be conducted by an individual or group against another, or others.

Facilitators should review the glossary prior to the training to understand the terms and be able to explain them to participants. Where possible, local interpretations and/or translations of terminology should be used during the training.

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[14] CHS Alliance PSEA Quick Implementation Handbook

[15] Concern, *Annexe 1, Terminology for the Concern Code of Conduct and associated policy documents*, March 2018

[16] CHS Alliance PSEA Quick Implementation Handbook

[17] Concern, *Annex 1, Terminology for the Concern Code of Conduct and associated policy documents*, March 2018

9. Acronyms

CHS	Core Humanitarian Standard
CRC	Convention on the Rights of the Child
GBV	Gender-based violence
HR	Human Resources
IASC	Inter-Agency Standing Committee
NGO	Nongovernmental Organization
PSEA	Protection from Sexual Exploitation and Abuse
SEA	Sexual Exploitation and Abuse
SFP	Safeguarding Focal Point

Safeguarding Focal Point Training Facilitation Guide

Module 1: Awareness

📡 Module 1: Awareness

Overview

USE THIS SESSION TO REFRESH KNOWLEDGE OF SAFEGUARDING BASICS, AND PROVIDE AN OVERVIEW OF ORGANIZATIONAL POLICIES, THE CONTEXT WHERE FOCAL POINTS OPERATE, AND THEIR RESPONSIBLITIES AS FOCAL POINTS.

⏱ Time: 120 minutes

📄 Resources:

Resource 1: Context mapping
Resource 2: Safeguarding scenarios
Resource 3: Safeguarding definitions
Resource 4 : IASC 6 Principles
Resource 5: SFP role description
Resource 6: Raising awareness

Training materials:

💻 *Online -* PowerPoint slides

👥 *Face-to-face -* Flip chart paper, markers, and sticky notes

🔗 External links:

PSEA Quick Implementation Handbook
https://www.chsalliance.org/files/files/PSEA%20Handbook.pdf
CDAC Tools for communicating with communities and staff on PSEA
http://www.cdacnetwork.org/tools-and-resources/i/20190731140659-5mbhi
IASC video, What If It Were You (useful when discussing these issues from a bystander perspective; will be available in several languages)
https://interagencystandingcommittee.org/iasc-learning-package-protection-sexual-misconduct-un-partner-organizations
Save the Children video, Child safeguarding in emergencies (explains safeguarding in relation to children; available in several languages)
https://youtu.be/GQhOuq7BFLY

About this session

Safeguarding is about the responsibility that organizations have to make sure their staff, operations, and programs do no harm to vulnerable people, and that they do not expose them to the risk of harm and abuse.

All of us are responsible for ensuring we have processes in place to protect vulnerable people from harm. Safeguarding Focal Points (SFPs) play a particularly important role in this.

Through this module, SFPs will learn to understand how their organization defines and frames safeguarding as per their various policies, the priority safeguarding concerns in their context, and the remit of their role supporting safeguarding in country offices.

Learning outcomes

SFPs will be able to:

- Recognize potential indicators of safeguarding violations, including different types of harm, and local safeguarding priorities
- Understand how safeguarding work is framed in their organization, and the location/content of relevant policies
- Understand their role in organizational safeguarding and how to support associated workplans in their country office/program

Key messages

- There are different types of harm that can arise in humanitarian and development contexts due to imbalances of power between organizations, staff, and communities where we work.
- Safeguarding is underpinned by international standards and the international legal framework for protection, should consider local laws, and should address the risks that are prevalent in that context.
- Organizations may have various policies relating to different aspects of safeguarding that are central to guiding the work of SFPs.
- Focal points play a key role through supporting the development and implementation of safeguarding work plans in their country office/program.

Prep

1. This module may raise sensitive issues for some participants. It is important you research and share a phone number/contact details for an organization that provides support for survivors of sexual exploitation or abuse or alternatives for support, such as local health centers. Facilitators should discuss various scenarios that may come up in advance, including potential disclosures, and a process for addressing this.
2. The session may also raise questions about how and why safeguarding is framed differently in different contexts, by different organizations, and even within teams. Formal definitions are provided in the glossary and **Resource 3: Safeguarding Definitions**, but it is important to check the definitions used by the organizations attending the training.
3. Local laws and policies that are relevant to safeguarding issues may differ from the international standards and human rights frameworks that guide our work. The Context Mapping pre-assignment may raise examples of where local laws do not align with international standard. Discuss potential scenarios that are relevant to the country context beforehand. Consider asking participants to email their Context Mapping assignment prior to the training to guide your approach.
4. Make sure you are familiar with the codes of conduct or specific safeguarding policies that the SFPs send prior to the training, so that you can respond to any questions that might arise during the session (see Introduction to Training document). You may also need to adapt **Resource 3: Safeguarding Definitions** to ensure they reflect those of the organization with which you will be working.

Facilitator Note:

For those using a platform without a breakout group function, the exercises can be run by giving participants time to reflect individually before asking for feedback in plenary. Additional approaches such as polls, quizzes, or whiteboards can also be used.

Session 0: Introduction

Aim: To introduce the training, the facilitator, and participants; to ensure everyone is comfortable using the breakout group function; and to gain an understanding of the concept of power.

Time: 20 minutes

Instructions:

1. Welcome the participants to the training and introduce yourself. Before starting the session, run a quick warm-up exercise by asking the participants to write one sentence in the chat box that describes how they are feeling.

2. Explain the objectives of this module and remind participants that they should have the handbook of resources in which they can write down notes and complete exercises during the training.

3. Go through any ground rules (see Introduction chapter).

4. Explain that there will now be a little warm-up exercise:
   - Participants will be divided into groups of 5-7.
   - Each group should assign a reporter who will feed back the key points to the plenary group.
   - Ask participants to consider the 6 characters listed and as a group, rank them in the order of the least to most powerful:
     o 5-year-old boy
     o 30-year-old female Head of Office
     o 22-year-old female head of household
     o 13-year-old schoolgirl
     o 43-year-old male livelihoods officer
     o 70-year-old man who is blind
   - Ask the groups to note down any factors or assumptions that affected their ranking.

5. Activate the breakout groups. After 10 minutes, bring the groups back into plenary and ask the reporters to share their most and least powerful characters. The discussions should hopefully have highlighted issues such as: access to resources or education, age, gender, health and mobility, legal protections, and discriminatory practices, etc.

6. Explain that power underpins many of the discussions around safeguarding: it is important to acknowledge the power differentials at play; these will be referred to throughout the training.

7. Ask if there are any questions before starting the training.

Facilitator Note:

Online

If the breakout group function is unavailable, or the facilitator prefers not to use it, consider running this session in plenary, with participants typing their answers in the chat box or contributing verbally.

Face-to-face

Ask the participants to suggest rules for the training. Write these up on a flip chart and post them on a wall somewhere clearly visible so you can refer back to them throughout the training if needed.

For the power exercise, ask participants to turn to their neighbor and rank the characters together. After 10 minutes, bring everyone back into plenary and ask for each pair to feed back one example. Note any points that are raised repeatedly.

Session 1: Recognizing harm

Aim: Use this session to provide a refresher overview of safeguarding including definitions and recognizing harm.

Time: 40 minutes

Instructions:

1. Ensure the participants can all see **Resource 2: Safeguarding Scenarios** in their handbook.
2. Explain the exercise:[18]
   - Allocate 2 scenarios to each participant. Ask them to read through their allocated scenario and consider:
     o What is the type of harm raised in this scenario?
     o Who might be at risk from this type of harm?
     o What can be done?

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[18] Scenarios adapted from Keeping Children Safe, *Understanding Child Safeguarding,* p.36-38, https://www.keepingchildrensafe.global/wp/wp-content/uploads/2020/02/KCS-Understanding-Child-Safeguarding-200218.pdf

o [Additional optional question: Which policies/procedures do you need to follow?]
- Demonstrate by running through one of the scenarios.

3. Ask participants to raise their hand when they have completed their two selected scenarios; once a majority have done so go through each scenario in plenary asking for feedback from the participants verbally or in the chat box.

SCENARIO:	ANSWERS MIGHT INCLUDE:
1. A consultant has been asked to evaluate a program. He has visited several project sites over the last few weeks. You hear that he was recently questioned by police about possession of abusive images of children.	Child abuse and exploitation Children in your project and beyond Should be reported through the organization's reporting mechanism. There may be some way to delay the consultant's trip to the field in a way that avoids causing alarm. Adapt to audience but might include: internal reporting procedures, code of conduct, whistleblowing policy, safeguarding policies, etc.
2. The program manager of a water project shared with you that on a visit to the project in a community, an older woman told her she was worried about using the community water point. There are a group of men that gather near the water point.	This is a protection/GBV issue (although may involve abuse or exploitation including sexual abuse and exploitation) as it concerns dynamics *within* a community. It would normally be addressed by programming staff (rather than safeguarding staff) following GBV/protection/safe programming protocols. Actions may include referring cases to external protection actors. Women, including older women and girls, persons with disabilities, vulnerable men and young boys, etc. Should be reported through the organization's reporting mechanism Adapt to audience but might include: community-based feedback mechanism procedures, protection, policies, etc.
3. A male member of staff is going on leave to get married. You congratulate him. Afterwards, it becomes clear that the bride is 14 years old.	Child abuse and exploitation The child Should be reported through the organization's reporting mechanism

	Adapt to audience but might include: internal reporting procedures, code of conduct, safeguarding/PSEA/protection policies, etc.
4. Your organization has started working in a new camp, which has just begun cash for work schemes. A colleague tells you there are rumors that committee members are asking for favors from camp residents to be put on the list. There have been no official complaints.	Abuse or exploitation (including sexual abuse and exploitation) Camp residents, particularly those from more vulnerable groups including women, children, persons with disabilities, etc. Should be reported through the organization's reporting mechanism Adapt to audience but might include: community-based feedback mechanism procedures, safeguarding/PSEA/protection policies, etc.
5. A program manager of a livelihoods program for persons with disabilities tells you that on a project visit he heard that one of the program participants had to leave the village. Members of the community had apparently seen a story published by your organization's annual report in which the program participant described discrimination by the community where they lived.	Abuse or exploitation Program participant Should be reported through the organization's reporting mechanism Adapt to audience but might include: community-based feedback mechanism procedures, code of conduct, safeguarding/PSEA/data protection policies, media/communications guidelines
6. You are in a meeting with several staff when a colleague is contradicted multiple times by the senior manager. The manager also makes a negative comment about your colleague's work on a donor report in front of everyone.	Staff harassment or bullying. Generally, this type of situation would be referred to management/human resources. In some organizations, it would be considered a safeguarding issue if the behavior was systemic and not being addressed. Colleague Should be reported through the organization's reporting mechanism Adapt to audience but might include: code of conduct, whistleblowing/staff harassment and bullying policies
7. An office volunteer confides that a colleague can be very physical with her – he often pats her hand or touches her back. He once	Sexual harassment. In some organizations, sexual harassment of staff by staff would be considered a safeguarding issue, but in others it would be handled by

brushed past her to get to the printer and she is sure he did it deliberately.	human resources/management following a bullying/harassment (or other relevant) policy.
	Office volunteer
	Should be reported through the organization's reporting mechanism
	Adapt to audience but might include: code of conduct, whistleblowing/staff harassment and bullying policies/safeguarding policies

4. [Additional talking points]: In follow-up discussions, use the following guiding questions and refer to **Resource 3: Safeguarding Definitions** and **Resource 4: IASC 6 Principles** if needed:

    - Are there any scenarios that were particularly relevant in your current work, and if so, which ones and why?
    - Do any of these scenarios cover issues that are not currently covered by your organization's safeguarding policy?
    - Clarify any definitions that may be particularly confusing and reiterate what *is* and *isn't* considered a safeguarding concern in the organization, referring to the scenarios as appropriate:
        o Scenario 2 concerns a potential protection/gender-based violence case *within* a community and would usually come under an organization's GBV/protection/safe programming policy (refer to slide for the differences between sexual harassment, SEA, and GBV if needed).
        o Scenarios 6 and 7 concern a situation of bullying and harassment and one of sexual harassment. In some organizations, scenario 6 would be referred to management/HR but in other organizations, this might be considered a safeguarding situation, particularly if the behavior was systemic and not being addressed. Equally, scenario 7 may either be considered a safeguarding or HR/management issue. It is important to refer to internal policies to understand how they are framed.

5. If there is time, consider showing one of the following videos:
    - IASC, *What if it were you?*
    - Save the Children, *Child safeguarding in emergencies*

6. Wrap up the discussion by emphasizing that each scenario raised a situation where an abuse of power was occurring. Power differentials and inequality are often at the root of safeguarding issues.

Facilitator Note:

🖥️ *Online*

For facilitators who are more comfortable with using online training platforms, consider using breakout groups to form groups of 5-7 and assign 2-3 scenarios for each group. Ensure each group nominates a reporter to feed back the conclusions of the groups in plenary.

👥 *Face-to-face*

For face-to-face trainings, divide the participants into 4 groups and assign 2-3 scenarios for each group. Ask each group to nominate a reporter to feed back the conclusions of the group in plenary.

Conclusion:

- There are different types of harm that exist in humanitarian and development contexts.
- Some kinds of abuse and exploitation are a result of cultural practices in communities that are harmful, but others arise out of the actions or inactions of staff or organizations.
- A key responsibility is to prevent harm to the staff and beneficiaries with which we work. The organization should have policies and procedures to respond to and manage safeguarding concerns.

Session 2: Contextualizing safeguarding

🎯 **Aim:** Use this session to contextualize safeguarding issues, and ensure SFPs know what policies exist to support safeguarding in their organization, where the policies are located, and who "owns" the policy.

⏱️ **Time:** 30 minutes

Instructions:

1. Ensure each participant has their copy of **Resource 1: Context Mapping**, which they completed prior to the training.
2. Explain the exercise:
   - Participants should spend 5 minutes reviewing their completed Context Mappings.

- For Part 1 on risks and protective mechanisms, they should identify the most important point from each section (for example, the section on what kinds of abuse exist in local communities) that they want to share with the group.
- For Part 2 on policies, they should identify one policy that exists within their organization that covers an element of safeguarding they would like to share with the group.
- If short on time, select a couple of sections on which to focus.

3. Go through the context mapping in plenary, highlighting any important points and answering questions that come up frequently.

4. [Additional talking points]: In follow-up discussions, use the following guiding questions if needed:

- Why did they prioritize certain safeguarding/protection risks?

- How might these impact the people potentially harmed – what specific risks do they create for people who have been harmed?

- How might these impact their organization and programs?

- Have they experienced any challenges aligning local laws and international standards?

- Which policies do they refer to most in their focal point role?

- What safeguarding concerns are raised most frequently in their office?

5. Ask if there are any questions and wrap up the session.

Facilitator Note:

If participants did not complete the Context Mapping pre-assignment task prior to the training, consider adding half an hour to Module 1. Ask participants to complete the form for their context (both Part 1: Risks and Protective Mechanisms and Part 2: Policy Summary), providing a brief summary of key points for each question.

Online

For facilitators who are more comfortable with using online training platforms, consider using breakout groups of 5-7 people and focusing on one context. Ensure each group nominates a reporter to feed back the conclusions of the groups in plenary.

Face-to-face

Divide participants into groups of 3-5, focusing on one context (groups can be organized according to organization or location). Ask the groups to complete the template using flip chart paper so that they can be stuck up on the walls. Ask the groups to walk around and read through the findings of the other groups before bringing everyone back into plenary and asking for any particularly important points that were raised.

Conclusion:

- Safeguarding priorities will differ between and within countries, so it is important for SFPs to understand the context in which they are working.
- Organizations need to have policies and procedures in place to respond to and manage safeguarding concerns in a consistent way.
- Different organizations may address different elements of safeguarding in different policies.
- Focal points should know the location and content of the various policies, as well as the content owner responsible for updating those policies.

Session 3: Roles and responsibilities

Aim: Use this session to go through the role descriptions for SFPs so they understand their role and responsibilities and how/where they can support Heads of Office to develop and implement safeguarding workplans.

Time: 40 minutes

Instructions:

1. Introduce the session by emphasizing that safeguarding is the responsibility of all staff, but that SFPs have certain specific responsibilities.
2. Ensure each participant has a copy of **Resource 5: SFP role description**. This is a summary of the SFP role from the competency framework. It is quite a long list of tasks, so it is important to be clear on the roles and responsibilities of SFPs, not least because many SFP roles are only part-time.
3. Explain the exercise:
    - Participants will be put into groups of 5-7, and each group should appoint someone to report back on behalf of the group after the discussion.

- Each group should read through the role description, and for each task, state whether they think the SFP should be:

  o "R" Responsible: the person(s) who is responsible for implementation and completes the task or process.
  o "A" Accountable: the person who is held accountable if the task or process is not completed. There would usually only be one accountable person.
  o "I" Informed: a person who is informed once a decision has been made.

- Ask the groups to use the table in the resource, with tasks down the vertical axis.
- Demonstrate with one or two of the first tasks in the table. For example, the SFP group may decide that SFPs should be informed ("I") of any community engagement conducted and safeguarding training strategies developed but should be responsible ("R") for facilitating staff training.
- Explain that because this is a long list, groups should focus on the tasks that tend to cause more confusion (for example investigations).

4. Allow 20-30 minutes for the group discussions. Bring the groups back into plenary and share the screen to show **Resource 5: Role Description**. Go through each task, asking each group's "reporter" to explain how that task has been assigned and fill in the table. If short on time, consider dividing the tasks between groups or focusing on specific tasks that can cause confusion.

5. Ensure that the SFPs are not assigned too many "A"s and that the role emerges as one that supports safeguarding work, i.e. with more "R"s.

6. [Additional talking points]: In follow-up discussions, use the following guiding questions if needed:
   - Which tasks created the most discussion and why?
   - Do SFPs have a set percentage of their time dedicated to their safeguarding responsibilities?
   - Do they find it challenging to meet all their responsibilities?
   - Is there clarity on their role in their office/program and with the Head of Office?
   - What could they do to ensure there is clarity on the remit of their role [continue this in Module 2]?

7. Wrap up the discussion, emphasizing that the SFP role is a valuable support role and that this type of exercise is a useful way to generate ideas about how safeguarding responsibilities can be shared across an organization/office.

Facilitator Note:

If there is more time available for this exercise, it can be adapted to divide responsibilities across various staff, for example SFPs, Heads of Office, HR staff, and all

staff. Each group can be assigned a specific role/function and should then decide whether that role/function should be Responsible, Accountable, or Informed in relation to each task. This can be a useful way of highlighting that many of the tasks in the role description should be shared as much as possible.

👥 *Face-to-face*

In face-to-face trainings, ask groups to complete the table by writing the tasks on flip chart paper and using sticky notes with the letters R, A, or I so that they can easily swap them around. During the debrief, project the table on a PowerPoint or draw on a flip chart and fill in using sticky notes.

Conclusion:

- All staff have a role and responsibility in safeguarding, but there are certain responsibilities that lie with SFPs.
- The Focal Point designation is a role or "hat" assigned to existing personnel and not a full-time position, so it is important to respect the need to balance the SFP's regular job with meaningful engagement on safeguarding.
- SFPs are typically chosen because of their personal as well as professional attributes – they are trusted individuals who are known to demonstrate care and compassion.
- The nomination of an SFP does not relieve the Head of Office as ultimately responsible for Safeguarding in his/her office but supports the Head of Office to fulfill that responsibility.

Session 4: Additional sessions

Online assignment | Option 1 Key Messages

🎯 **Aim:** Use this session to prepare communication materials on safeguarding for staff and communities for Module 2.

⏱ **Time:** 30 minutes

Instructions:

1. Explain that participants will be given an assignment to complete before the next module.
2. Pair each participant with another participant from a different organization, office, or team that they do not know.
3. Divide the pairs into two groups, and ensure each participant has a copy of **Resource 6: Raising Awareness.** Explain the assignment:
4. Ask the pairs in Group 1 to work together (by skype, email, or shared document such as Google docs) to prepare key messages on safeguarding for sharing information with staff. They should think about:

   - Who are the different groups of staff they want to target (e.g. staff, volunteers, contractors)?

   - What key messages/information do they need to share? [brief summary]

   - How will they share these key messages with staff?

   - [Additional: what useful internal or external resources can they draw on?]

5. Ask the pairs in Group 2 to work together (by skype, email, or shared document such as Google docs) to prepare key messages on safeguarding for sharing with communities. They should think about:
   - Who are the different groups within communities they want to target (e.g. women, children, persons with disabilities)?
   - What key messages/information do they need to share? [brief summary]
   - How will they share the key messages with the community?
   - [Additional: what useful internal or external resources can they draw on?]
6. Ask the pairs to prepare a short summary/presentation (no more than 5 minutes) that they will share in plenary in Module 2. They can be creative about how they share the messages! Run through an example of what is expected in groups, for example key messages for staff should include reminders about the organization's zero tolerance for any form of abuse or exploitation.

 Facilitator Note:

 Online

If focal points are short on time and are not able to complete Option 1, consider using the interview exercise below instead and add half an hour to Module 2 to complete the key messages activity.

For larger groups, you may need to put participants into groups of 3 to ensure there are no more than 8 groups. Also consider explaining the exercise during the online session and sending additional information about group allocations by email after the module is finished.

Online assignment | Option 2 Interview

Aim: Use this session to connect participants from different organizations/with different experiences and share their experiences.

Time: 30 minutes

Instructions:

1. Assign each participant a partner from a different organization or office, or someone who they do not know.

2. Ask each pair to make a date in their diary to skype each other and to talk through:

   - How does their partner's organization approach safeguarding?

   - What are the primary tasks/responsibilities their parter is currently working on?

   - What are the key challenges their partner has encountered as an SFP?

   - What is s/he most proud of from their work as a SFP?

3. Each participant should jot down a few notes from the interview and be prepared to share a summary of their partner's answers with the group at the start of Module 2 during the recap.

Wrap-up and closing

- In the last remaining minutes, ask participants to consider one key learning they have gained from this module. Ask participants to share these with the group either verbally or in the chat box.
- Reiterate the key messages and highlight any useful tools and resources:

  ▪ There are different types of harm that can arise in our work due to imbalances of power between organizations, staff, and communities where we work.

- Safeguarding is underpinned by international standards and the international legal framework for protection, should consider local laws, and should address the risks that are prevalent in that context.

- Organizations may have various policies relating to different aspects of safeguarding that are central to guiding the work of SFPs.

- Focal points play a key role through supporting the development and implementation of safeguarding work plans in their country office/program.

Safeguarding Focal Point Training Facilitation Guide

Module 2: Prevention

Module 2: Prevention

Overview

USE THIS SESSION TO SHARE APPROACHES FOR RAISING AWARENESS OF SAFEGUARDING KEY MESSAGES AMONG STAFF AND COMMUNITIES, IDENTIFYING RISKS IN COUNTRY OFFICES, AND SHARING INFORMATION AND RESOURCES WITH OTHER ORGANIZATIONS/PSEA NETWORKS.

Time: 120 minutes

Resources:

Resource 6 : Raising awareness
Resource 7 : Template training agenda
Resource 8 : Safeguarding assessment tool
Resource 9 : Safeguarding networks
Resource 10 : BOND reporting case studies

Training materials:

Online - PowerPoint slides
Face-to-face - Flip chart paper, markers, and sticky notes

External links:

No Excuse For Abuse
https://www.youtube.com/watch?v=48MCG22FqrE
IASC 6 Principles
https://interagencystandingcommittee.org/inter-agency-standing-committee/iasc-six-core-principles-relating-sexual-exploitation-and-abuse
PSEA Quick Implementation Handbook [chapters on *Engaging Communities and People Affected by Crisis* and *Ensuring Staff, Volunteers and Associates Understand and Work to PSEA Requirements]*
https://www.chsalliance.org/files/files/PSEA%20Handbook.pdf
BOND Safeguarding report-handling mechanism case studies, 2019
Separate case studies for participants:
https://www.bond.org.uk/sites/default/files/safeguarding_case_studies.zip
Full document for facilitators:

About this session

Raising awareness with staff and communities, identifying risks, and working with safeguarding networks/focal points in a coordinated approach can help ensure safeguarding concerns do not arise in the first place. Through this module, Safeguarding Focal Points will consider their role in building awareness among staff and communities, identifying safeguarding risks and mitigation strategies, and connecting with other organizations to share information and resources.

Learning outcomes

SFPs will be able to:

- Understand what information to disseminate among staff, including through staff training.
- Understand how to develop relevant safeguarding messages for communities.
- Support safeguarding assessments.
- Liaise effectively with other SFPs to contribute to collective PSEA measures and coordinate with other actors to ensure safeguarding violation cases are submitted to appropriate referral pathways.

Key messages

- SFPs play a critical role in raising awareness of safeguarding with staff and may also support programs to do this with communities.
- Raising awareness on safeguarding requires considering what information needs to be shared, who it needs to be shared with, and the best way of reaching target audiences with information about prohibited staff behaviors and safe ways to report.
- SFPs may support safeguarding assessments at the country office level. Mitigation strategies need to be put in place to reduce the risk of safeguarding violations.
- Safeguarding assessments should be regularly reviewed to identify any new risks and update mitigation strategies.
- SFPs should liaise with Safeguarding Focal Points from other NGOs, UN agencies in-country, and PSEA/Safeguarding networks where established.

- It is important for country offices to be aware of and, where appropriate, contribute to collective inter-agency measures to prevent and address PSEA/Safeguarding violations.

Prep

1. Session 1: Raising Awareness involves dividing participants according to which assignment they completed in Module 1. Note down the names of the participants in each pair/group and whether they focused on the staff or community-focused, so that when the breakout groups are being set up each participant is assigned to the correct breakout group.

2. Some of the sessions in this module use the poll function on the meeting platform. Practice using the function to ensure you are comfortable with it, and prepare the polls in advance of the module.

3. There are many useful resources that exist to support SFPs to raise awareness on safeguarding both with staff and with communities. These include materials developed to support the dissemination of the IASC principles on sexual exploitation and abuse as well as materials that organizations may have developed on their own policies and procedures. Research any existing materials that are used in the organization to raise awareness on safeguarding including training or communication materials. Find out if there is a translated version of the IASC principles on sexual exploitation and abuse for the focus country from https://translatorswithoutborders.org. Download and print out copies of the principles for the first session in this module if conducting the training face-to-face. It may also be useful to find out of if the "No Excuse for Abuse" film has been translated and use it in the session for both online and face-to-face trainings.

4. The focus of Session 2: Safeguarding Assessments will depend on the organization and the role of the SFPs. As well as adapting the exercise to use the organization's own safeguarding assessment, further changes may be required if a more specific focus on program/partner level risk assessments is required. This may be needed if there are more SFPs who are program managers, or if they play a role in supporting program teams. If this is the case, a program-level risk assessment can be used and more information on M&E and contracts included. Equally, the safeguarding assessment should build on and respond to the broader context mapping (including any analysis of risks that may be particularly critical in that context).

5. Read through the case studies in **Resource 10: BOND *Safeguarding Report-Handling Mechanism: Case Studies*** from https://www.bond.org.uk/resources/safeguarding-report-handling-mechanism-case-studies. Select the case studies that are most relevant to the audience and context in which you are training.

Session 0: Refresher poll

Aim: To welcome participants to the second module, provide a refresher of the previous session's content, and familiarize participants with the poll function.

Time: 15 minutes

Instructions:

1. Welcome the participants to the second module of the training. Before starting the session, run a quick warm-up exercise by asking the participants to write one sentence in the chat box that describes their favorite place.

2. Explain the objectives of this module, and remind participants that they should have the handbook of resources in which they can write down notes and complete exercises during the training.

3. Remind participants of any housekeeping rules (see Introduction chapter).

4. Explain the refresher exercise:
   - Participants will see a poll come up on their screen.
   - They should follow the instructions to select the correct answer in response to the question that will appear on the screen. The questions will ask if the scenario is a safeguarding concern. Options for answers will be "Yes", "No", or "Don't know."
   - Practice with the first question.
   - Once participants are clear on how the exercise works, go through the rest of the questions.

5. Ask 3-5 of the following questions:
   - A volunteer mentions that many of the women at the distribution are very beautiful and winks at one of them. [Yes]
   - A MEAL officer does not ask permission before asking for personal information from a community member. [Yes. It is important to ask for consent before collecting personal data.]
   - You meet a colleague with her/his son at the market and notice the son has bruises on his arms and leg. [Yes/No. It is not clear but should be reported.]
   - A driver for one of the programs tells you that one of the program participants from his village is his "girlfriend." [Yes. This is a breach of the IASC 6 principles and organizational code of conduct.]
   - You receive several personal emails from a colleague asking you to go for dinner. [Yes/No. This may depend on several factors, such as whether it is unwanted or persistent behavior or involves an abuse of power.]

6. Go through some of the responses and reiterate any messages from Module 1, including any clarifications about what *is* and *isn't* considered safeguarding in the organization. Ask if there are any questions before starting the training.

Facilitator Note:

> *Online*

This refresher exercise is a useful way to practice using the poll function as it is used again in Session 2. However, for facilitators or participants who are less familiar with meeting platforms and would prefer not to use polls, consider asking the questions in plenary with participants either answering verbally or by using the chat box.

> *Face-to-face*

Ask participants to answer the statements with a different set of actions, e.g. "Yes" by standing up, "No" by putting their hands on their head, and "Don't know" by turning around.

Session 1: Raising awareness

Aim: Use this session to consider what, when, and how key messages about safeguarding should be shared with staff and communities.

Time: 40 minutes

Instructions:

1. Introduce the session by explaining that a key function of SFPs is to support awareness-raising on safeguarding with staff and communities, so that they understand what behavior is expected, the organization's zero tolerance of any harmful behavior, and ways to report concerns. This can be critical in preventing safeguarding issues from arising.
2. Explain that this exercise follows the online assignment in Module 1 (see facilitator notes below if this assignment was not set/completed).
3. Divide participants into two groups based on the pairs/groups who worked together on the online assignment. Each group should comprise:
    -   Group 1: half of the groups that worked on raising awareness with staff and half of the groups that worked on raising awareness with communities.
    -   Group 2: the remaining groups that worked on raising awareness with staff and the remaining groups that worked on raising awareness with communities.
4. Ensure the participants can all see **Resource 6: Raising Awareness** in their handbook.

5. Explain the exercise:
   - Groups 1 and 2 should contain a mix of the pairs/groups that worked together on the assignment.
   - Each pair/group should give their short presentation in no more than 5 minutes, covering:
     o Who are the different groups [staff/communities] they want to target?
     o What information do they need to share?
     o How will they share the information?
     o What internal or external resources can they draw on? For example, training materials, communication strategies, or any technical advisors, etc.
   - Ask Groups 1 and 2 to nominate someone to report back 3 key findings at the end of the exercise.
6. Activate the breakout session. After 20 minutes, call Groups 1 and 2 into plenary and ask for reporters to feedback the 3 key findings.
7. [Additional talking points]: In follow-up discussions, use the following guiding questions if needed:
   - Have they encountered any specific challenges when raising awareness? If so, can they also share any approaches they used to address these?
   - Who is it important to work with to raise awareness? (e.g. safeguarding advisors at HQ, Heads of Office, etc.)
   - When should they share these key messages?
8. Run through some key messages in the PowerPoint slide.
9. Run through examples of useful resources, which might include:
   - **IASC 6 principles**. Explain that the principles are the very minimum that staff should be aware of.
   - **No Excuse for Abuse film**. If there is time, show this video to the group and explain that it may be useful in basic orientations for new staff/volunteers, etc. or even with communities, as it is based on the IASC 6 principles. It has been translated into several languages.
   - **Organizational code of conduct translated into local language.** Explain that the code of conduct (or equivalent) should be easily understood by local staff and local communities and should be known and understood by staff and communities.
   - **Resource 7: Template training agenda [or other alternative from the organization]**. Explain that this template agenda outlines suggested topics to cover in staff trainings, but that any training materials used should be translated and adapted to the local context.
10. Ask participants if they are clear on who they should contact if they have any questions about raising awareness with staff or communities.

Facilitator Note:

🖥️ Online

If the online assignment for Module 1 has been completed but facilitators would prefer not to use the online breakout groups, consider asking 3-5 pairs/groups who worked together on the assignment to present in plenary. Ensure at least 1 pair/group covers key messages for staff and at least 1 pair/group covers key messages for communities.

It may be useful to ask participants to share their completed assignments with the whole group.

👥 Face-to-face

This exercise is based on instructions for the assignment from Module 1 for online trainings. For face-to-face trainings, consider adding 20-30 minutes extra time to Module 2 to give groups enough time to answer the questions and develop a short presentation. The time to go through the presentations and feedback is factored into the instructions above.

*Divide participants into an even number of groups (suggest 4 or 6). Ensure each group has a copy of **Resource 6: Raising Awareness**. Ask half of the groups to prepare key messages for raising awareness about safeguarding with staff (**Part 1 of Resource 6**). They should think about:*

- *Who are the different groups of staff they want to target (e.g. staff, volunteers, contractors)?*
- *What key messages/information do they need to share? [brief summary]*
- *How will they share these key messages with staff?*
- *[Additional: what useful internal or external resources can they draw on?]*

*Ask the remaining groups to prepare key messages for raising awareness about safeguarding with communities (**Part 2 of Resource 6**). They should think about:*

- *Who are the different groups within communities they want to target (e.g. women, children, persons with disabilities)?*
- *What key messages/information do they need to share? [brief summary]*
- *How will they share the key messages with the community?*
- *[Additional: what useful internal or external resources can they draw on?]*

Explain that they should prepare a short presentation (no more than 5 minutes) that they will share in plenary. They can be creative about how they share the messages! Run through an example of what is expected in groups, for example key messages for

staff should include reminders about the organization's zero tolerance for any form of abuse or exploitation. Start the group work and after 20 minutes of preparation, bring them back into plenary and ask them to present. Ensure at least 1 group covers key messages for staff and at least 1 group covers key messages for communities.

Conclusion:

- SFPs play a key role in raising awareness on safeguarding and should work with Heads of Office and other key staff to develop, strengthen, and implement strategies for raising awareness with staff and communities.
- Communication strategies should consider who they are targeting, what information needs to be shared, and how it will be shared.
- There are many resources that SFPs can draw on, including safeguarding advisors, training resources, and communication materials. It is important for SFPs to work with safeguarding staff at headquarters to ensure information and updates are quickly disseminated.

Session 2: Safeguarding assessments

Aim: Use this session to familiarize SFPs with the aim and process of conducting a safeguarding assessment in their country offices.

Time: 30 minutes

Instructions:

1. Introduce the session by saying that SFPs may perform or support a safeguarding assessment in their office and that these can feed into the development and implementation of the country safeguarding workplan.
2. Ensure each participant has a copy of **Resource 8: Safeguarding Assessment Tool**.
3. Explain the tool:

    This is based on an International Medical Corps protection risk assessment tool designed to assess the policy environment, training, and related issues at a country level and understand whether safeguarding policies, procedures, and associated mandatory training programs are being understood and implemented. It is intended to be a tool used by SFPs to inform country teams and their safeguarding workplans.

    - Go through the instructions for how the tool is used, and highlight that this tool requires SFPs to answer "Yes", "No", or "Don't know" in response to

questions/sub-questions about the extent to which safeguarding actions have been implemented.

- Go through the main questions in the safeguarding assessment tool:
  1. Have all staff signed and been trained on the Code of Conduct and safeguarding policies and procedures?
  2. Can the country office demonstrate the practice of safe recruitment and performance management?
  3. How can we share the Code of Conduct with community members?
  4. Are guidelines and mechanisms in place for monitoring and external reporting of abuse and exploitation?
  5. Does the country have a process in place to manage potential safeguarding risks associated with external visitors to program sites?
  6. Do staff address risks identified in programs?
- Explain that you will use the poll function to show the sub-questions of one of these main questions included in the safeguarding assessment tool. They should follow the instructions to select the statement they feel best reflects the progress of their country office (or field office) in response to the question that will appear on the screen. The options for answers will be "Yes", "No", or "Don't know". If the action is only partially achieved, the question should be answered with a "No."
- Explain that participants should answer as truthfully as they can. The poll is anonymous, so no one can will see participants' responses. The results will only show how many answered "Yes", "No", or "Don't know."
- Select one question (for example the question on Codes of Conduct), and practice the poll with the first sub-question. Once participants are clear on how the exercise works, go through the rest of the sub-questions.

4. [Additional talking points]: In follow-up discussions, use the following guiding questions if needed:
   - What issues or other areas do they feel need to be addressed in relation to this question in their country office?
   - Can they propose any actions in response?
   - What resources might this require?
   - Who would be responsible?

5. Encourage SFPs to link with Safeguarding Advisors to work with colleagues across their office to conduct/update the safeguarding assessment and identify action points. Explain that this type of exercise can be more effective, and create more buy-in, if different staff participate in the process. Safeguarding is everyone's responsibility and we all have a responsibility to recognize risks and respond appropriately.

6. Ask if there are any questions and wrap up the session.

Facilitator Note:

Facilitators may prefer to use a tool that identifies risks at the program level. This will help identify issues, such as whether safeguarding risks are considered and mitigation actions are included in program design and M&E processes.

Online

For facilitators who prefer not to use the poll function, consider asking the questions in plenary with participants either answering verbally or by using the chat box.

Face-to-face

In face-to-face trainings, divide the participants into the same number of groups as questions in the tool. Assign one question per group and ask them to look through the sub-questions. Each participant should answer the sub-questions in relation to their country office and discuss the questions raised above. If there is time, ask the groups to rotate to another question.

Conclusion:

- SFPs may be involved in conducting safeguarding assessments at the country office level and can assess the policy environment, training, and related issues. This can help inform country teams and their safeguarding workplans.
- It is important to regularly review the findings of this assessment to identify any new issues and to update mitigation strategies.

Session 3: Working with safeguarding networks

Aim: Use this session to highlight the importance of liaising with Safeguarding networks and/or focal points from other organizations.

Time: 40 minutes

Instructions:

1. Introduce the session by explaining that in many countries there are active inter-agency PSEA networks working on safeguarding/PSEA. Where these do not exist, there may be

other informal groups or organizations with SFPs who are willing to share information and resources.

2. Ensure that all participants have access to **Resource 9: Safeguarding Networks**.
3. Explain the exercise:
    -   The participants will be divided into breakout groups of 5-7. They should identify a person who will report back to the plenary group.
    -   They should look through the questions on the resource document and consider them in relation to their context.
    -   Ask each group to identify a reporter who will share one key point from their discussion in plenary.
4. Activate the breakout groups. After 20 minutes bring them back into plenary, and ask for the reporters to share their key points.
5. [Additional talking points]: In follow up discussions, use the following additional guiding questions if needed:
    -   What formal responsibilities do in-country PSEA networks/coordinators have?
    -   Are there any published workplans for in-country PSEA networks?
    -   How can they link up with any collective initiatives?
    -   How can we ensure we access updated, accurate information on referral pathways and service mappings so that we are prepared to respond – who is best place to provide that information?
6. Ask if there are any questions and wrap up the session.

Facilitator Note:

Online

For facilitators who prefer not to use the breakout function, or if there is less time available, consider asking the questions in plenary with participants either answering verbally or by using the chat box.

Face-to-face

In face-to-face trainings, divide the participants into groups and ask them to consider the questions, noting down their thoughts on flip chart paper. Go around the groups in plenary asking each one to share their one key point.

Conclusion:

-   In-country safeguarding networks can provide valuable information and support to SFPs on safeguarding.
-   It is important to understand what information can be shared with others, and what should not be shared, as well as what information is useful to gain from other actors.

- Ensure sufficient time is allocated to identifying and networking with relevant safeguarding focal points and networks.

Session 4: Additional sessions

Online assignment | BOND reporting case studies[19]

Aim: Use this session to prepare content for Module 3.

Time: 30 minutes

Instructions:

1. Explain that participants will be divided into groups of 2-3 and given an assignment to complete before the next module.

2. Assign one case study per group. Participants should read through their assigned case study and consider:

   - What are the key issues with the reporting highlighted in this case study?
   - What reporting pathway would have been used if this situation had arisen in your organization? Would it have led to a different outcome to the one in the case study?
   - What recommendations would you make to improve the reporting process in this case study?

3. Remind them to have the finished assignment with them during the next module.

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[19] Exercise from BOND Safeguarding reporting case studies available at
https://www.bond.org.uk/sites/default/files/safeguarding_reporting_case_studies.pdf

Facilitator Note:

Online

If focal points are short of time and are not able to complete the assignment, consider adding half an hour to Module 3 to complete the activity.

Wrap-up and closing

- Ask the participant to take a few minutes to consider the one key learning they have gained from this module and to draw it on a piece of paper (the back of a page in their handbook of resources will do fine!). After a couple of minutes, ask them to hold their drawing up to the screen. Ask a couple of participants to explain their drawing in no more than 1 minute.
- Highlight any useful tools and resources, and reiterate the key messages:
  - SFPs play a critical role in raising awareness of safeguarding with staff and may also support programs to do this with communities.
  - SFPs may be involved in conducting safeguarding assessments at the country office level, which can help inform country teams and their safeguarding workplans.
- SFPs should liaise with Safeguarding Focal Points from other NGOs and UN agencies in-country, and PSEA/Safeguarding networks where established.
- It is important for country offices to be aware of and, where appropriate, contribute to, collective, inter-agency measures to prevent and address PSEA/Safeguarding violations.

Safeguarding Focal Point Training Facilitation Guide

Module 3: Reporting

Module 3: Reporting

Overview

USE THIS SESSION TO ENSURE SFPS KNOW THE REPORTING PROCESSES IN THEIR ORGANIZATION, ARE ABLE TO IDENTIFY BARRIERS TO REPORTING, AND REPORT CHALLENGES WHEN THEY ARISE.

Time: 150 minutes

Resources:

Resource 10: BOND reporting case studies
Resource 11: Data protection and record keeping

Training materials:

Online - PowerPoint slides, questions for Session 0: Refresher and Session 3: Barriers to reporting prepared on the whiteboard/sticky note function.

Face-to-face - Flip chart paper, markers, sticky notes, and copies of the BOND reporting case studies (1 case study per group).

External links:

PSEA Quick Implementation Handbook
https://www.chsalliance.org/files/files/PSEA%20Handbook.pdf
ALNAP Closing the Loop
https://www.alnap.org/help-library/closing-the-loop-effective-feedback-in-humanitarian-contexts
BOND Eight principles for building trust through feedback, 2018
https://www.bond.org.uk/resources/eight-principles-for-building-trust-through-feedback
BOND Safeguarding report-handling mechanism case studies, 2019
Separate case studies for participants:
https://www.bond.org.uk/sites/default/files/safeguarding_case_studies.zip
Full document for facilitators:
https://www.bond.org.uk/sites/default/files/safeguarding_reporting_case_studies.pdf
IASC Global Standard Operating Procedures on Inter-Agency Cooperation in Community-Based Complaint Mechanisms, 2016

Oxfam Factors Influencing Misconduct Reporting: A meta-analysis, 2020 (individual reports available for Myanmar, Iraq, and Ghana)

About this session

Where safeguarding concerns arise, it is crucial that they are reported to organizations and acted upon in an appropriate way. However, encouraging reporting of concerns can be challenging given the sensitivity of the issue and the power dynamics that exist between organizations and the communities they serve.

Through this module, Safeguarding Focal Points will have an overview of community-based feedback and response mechanisms, including specific considerations for tailoring mechanisms to receive and process sensitive complaints, potential barriers that may arise that prevent reporting of safeguarding issues by staff and communities, and potential mitigation strategies. They will also understand protocols for ensuring confidentiality and data protection.

Learning outcomes

SFPs will:

- Understand the concept and implementation of community-based feedback and response mechanisms.
- Understand how to receive safeguarding complaints at field level and channel complaints to the appropriate reporting mechanism.
- Be aware of how to document and report barriers to reporting and seek advice/escalate concerns when required.
- Be aware of data protection issues and guidelines, including asking for consent and how to share and manage information.

Key messages

- Every organization should have feedback and response mechanisms in place to receive safeguarding concerns.
- At a minimum, SFPs should be aware of the systems and procedures in place in their organization to manage sensitive cases in a safe, confidential, and transparent way as well as how and where to escalate complaints.
- It may be difficult for people to raise concerns. Mechanisms should be context specific and designed and implemented in collaboration with communities. Barriers to reporting should be analyzed and mitigation strategies should be considered.
- Those involved in reporting (complainants, witnesses, and subjects of complaints) have a right to confidentiality. Data protection systems must be put in place.
- Communities should understand what behavior can be expected of staff and organizations, and how to report concerns (link to Module 2).

Prep

1. Every organization will define and approach feedback and response mechanisms in a different way, with a unique mix of modes of operating, resources, and policies/procedures in place. It is also important to understand the specific role and responsibilities that SFPs have regarding reporting. For example, some may simply be expected to pass on concerns to a specific senior manager. Others may be expected to provide input into the design and implementation of mechanisms and have a role in managing/responding to concerns. Prior to the facilitation of this module, consider asking participants to summarize their roles in reporting and any unique challenges they are facing. This can be included as a question in the pre-training assignment **Resource 1: Context Mapping**. It may also be useful to speak with the Head of Office/senior management to understand the terminology used, who has oversight of the report handling mechanism, how the role of the SFPs supports this work, and any particular issues that need to be considered in the training.

2. Session 2: Reporting Safeguarding Concerns involves dividing participants according to which assignment they completed in Module 2. Note down the names of the participants in each pair/group and which reporting case study they were allocated, so that when the breakout groups are being set up, each participant can be assigned to the correct breakout group.

3. To enable facilitators to tailor this module according to the knowledge and role of SFPs, facilitators are encouraged to select the most relevant questions to ask the group and adapt the questions, answers, scenarios, and resources used throughout the module.

4. There are many useful resources that exist to support organizations to design, set up, and run feedback and response mechanisms. Some of these are listed in the external links above but additional internal resources, including guidance documents, policies, and procedures, can also be shared during the session.
5. For groups that require detailed information about data protection legislation, research in advance any specific legislation that might be relevant (for example, one of the conditions of the EU's General Data Protection Regulations, GDPR, ensures you receive consent from individuals whose data you obtain). This can be included as a question in the pre-training assignment **Resource 1: Context Mapping**.

Session 0: Refresher

Aim: To welcome participants to the third module, provide a refresher of the content of the previous session, and familiarize participants with the whiteboard/sticky note function.

Time: 20 minutes

Instructions:

1. Welcome the participants to the third module of the training. Before starting the session, run a quick warm-up exercise by asking the participants to write one sentence to describe what they can see from where they are sitting.
2. Explain the objectives of this module, and remind participants that they should have the handbook of resources in which they can write down notes and complete exercises during the training.
3. Remind participants of any housekeeping rules (see Introduction chapter).
4. Explain that the refresher exercise will use an online whiteboard/sticky note board:
   - Explain the instructions to access whichever whiteboard/sticky note board is being used. This may include posting a link in the chat box.
   - The aim of the refresher is to brainstorm a list of ideas in response to a set of questions related to the content of Module 2.
   - Participants should aim to post one key point for each question by typing their answers in the relevant boxes.
   - Practice with the first question, and check that participants are able to use the whiteboard.
5. Once participants are clear on how the exercise works, go through 3-5 of the questions below, selecting those most relevant to the audience. It is recommended to write up the questions in advance.
   - Key safeguarding messages that should be shared with staff

- Key safeguarding messages that should be shared with communities
- Useful resources for raising awareness with staff
- Effective ways of sharing messages with communities
- Questions that can be asked in a country office safeguarding assessment
- Examples of an external network or resources that SFPs can contact about safeguarding issues
- Useful information to gain from other SFPs/networks

6. Briefly run through some of the responses participants have given.
7. Wrap up the exercise and invite participants to return to the main session. On some whiteboard/sticky note platforms, it is possible to archive and save the list, which can then be shared with participants.
8. Reiterate any key messages from Module 2 that may require further clarification. Ask if there are any questions before starting the training.

Facilitator Note:

Online

This refresher exercise is a useful way to practice using the whiteboard/sticky notes function as it can be used again in Session 3. However, for facilitators or participants who are less familiar with meeting platforms or would prefer not to use this function, consider asking the questions in plenary with participants either answering verbally or by using the chat box.

Face-to-face

Show the questions on a slide. Ask participants to reflect on the questions and write one answer on one sticky note per question. At the end of the questions, invite participants to stick their notes on flip charts that have the questions/statements written at the top. As they stick them up, group them together as any themes emerge.

Session 1: Community-based feedback and response mechanisms

Aim: Use this session to provide a basic overview of community-based feedback and response mechanisms including tailoring systems to receive sensitive complaints.

Time: 40 minutes

Instructions:

1. Introduce the session by explaining that serious safeguarding concerns will only be raised by communities when there are safe, confidential, accessible ways to channel them to organizations.

Part 1: Quiz (20 minutes)

2. Part 1 of this session will consider some of the definitions, principles, and theory of community-based feedback and response mechanisms.
3. Explain the exercise:
   - Participants will see a poll come up on their screen.
   - They should follow the instructions to select the correct answer in response to the question that will appear on the screen. Options for answers will be "Option A" or "Option B."
   - Practice with the first question.
   - Once participants are clear on how the exercise works, go through 3-5 of the questions below, selecting those most relevant to the audience.
4. Ask 3-5 of the following questions:
   - What is a complaint?
     - A. an expression of dissatisfaction about the standards of service, actions, or lack of action, by [NGO] or its staff and associated personnel. It is a criticism that expects a reply and needs an action to take place to change the situation.
     - B. information provided by program participants (or other crisis-affected people) about their experience with an agency or the wider humanitarian system. It can be positive or negative and posed in different ways.
       - o **Answer A**. Answer B is the definition of feedback. A key difference is the right of people affected by crisis to complain and seek redress. Those receiving a complaint have a responsibility to ensure confidentiality and anonymity, allow for appeal and redress, and apply more stringent verification requirements.
   - What is a sensitive complaint?
     - A. these usually relate to program activities or funding and should be resolved by program staff or addressed by the relevant teams.
     - B. relate to issues of corruption, exploitation, abuse, misconduct, negligence, or any other abusive or inappropriate behavior by staff, volunteers, or affiliates. They need to be treated urgently and confidentially by senior staff within the organization.
       - o **Answer B**. Answer A refers to non-sensitive complaints.
   - What does closing the loop mean?

A. When any measures taken as a result of the feedback raised are communicated back to those who provided the feedback in the first instance.
B. Closing a case once a complaint has been investigated.
- o **Answer A**. The person providing the feedback/complaint should then receive information back about the course of action/inaction taken.

- What are some of the principles of feedback and response mechanisms?
  A. Context specific, inclusive and accessible, do no harm, appropriately resourced
  B. Health and welfare, legality, thoroughness, safety
  - o **Answer A**. The remaining 4 principles are: empowering, consistently closing the loop, collective responsibility, and impartiality. Answer B refers to principles of investigations (Module 4).

- How can communities provide feedback or make complaints?
  A. Text, email, social media, phoneline, call-in radio show
  B. Questions desk, face-to-face, suggestion boxes, community meetings
  - o **Answer A and B**. Any channel can be used, but they must be appropriate to the context, trusted, and chosen according to the preferences of communities. There should also be multiple channels to ensure different groups can access them.

- What is a multi-agency complaint mechanism?
  A. Where two or more organizations have an agreement with the same donor to fund mechanisms to receive and deal with complaints received from staff of the implementing organizations
  B. Where two or more organizations have an agreement with the community on the way to receive and deal with complaints received from the community or other stakeholders in a specific location where they work
  - o **Answer B**. These can help avoid duplication, save resources, ensure minimum standards for complaints handling, and resolve issues around community confusion regarding the different mandates of different organizations in the same area. There are two types: *referral mechanisms* enable complaints received by one of the participating organizations to be referred to the relevant organization. *Clearinghouse mechanisms* are run by an independent organization that receives and refers the complaints.

Part 2: Tailoring community-based feedback and response mechanisms (20 minutes)

5. Explain the exercise:
    -   Each participant will be assigned one of the characters below. This can be done by dividing the total number of participants by 5 and assigning character 1 to the first few participants, character 2 to the following group of participants, etc. They should take a moment to think about the character they have been assigned.
        -   Young single mother who speaks a local dialect
        -   Local male community leader
        -   12-year-old girl who had to leave school to care for her siblings
        -   Older man who is unable to walk because of an injury
    -   Show the slide showing different channels for communities to report their feedback/concerns:
        -   Suggestion box
        -   WhatsApp message group
        -   Phone hotline
        -   Home visit by a female staff
    -   Click on the slide to show the first complaints from the list below, and ask participants to think about:
        -   Which channels would their character feel most and least comfortable using to make this specific complaint, and why?
    -   The complaints on the following slides include:
        -   The content of the distribution was not what you needed.
        -   The staff on the project are rude; they always stare when they visit.
        -   The wrong people are on the list of program participants.
        -   You heard that some women receive additional food rations because they are close friends with the distribution officer.
    -   Ask for feedback from a few participants after each complaint.

6. [Additional talking points]: In follow-up discussions, use the following guiding questions if needed:
    -   Which channels were the most popular and the least popular? Why was this?
    -   What is the most important factor in ensuring safeguarding concerns are raised through community-based feedback mechanisms?
        -   Emphasize any points related to the principles of feedback mechanisms, such as confidentiality, do no harm, ensuring they are accessible, trustworthy, and inclusive, etc.
        -   Highlight any points around the importance of building trust including ensuring complaints are responded to in a timely way and taking all concerns seriously, including rumors.

- How can feedback mechanisms be adapted to ensure safeguarding concerns can be made, particularly from more vulnerable/marginalized groups? Emphasize any points related to:
  - Engaging with different groups to ensure appropriate, timely, confidential, and safe channels are chosen.
  - Adapting channels considering factors such as language, literacy, where and how they can be physically accessed, different age, gender, or social groups, etc.
  - Operating several channels to reach different groups to ensure they are accessible to a diverse range of people.
  - Linking with other safeguarding focal points/networks to share information on best practices.
  - Ensuring timely responses that prioritize the best interests of the person harmed.
  - Monitoring the use of different channels to make adaptations as required.
7. Share any useful resources, including internal policies or guidance documents related to community-based feedback and response mechanisms.

Facilitator Note:

The questions in Part 1 can be adapted according to the training needs of participants and the role and responsibilities of the SFPs. The characters, complaints, and channels in Part 2 can also be adapted to the organization and context.

Face-to-face

For face-to-face trainings, print out the characters from the exercise in Part 2 on individual slips of paper. Fold these and place in a container allowing each participant to choose a character. Go through the complaints, asking them to reflect on the question individually. Ask for feedback in plenary about how they felt as those characters and which channel was their preferred/least preferred option.

Conclusion:

- Every agency will have its own approach to community-based feedback and response mechanisms, depending on their mode of operating, the context, resources, and policies.
- However, certain principles should apply to ensure they are inclusive, empowering, and do no harm to users wanting to share concerns, particularly those relating to safeguarding.

▪ There should be multiple channels, chosen on the basis of consultations with communities.

Session 2: Reporting safeguarding concerns

Aim: Use this session to provide an overview of processing safeguarding concerns, including identifying safeguarding issues and fast-tracking sensitive complaints through the appropriate mechanism.

Time: 40 minutes

Instructions:

1. Introduce the session by explaining that the previous session focused on community-based mechanisms (external mechanisms), but that organizations should also have an internal reporting mechanism in place to enable staff to raise concerns. Generally, sensitive complaints coming from the community will be channeled through the internal reporting channels.
2. Explain that this exercise is an extension of the online assignment in Module 2, where each group looked at a different case study about how a safeguarding concern had been reported (see facilitator notes below if this assignment was not set/completed).
3. Ensure that all participants have access to **Resource 10: BOND Reporting Case Studies**.
4. Explain the follow-up exercise:
   - The participants will be divided into breakout groups of 5-7 people. Each group should contain a mix of people to ensure several case studies are covered. Each group should identify a person who will report back to the plenary group.
   - They should go around their breakout groups with each participant briefly summarizing which case study they looked at, and how they responded to the question set in the assignment.
   - In their groups, they should think about one key recommendation that emerged from these case studies.
5. Activate the breakout groups. After 20-30 minutes, bring them back into plenary, and ask for the reporter to feed back. Refer to the *Mark up Notes* and *Study Notes* in the BOND tool if further clarification of issues raised in the selected case studies is required.
6. [Additional talking points]: In follow up discussions, use the following additional guiding questions if needed:
   - What might be the consequences of not reporting concerns?
     o Emphasize any points related to the harm continuing and affecting additional people, feelings of injustice and resentment against the organization, lack of trust, etc.

- What might be the consequences if safeguarding concerns are not dealt with? (for the survivor/complainant, organization, community, etc.)
  - o Emphasize any points related to the survivor not feeling any sense of justice, the lack of trust in the organization, damaged reputation of the organization, potential effect on program quality and even the continuation of projects themselves.
- Have SFPs been involved in reviewing feedback and response mechanisms to ensure they are functional and whether there are any barriers to accessing them?
7. Share any relevant information about internal reporting pathways that may be relevant to the SFPs, and reiterate the importance of SFPs' understanding the reporting processes in their organization and their obligation to report safeguarding concerns or suspicions.

Facilitator Note:

If participants did not complete the BOND Reporting Case Studies assignment task from Module 2, consider adding half an hour to Module 3 and ask them to complete the full task in groups. The case studies can be adapted to make them more relevant to the context, for example, changing names of the people and locations in each one and adding details from local events.

Online

*If the online assignment for Module 2 has been completed but facilitators would prefer not to use the online breakout groups, consider selecting 1-3 case studies and going through the questions from **Resource 10: BOND Safeguarding Reporting Case Studies** for each case study in plenary.*

Face-to-face

Divide participants into groups of 3-5. Assign one case study from BOND's Safeguarding Reporting Case Studies (see external links above) per group and ask for each group to choose a reporter. Show the questions below and go through an example for each one to show what is expected in the exercise:

- What are the key issues with reporting that are highlighted in this case study?
- What reporting pathway would have been used if this situation had arisen in your organization? Would it have led to a different outcome than the one in the case study?
- What recommendations would you make to improve the reporting process in this case study?

Ask the groups to brainstorm their answers and write them on flip chart paper. Start the activity and allow the groups 20 minutes to prepare. Once completed, ask all the participants in each group, except for the reporter, to move to the next table where there should be a different reporter ready to share a summary of a different case study. In these new groups, they should listen to a short summary of the new case study and response the group came up with.

After about 20 minutes, bring everyone back into plenary and ask for each group to share one key recommendation.

Conclusion:

- Responding to feedback and complaints can be complex and raise many dilemmas.
- Well-functioning and appropriate report-handling mechanisms can help organizations address some of these safeguarding challenges.
- At a minimum, SFPs should be aware of the systems and procedures in place in their organization to manage sensitive cases in a safe, confidential, and transparent way and of how and where to escalate complaints.
- SFPs have an important role to play in ensuring that staff, program participants, and their communities are aware of the available reporting channels.

Session 3: Barriers to reporting

Aim: Use this session to consider the different barriers to reporting and some mitigation strategies.

Time: 30 minutes

Instructions:

1. Start the session by inviting participants to join the whiteboard/sticky note board (this may require posting a link in the chat box).
2. Introduce the session by explaining that the case studies raised several examples of people being reluctant to report concerns. The aim of this session will be to brainstorm a list of barriers to reporting that people may experience (for program participants, community members, and staff).
3. Explain the exercise:
    - Participants should add cards/sticky notes to the board – each one should list one specific barrier to reporting. They may add as many as they want.

- Practice by asking each participant to post one card/sticky note to check they are able to use the board.
- Begin the activity. As participants add their cards/sticky notes, rearrange them as different categories emerge (e.g. physical, cultural, financial/economic, etc.).
- Give the participants 5 minutes to post as many cards/sticky notes as they can.

4. In plenary, review all the cards/sticky notes, highlighting the different types of barriers:
   - <u>Personal</u> – factors tied to how someone thinks and feels (e.g. shame, guilt, resignation, trust, gratitude)
   - <u>Physical</u> – prevent people from physically accessing the mechanism (e.g. physical mobility, visual impairments, security, logistics)
   - <u>Cultural</u> – complaints may not be acceptable culturally (e.g. negative connotations of complaining, perceptions of rumors and gossip, specific groups may not be able to complain, importance of showing gratitude)
   - <u>Financial/economic</u> – there may be costs involved in accessing different channels (e.g. phone costs, travel to meetings, accessing internet, etc.)
   - <u>Security</u> – people who complain may be at risk of harm (e.g. fear of stigmatization or retribution)
   - <u>Communication</u> – (e.g. literacy levels or language, lack of information about the organization or right to complain)

5. Ask participants to read through the individual barriers and select one barrier. They should write a mitigating action for that barrier and place it next to the barrier they have addressed. Give participants a few minutes to complete this. In plenary, pick out 2-3 examples to share.

6. Wrap up the exercise, and invite people to return to the session. On some whiteboard/sticky note platforms, it is possible to archive and save the list, which can then be shared with participants for their own notes.

7. Share any useful resources related to identifying and addressing barriers to reporting, such as the Oxfam reports included in the external links above.

Facilitator Note:

If participants are involved in designing, implementing, or reviewing reporting mechanisms, ask them to post specific barriers they are encountering in their context. The brainstorming on mitigating actions may be useful in drawing on the expertise of other SFPs.

If short of time, consider running this session as a plenary instead.

Face-to-face

Ask participants to take a few minutes to reflect on the different barriers to reporting, and write one per sticky note (use one color for all participants). When they have brainstormed a few barriers, invite participants to stick their notes on flip charts set up at the front of the room. As they stick them up, group them together as the different types emerge. In plenary, go through the different types of barrier, highlighting a few examples.

For the next part of the activity, ask participants to identify one specific barrier and a mitigating action for it. They should write it on a sticky note (using a different color than the barrier ones). They should stick that note on the corresponding barrier. In plenary, go through the different mitigating actions. Take a photo of the flip charts at the end of the activity to share with participants.

Conclusion:

- There may be varied reasons why staff, communities, and program participants do not report safeguarding concerns.
- It is important to monitor and analyze barriers to reporting, ranging from any physical or logistical barriers to cultural barriers. Mitigating actions should be identified.
- Many barriers to reporting can be linked back to poor design processes (lack of consultation with communities about their preferences for sharing concerns) and lack of information (for example, about the organization, programs, expected behaviors, and process to report concerns).

Session 4: Additional sessions

Online assignment | Data protection and record keeping

Aim: Use this session to wrap up Module 3 and prepare for Module 4 by identifying relevant data protection issues and guidelines and when and how to store, share, and manage information.

Time: 10 minutes in Module 3 + 30 minutes for assignment

Instructions:

1. Explain that participants will be divided into groups of 2-3 and given an assignment to complete before the next module.

2. Explain that a critical element of safeguarding includes protecting sensitive data, particularly in relation to reporting sensitive concerns. Data protection refers to ensuring any personal data that can identify a person is kept confidential. Receiving feedback or complaints can mean you receive a large quantity of personal and potentially sensitive information. Complainants and subjects of reports/complaints have the right to confidentiality. This is to ensure the safety, dignity, and privacy of all those involved in the process.

3. However, it may not always be possible for confidentiality to be guaranteed. Examples might include if it is referred to national authorities under mandatory reporting laws.

4. It is important to be transparent with complainants about when/where their information might have to be shared, and allow them to make an informed decision.

5. Show the Closing the Loop diagram (or equivalent) that shows how a complaint would be processed. Ask participants to identify points where sensitive information is shared and what the risks might be. The stages of the loop include:
    - Receive the complaint
    - Process complaint
    - Review and investigation
    - Response and action
    - Resolution
    - Appeal
    - Tracking and recording complaints throughout

6. Ask participants to identify a couple of points where sensitive information is shared and what the risks might be (for example. how the information is stored, who logs it/passes it on). Go through one or two examples to ensure everyone is clear on the process.

7. Explain that for the assignment they should work in their group to identify possible risks at each stage and suggest measures to ensure confidentiality and data protection throughout the loop. They should write these in **Resource 11: Data protection and record keeping** to share in the next module.

Facilitator Note:

Online

If focal points are short of time and are not able to complete the online assignment, consider running through session 4 as a presentation at the end of Module 3. Alternatively, consider adding extra time to Module 4 to complete the activity.

Face-to-face additional activity | Data protection and record keeping

Aim: Use this session to identify relevant data protection issues and guidelines and when and how to store, share, and manage information.

Time: 30 minutes

Instructions:

1. Introduce the session by emphasizing that a critical element of safeguarding includes protecting sensitive data, particularly in relation to reporting sensitive concerns.
2. Explain that data protection refers to ensuring any personal data that can identify a person is kept confidential. Receiving feedback or complaints can mean you receive a large quantity of personal and potentially sensitive information.
3. Explain that complainants and subjects of reports/complaints have the right to confidentiality. This is to ensure the safety, dignity, and privacy of all those involved in the process.
4. However, it may not always be possible for confidentiality to be guaranteed. Ask participants if they can give examples. Answers might include if it is referred to national authorities under mandatory reporting laws.
5. It is important to be transparent with complainants about when/where their information might have to be shared and allow them to make an informed decision.
6. Show the Closing the Loop diagram that shows how a sensitive report would be processed. The stages of the loop include:
   - Receive the complaint
   - Process complaint
   - Review and investigation
   - Response and action
   - Resolution
   - Appeal
   - Tracking and recording complaints throughout
7. Go through a couple of examples of stages of the loop where sensitive information is shared and what the risks might be (for example how the information is stored, who logs it/passes it on).
8. Divide the participants into groups of 3-5 and ask them to identify any specific risks as different stages of the loop and to brainstorm measures to ensure confidentiality and data protection. They should complete **Resource 11: Data protection** and record keeping. Answers might include:

- Reduce potential stigmatization by not having an obvious and separate safeguarding reporting mechanism.
- Ensure there are ways for people to report anonymously.
- Ask anyone with access to sensitive information to sign confidentiality agreements.
- Limit access to records: consider who is logging, updating, and overseeing reports (at local, national, and international levels).
- Have data management protocols that cover how records are stored securely (such as complaint or incident forms).
    o Electronically, using password-protected files, using coding systems, limiting sharing of documents electronically unless absolutely necessary, having data-wiping protocols in place in case of emergencies
    o Physically, using locked cabinets, printing limited number of copies, numbering copies, and logging who they are given to
- Anonymize data where it is being used for reporting purposes, for example, using codes or initials.
- Ensure there are clear information sharing protocols about how information is shared, when, and with whom.
- Include protocols about social media in safeguarding policies.
- Ensure national or local data protection/privacy laws are respected.

9. Allow around 15 minutes to go around the groups for feedback and to answer any questions before wrapping up the session.

Facilitator Note:

If short of time, present the slides in plenary only.

Conclusion:

- Data protection refers to ensuring any personal data that can identify a person is kept confidential.
- All those involved in the reporting process have the right to confidentiality, but it may not always be possible to guarantee at all stages.
- It is important to be transparent with complainants about when/where their information might have to be shared and allow them to make an informed decision.
- It is critical to consider how to store, share, and manage information from safeguarding reports.

Wrap-up and closing

-   Ask the participant to take a few minutes to consider the one key learning they have gained from this module, and write one word that sums up that point in large writing on a piece of paper (the back of a page in their handbook of resources will do fine!) After a couple of minutes, ask them to hold it up to their camera so the whole group can see. Go around a few of the participants to share what their word summarizes.

-   Reiterate the key messages:

▪   Every organization should have a feedback and response mechanism in place to receive safeguarding concerns.
▪   It may be difficult for people to raise concerns. Mechanisms should be context-specific and designed and implemented in collaboration with communities. Barriers to reporting should be analyzed and mitigation strategies considered.
▪   At a minimum, SFPs should be aware of the systems and procedures in place in their organization to manage sensitive cases in a safe, confidential, and transparent way and how/where to escalate complaints.

Safeguarding Focal Point Training Facilitation Guide

Module 4: Responding

Module 4: Responding

Overview

USE THIS SESSION TO ENSURE SFPS UNDERSTAND THEIR ROLE AND RESPONSIBILITY IN RESPONDING TO DISCLOSURES OF A SAFEGUARDING NATURE

Time: 150 minutes

Resources:

Resource 12: Reporting web
Resource 13: Providing support
Resource 14 : Investigations
Resource 15: Service mapping
Resource 16: Safeguarding workplan

Training materials:

Online - PowerPoint slides
Face-to-face - Flip chart paper, markers and sticky notes, ball of string

External links:

PSEA Quick Implementation Handbook
https://www.chsalliance.org/files/files/PSEA%20Handbook.pdf

GISF, Managing Sexual Violence against Aid Workers: prevention, preparedness, response and aftercare (2019)

https://gisf.ngo/resource/managing-sexual-violence-against-aid-workers/

GBV AOR, How to support a survivor of gender-based violence when there is no GBV actor in your area
https://gbvguidelines.org/en/pocketguide/
Shelter Cluster video, Responding to Disclosure of a GBV Incident (includes advice about PSEA)
https://www.youtube.com/watch?v=n_YhXzMv1E4

Swedish Red Cross, Psychological First Aid – look, listen, link (not explicitly linked to safeguarding disclosures but provides advice about providing PFA to anyone in an emergency situation)
https://www.youtube.com/watch?v=kly45u9ml_A

About this session

When a survivor discloses a safeguarding concern, the most important response is to provide a safe environment, where they feel supported to make their own decisions. Whether SFPs have a role in receiving disclosures directly, are involved in investigations (particularly where this overlaps with their substantive role, for example in HR), or are expected to simply report any concerns, understanding a person-centered response is crucial.

Through this module, Safeguarding Focal Points will understand their organization's expectations about their role and responsibility in responding to disclosures of safeguarding concerns. They will have an understanding of person-centered approaches and how to address immediate safety concerns. They will be familiar with the principles and processes of investigations that will be undertaken by trained investigators.

Learning outcomes

SFPs will:

- Understand and be able to apply the principles of person-centered approach, including confidentiality and consent, and how to share information safely
- Understand how to address immediate safety concerns including providing information
- Understand the process of investigations and the duty to report concerns and maintain confidentiality

Key messages

- A person-centered approach means ensuring every action and decision is made with the best interests of the person harmed at the center. It also means that the safety and well-being of other people involved are considered.

- If SFPs receive a disclosure of a sensitive nature, they should immediately report the concern through the organization's feedback and complaints mechanisms and maintain confidentiality (as appropriate).
- The immediate safety concerns of the survivor should be prioritized. Someone with responsibility to do so should support them to access any services needed, such as medical, legal, psychosocial, and safe refuge. This responsibility will typically sit with the country management team, such as the Country Director, who may delegate to appropriately trained and suitable staff, or to external services.
- SFPs should understand the basic process and principles of investigations.

Prep

1. This module may raise sensitive issues for some participants. It is important that you research and share a phone number / contact details for the organization's employee assistance program or alternatives for support such as local health centers. Facilitators should discuss various scenarios that may come up in advance, including potential disclosures, and a process for addressing this.
2. It is important to state a ground rule for participants to avoid sharing detailed examples or case studies (including sharing names, organizations, locations, or any other identifying information). Any examples raised in the training should not be shared beyond the group.
3. The role and responsibilities of SFPs may vary regarding the receipt of disclosures of safeguarding concerns and investigations according to the organization's policies and resources, as well as their own substantive roles. For example, in some cases SFPs may work in HR or in senior management and play a significant role in investigations, provided they have received specific training in SEA investigations from organizations such as the CHS Alliance. It is therefore important to understand the expectations regarding the role of SFPs in receiving complaints and investigations. Prior to the facilitation of this module, consider asking participants to summarize their roles in receiving disclosures and investigations. It may be useful to talk to the Head of Office/senior management to understand the protocols for handling and responding to disclosures, the policies and procedures for investigations in the organization, how the role of the SFPs supports this work, and any particular issues that need to be considered in the training.
4. To ensure the modules are tailored according to the knowledge and role of SFPs, facilitators are encouraged to select the most relevant questions and scenarios for the group and adapt the questions, answers, scenarios, and resources used throughout the module. It may also be appropriate to drop part or all of Session 3 on investigations, if this is not an area SFPs are involved in at all, and can be replaced by the additional session on mapping services.

5. There are many useful resources that exist to support those expected to handle and respond to disclosures or participate in investigations. Some of these are listed in the external links above.

Session 0: Refresher

Aim: To welcome participants to the fourth and final module and provide a refresher of the content of the previous session.

Time: 20 minutes

Instructions:

1. Welcome the participants to the fourth module of the training. Before starting the session, run a quick warm-up exercise by asking the participants to write one word in the chat box to describe the weather outside.

2. Explain the objectives of this module and remind participants that they should have the handbook of resources in which they can write down notes and complete exercises during the training.

3. Remind participants of any housekeeping rules (see Introduction chapter) and flag some additional points for this module:
   - This session may raise sensitive issues. Please be aware that there is an employee assistance program available
   - Ensuring no detailed information about safeguarding experiences are shared

4. Explain the exercise to the participants:
   - Participants should spend a couple of minutes thinking of one question they would like to give the rest of the group, based on the content of Module 3 (Reporting). The aim is to test what participants can remember. Give an example of the type of question they can offer, for example: What does closing the loop mean?

5. Once participants are clear on the exercise, allow a few minutes for them to complete the task before inviting them to write their questions in the chat box.

6. Select 3-5 of the questions and ask all the participants to answer verbally or respond in the chat box.

7. Briefly run through some of the responses participants have given and reiterate any messages from Module 3, including any clarifications about what role SFPs are expected to play in the reporting mechanisms. Ask if there are any questions before starting the training.

Facilitator Note:

Face-to-face

Ask participants to reflect individually to think of one question they would like to give the rest of the group. They should write this on a sticky note and stick them on a flip chart at the front of the room. Once all the participants have finished their note, select up to 5 of the questions and call them out to the whole group. Go through the responses.

Session 1: Person-centered approach

Aim: Use this session to provide an overview of a person-centered approach including confidentiality, consent, and how to share information safely.

Time: 40 minutes

Instructions:[20]

1. Introduce the session by explaining that this exercise will consider what a person-centered approach means.
2. Ensure each participant has a copy of **Resource 12: Reporting Web** – Online
3. Explain the exercise:
   - This is the story of a girl who was approached by a WASH Officer working on a program. He threatened to take her family off a list of program participants unless she "became his girlfriend." She said yes, but after a few weeks felt so scared she confided in the community leader.
   - On **Resource 12: Reporting Web** – Online there is a diagram with circles. Each circle names a character in an NGO who might interact with the girl during the following scenario. Ask the participants to take a minute to read through all the characters.
   - Explain that the arrow on the diagram represents the flow of information from the girl to the first person she told—the community leader.
   - Explain that you will read out the scenario about what happens next. Every time a new character becomes involved in the girl's story, the participants should draw an arrow to that character.

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[20] Adapted from the PMWG, *Protection Mainstreaming Training*, 2018

4. Once everyone is clear on the instructions, tell the following story:
    -   The community leader takes the girl to the NGO's Help Desk and makes a complaint to the **KIOSK VOLUNTEER.**
    -   The kiosk volunteer writes down notes about the complaint and passes them on to the **WASH MANAGER** at the end of the day.
    -   The WASH Manager doesn't know who to tell and discusses it with their colleague, who is the **SHELTER MANAGER.**
    -   The Shelter Manager suggests s/he talk to the **SFP.**
    -   The SFP is new in role and advises they escalate it, so they talk to the **HEAD OF OFFICE.**
    -   The Head of Office decides an investigation is needed, and requests to see the **GIRL** to ask for more details (show an arrow to the girl and back to the Head of Office).
    -   The Head of Office talks to the **HR ADVISOR** about the case and realizes they need to ask the **GIRL** for more information (show an arrow from the Head of Office to the HR Advisor, to the girl, and back to the Head of Office).
    -   The Head of Office asks the **ADMIN ASSISTANT** to type up the notes from the call to update the records.
    -   The Admin Assistance then asks the **OFFICE VOLUNTEER** to print the updated records and leave them on the desk of the Head of Office.
    -   The admin assistant knows the NGO's **DRIVER** and mentions the case at a dinner after work.
    -   The driver is friends with the **WASH FIELD OFFICER** and tells him the girl has made a complaint.
    -   The WASH Field Officer visits the home of the girl's **FATHER** and tells him the family will be removed from the list of program participants if she continues with the complaint.
    -   Meanwhile, the **OFFICE VOLUNTEER** has posted a message on Facebook criticizing the NGO for allowing this to happen and naming the girl.
5. Stop the exercise and ask participants questions to generate discussion:
    -   What is going on in this circle?
    -   How might the girl feel during this experience? Was all of this helpful or harmful for her? Why?
    -   Do you think she felt she had any choice or voice through this process?
    -   Do you think she would have felt comfortable continuing with her complaint?
    -   Do you think anyone else would be at risk during this scenario?
    -   Do you think the situation would have been the same if the survivor had been a boy?
6. Explain that a survivor often has to interact with and retell their story to a number of people who may not be trained or have a coordinated, effective way of managing information. The survivor may lack choice, privacy, and safety through the process.

The power dynamics between NGOs and community members also makes the situation more complicated. This can all be disempowering, confusing, and harmful to survivors and may discourage them from reporting incidents or seeking support.

7. Highlight that it is also important to consider the risks for other people involved in the process including any potential witnesses, the complainant, as well as the subject of the complaint.

8. Refer to the PowerPoint slides to explain the key aspects of a person-centered approach. Explain that if a person-centered approach is not used, there is a greater risk of shame, stigma, and feelings of powerlessness for the complainant. Attitudes that "blame victims" for being the target of abuse, harassment, or exploitation may also affect the survivor. A person-centered approach can also help ensure that the safety and well-being of the survivor is what guides the process, rather than internal reporting requirements.

9. In plenary, ask participants to use and apply the information from their assignment in Module 3 (Data Protection and Record Keeping). They should suggest ways to ensure safety and confidentiality in this situation.

10. Highlight any points related to the following:
    - Ensure there is a way to report anonymously and/or confidentially.
    - Ensure all staff are trained on the reporting mechanisms and what to do when they receive a disclosure, including who people can report to, what information they should share, and when they should report.
    - Ask anyone with access to sensitive information to sign confidentiality agreements.
    - Limit access to records; consider who is logging, updating, and overseeing reports (at the local, national, and international level).
    - Have data management protocols that cover how records are stored (such as complaint or incident forms) securely:
        o Electronically, using password-protected files, using coding systems, limiting sharing of documents electronically unless necessary, having data wiping protocols in place in case of emergencies
        o Physically, using locked cabinets, printing limited number of copies, numbering copies and logging who they are given to
    - Anonymize data when it is being used for reporting purposes, for example, using codes or initials.
    - Ensure there are clear information-sharing protocols about how information is shared, when, and with whom. Share information on a strict "need to know" basis. Sometimes senior management involved in responding do not need to know the name of the person harmed.
    - Include protocols about social media in safeguarding policies.
    - Ensure information about services is provided (including medical, legal, psychosocial, safe refuge) and that the survivor gives their informed consent if

they choose to be referred to these services (for example, understanding what they can expect from different services, how they will be treated, and how any information will be shared with service providers and with whom).

11. Ask if there are any more questions before wrapping up the discussion.

Facilitator Note:

Depending on the group, it may be useful to adapt the exercise to make it contextually appropriate, for example replacing certain characters. It can also be shortened with fewer characters and fewer steps.

F*ace-to-face*

For face-to-face trainings, print out the characters on individual slips of paper. In plenary, explain that nametags will be given out. These are characters in an NGO who might interact with a survivor. Ask for volunteers and give the nametags to the appropriate number of people, telling them to role-play their character. The volunteers should sit in a circle with the chairs close together and facing each other.

The remaining participants should stand outside the circle so that they can easily see the activity. Explain that the following story is about a girl who was approached by a WASH Officer working on a program. He threatened to take her family off a list of program participants unless she "became his girlfriend". She said yes, but after a few weeks felt so scared she confided in the community leader.

Explain that the ball of string represents the flow of information. Give the ball to the volunteer with the "GIRL" nametag and explain to the volunteers that every time a new character becomes involved in the girl's story, they should throw the ball to that character. The new character must wind some of the string/wool around their finger and continue. Demonstrate by handing over the ball of string to the person with the Community Leader label, as this was the first person the girl told.

Once everyone is clear on the instructions, tell the story above. At the end of the exercise, unwrap the string, and bring everyone into plenary before going through the debrief points above.

Conclusion:

▪ A person-centered approach means ensuring every action and decision is made with the best interests of the person harmed at the center. It also means that the safety and well-being of other people involved are considered.

- Reporting mechanisms should consider how sensitive complaints can be made and processed in a simple, safe, and confidential way.
- All steps in the process should all be clearly outlined to survivors to ensure they can make an informed choice.

Session 2: Addressing immediate needs

Aim: Use this session to consider how to address immediate safety concerns including providing information.

Time: 40 minutes

Instructions:

1. Introduce the session by explaining that SFPs who are responsible for directly receiving disclosures or referring/accompanying people to specialized services should receive in-depth training. For SFPs who are not expected to receive disclosures, it is nonetheless important to understand the basics of addressing immediate concerns, in the event they do receive a disclosure directly.

2. Ensure each participant can see a copy of **Resource 13: Providing support.**

3. Explain the exercise:

    - Participants will be split into breakout groups of 5-7. They should identify a person who will report back to the plenary group.
    - Each group will be assigned one of the scenarios.
    - In their breakout groups, they should first take a few minutes to allow everyone to read through the resource.
    - Once everyone has read through the information, they should discuss the following questions:
        o What Dos and Don'ts for responding to disclosures are highlighted in this scenario?
        o How could the person(s) receiving the disclosure have responded differently?

4. Activate the breakout groups. After about 20-30 minutes, bring them back into plenary and ask for each reporter to give a brief summary of their findings (no more than 2 minutes per group).

5. Explain that it is important to think about how to immediately respond to someone making a disclosure to you (body language, choice of words, providing information on services, etc.).

6. [Additional talking points if needed:]
    - Refer to the PowerPoint slides, and explain common reactions to sexual violence and how to record information.

- SFPs should be aware of signs to look for in survivors that indicate they need immediate referral to specialized services (such as safe refuges, health professionals, counselors or psychologists, and legal advisors) including if the survivor is physically injured and in need of (emergency) medical care, at risk of harming others, or at risk of harming themselves.
- Refer to the PowerPoint slide about mapping services. Ask if information about services has been mapped in the organization and if SFPs are responsible for updating this information.

7. If there is time, show one of the following videos:
   - Shelter Cluster, Responding to Disclosure of a GBV Incident
   - Swedish Red Cross, Psychological First Aid – look, listen, link

8. Share any additional relevant resources from the organization about providing support, including country-specific referral cards, and reiterate the importance of SFPs' understanding their role and responsibility in relation to receiving and handling disclosures (including the limits of their role).

9. Ask if there are any questions and wrap up the discussion.

Facilitator Note:

An additional session on service mappings is included below under Additional Sessions. This may be useful for SFPs who are responsible for updating this information and can be run instead of Session 3: Investigations, or as an activity in the optional wrap-up session.

Face-to-face

*Divide participants into groups of 3-6. Assign one case study from **Resource 13: Providing Support** per group, and ask for each group to choose a reporter. Ask the groups to brainstorm the following questions:*

- o *What Dos and Don'ts for responding to disclosures are highlighted in this scenario?*
- o *How could the person(s) receiving the disclosure have responded differently?*

They should write their answers on flip chart paper. Start the activity, and allow the groups 20 minutes to prepare. Bring the everyone back into plenary, and ask for each group to share a short summary of their group's work.

Conclusion:

- It is important for SFPs to know their role and responsibility with responding to disclosures, including the limits of their role.

- If a safeguarding concern is disclosed, SFPs should ensure the immediate safety and well-being of the survivor.
- It is important to make anyone who is disclosing feel safe and comfortable by actively listening to what they are saying; SFPs should not investigate or ask for detailed information.
- SFPs may provide information on services available and should have these regularly updated, in preparedness to respond.
- When appropriate to do so, SFPs should use the organization's reporting form to record any important information and pass this on to the relevant person according to the organization's policies.

Session 3: Investigations

Aim: Use this session to ensure that SFPs understand the process of investigations, their duty to report concerns and maintain confidentiality, and expectations regarding their role.

Time: 20-30 minutes

Instructions:

1. Introduce the session by explaining that in some cases when a sensitive complaint is received and reviewed, the decision may be taken to investigate. In most cases, SFPs are not expected to participate in investigations; their main responsibility is to report any complaints disclosed to them and to maintain confidentiality. However, it may be useful for SFPs to understand the principles and process of investigations so that they can provide accurate information to survivors if required. This session will provide a brief overview but is in no way intended to provide participants with the skills or knowledge to conduct one themselves. Full investigation training should be provided by their organization if this is included in their SFP TORs (see Module 1, Session 3).

Part 1: Principles of investigations (10 minutes)

2. Ensure all the participants can see a copy of **Resource 14: Investigations.**[21]
3. Explain the exercise:

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[21] This resource is based on the CHS, *Guidelines for Investigations,* https://www.chsalliance.org/get-support/resource/guidelines-for-investigations/

- Explain that there are certain principles that must be respected in investigations. Ask participants to take a few minutes to read through the principles in **Part 1 of Resource 14: Investigations** and identify:
    o The principle they feel is the hardest to adhere to
    o The principle they feel is the most important to adhere to
4. In plenary, ask participants why they chose the principles in response to each question. Emphasize any points related to: resources required, training needs, balancing certain principles with practicalities and logistics, difficulties of remotely run investigations etc.

Part 2: Definitions (10 minutes)

5. Explain the exercise:
    - Participants will see a poll come up on their screen.
    - They should follow the instructions to select the correct answer in response to the question that will appear on the screen. Options for answers will be "Option A" or "Option B".
    - Practice with the first question.
    - Once participants are clear on how the exercise works, go through the questions below. Participants may find it useful to match the words and definitions in **Part 2 Resource 14: Investigations** as you go through the answers.
6. Go through the following definitions:
    - What is evidence?
        A. An internal administrative procedure, in which an organization attempts to establish whether there has been a breach of SEA policy by a staff member or members.
        B. Information gathered during an investigation that proves or disproves an allegation.
            o **Answer B**. Option A is an investigation
    - What is a complainant?
        A. The person making the complaint, including the alleged survivor of the sexual exploitation and abuse or another person who becomes aware of the wrongdoing.
        B. The person alleged to have perpetrated the misconduct in the complaint.
            o **Answer A**. Option B is the subject of the complaint
    - What is an allegation?
        A. Where an individual or individuals report a concern regarding safeguarding.
        B. An assertion of facts that one intends to prove at trial or during an internal investigation procedure.

> o **Answer B**. Option A is the definition of a report
- What is a survivor?
    - A. This term can be used interchangeably with victim. "Victim" is a term often used in the legal and medical sectors, but this term is generally preferred in the psychological and social support sectors because it implies resiliency. *IASC
    - B. A person who gives evidence in the investigation, including the survivor, the complainant, or the subject of the complaint.
        - o **Answer A**. Option B is a witness

7. [Optional]: In plenary, briefly go through the steps of an investigation (**Part 3 of Resource 14: Investigations** or equivalent from the organization's internal investigations policy) and answer any questions that arise. Clarify any points around what SFPs are expected to do/not do in relation to investigations.

8. Wrap up by reiterating the importance of ensuring SFPs are clear on their role, and any limits to their role, in investigations.

Facilitator Note:

Facilitators may wish to place less emphasis on investigations by only running parts of this session (for example just Part 1) or replacing it with the Additional Session on Service Mapping.

Face-to-face

*Divide participants into groups of 3-5 and ensure they all have copies of **Resource 14: Investigations**. Ask them to identify:*

- *The principle they feel is the hardest to adhere to*
- *The principle they feel is the most important to adhere to*

Allow 15 minutes for discussion before asking the groups to feed back in plenary. Ask them to complete Part 2 of Resource 14 (matching definitions) by matching the key terms and their definitions. After 10 minutes, recall the groups into plenary and go through the correct answers. In plenary, present the process of an investigation.

Session 4: Additional sessions

Online and face-to-face additional session |
Service mapping

Aim: Use this session to familiarize SFPs with how to map services and update information on referral pathways

Time: 30 minutes

Instructions:

1. Explain that SFPs may be involved in developing or updating information on services that survivors can be referred to. This is critical for ensuring a timely, appropriate, safe response.
2. Ensure all the participants can see a copy of **Resource 15: Service Mapping**
3. Explain the exercise:

    -   Participants will be divided into breakout groups of 5-7. They should identify a person who will report back to the plenary group.
    -   They should take a few minutes to consider **Resource 15: Service Mapping** and complete it with as much information as possible from their context. If several participants are based in the same country/area, it may be useful to group them in the same breakout groups.
    -   As a group they should also consider:

        -   What steps they could take to update the list?
        -   How often should they update the information?
        -   Who should this information be shared with?
        -   What can they do if the services survivors are referred to are unsafe?

4. Activate the breakout groups. After about 20-30 minutes, recall them back into plenary and ask for each reporter to give a brief summary of their findings.
5. Emphasize any points around:

    -   Information raised in Session 3 in Module 2 about working with safeguarding networks, as other networks or SFPs may be a useful starting point for compiling information about available services and understanding if they are safe and appropriate.

- Connecting with different actors who may have mapped this information, including the government, UN, or existing protection, GBV, or Safeguarding/PSEA networks. If these actors are not present, it may be possible to reach out to other actors with expertise in or information on related areas (such local women's organizations, youth groups, or social networks).
- SFPs should reach out to these actors on a regular basis to update the information as service provision may change.
- In most instances, only specialized staff will be involved in referring or accompanying people to services for survivors of safeguarding incidents. However, all staff including SFPs should have information on available services in the event they have to quickly refer someone to a service.
- Where SFPs receive information that the services included in the referral pathways are unsafe, inappropriate, or no longer functioning, it is important to feed this back to relevant actors, such as protection cluster, GBV AOR, PSEA/Safeguarding networks, etc.

6. Refer to any internal guidance documents for additional information on how to access/update this information or additional support available (such as Safeguarding or Protection Advisors).

Facilitator Note:

👥 *Face-to-face*

*Divide participants into groups of 3-5 and ensure they all have copies of **Resource 15: Service Mapping.** Ask them to consider:*

- *What steps can they take to update the list below? [Refer to Session 3 in Module 2 about working with safeguarding networks]*
- *How often should they update it?*
- *Who should this information be shared with?*
- *What can they do if the services survivors are referred to are unsafe?*

Allow 20 minutes for discussion before asking the groups to feed back in plenary.

Online assignment | Safeguarding Virtual Reality

Aim: Use this session to practice skills using voice and body-language in response to a simulated safeguarding disclosure.

Time: 20 minutes

Instructions:

1. Explain that participants will be given an assignment to complete as a wrap-up for the training.
2. Explain the exercise:
   - Participants will be asked to complete a safeguarding virtual reality scenario. It includes content where the participant will be asked to use their own voice to have a conversation with a survivor of a safeguarding incident. The aim of the exercise is to practice how to handle and respond to a disclosure safely and appropriately.
   - Participants will need to have access to an Apple or Android phone. See the guidance from the providers for further details for how and what to download.
   - Ideally they have a headset and a quiet space for around 20 minutes. Once they have downloaded the app they are free to begin the scenario whenever they like.
   - Ask participants to note down any question they have after they have completed the exercise and their 3 key learning points.

Facilitator Note:

Online

We recommend using this exercise at the end of the Safeguarding Focal Point Training by setting it as an assignment after Module 4. However, this depends on whether follow-up is planned with the facilitator, to ensure participants are able to access the app and to go through the learning points. Where follow-up is less likely but the app can be easily downloaded/accessed, it can be used as an assignment after Module 3.

The Safeguarding VR simulation includes content that depicts the narration of a safeguarding incident that some people might find upsetting or disturbing. It is only recommended for staff who have undertaken introductory safeguarding training at a

minimum. If at any moment participants feel uncomfortable and wish to stop the experience, they should simply remove the headset.

During one moment of the experience, participants will be asked to use their own voice to have a conversation with a survivor of a safeguarding event. All information regarding location, device, performance, and evaluation survey answers is fully anonymized. An audio recording of the participant's voice is created during the experience. This recording is accessed only by the user during the experience and deleted immediately after. The recording is not shared with anyone.

Online and face-to-face assignment | Safeguarding Workplan

Aim: Use this session to enable participants to build on the learning in the training and develop safeguarding workplans.

Time: 20 minutes

Instructions:

1. Explain that participants will be given an assignment to complete as a wrap-up for the training.
2. They should complete **Resource 16: Safeguarding workplan**, identifying any topics they would like to learn more about, the support they would need to do this, and any changes they would like to see in their office, and how they can support this to happen.
3. They should bring the completed form to the training wrap-up session (if relevant) or alternatively share it with their line manager or safeguarding technical advisor.

Wrap-up and closing

- Ask the participant to take a few minutes to consider the one key learning they have gained from this module. After a couple of minutes, ask each participant to share that key learning.
- Reiterate the key messages:

- If SFPs receive a disclosure of a sensitive nature, they should immediately report the concern through the organization's reporting process and maintain confidentiality.
- The immediate safety and well-being concerns of the person affected should be prioritized. SFPs may also provide information on relevant services.
- SFPs should understand the process and principles of investigations.

- Thank the participants for their time, attention, and contributions and wrap up the training:
  - Highlight any additional available training on safeguarding.
  - Provide contact details for staff who can provide support or information on safeguarding issues (e.g. Safeguarding Technical Advisor).
  - Flag any follow-up meetings planned with the training facilitator.