



Lab Safeguarding Training

Facilitator Manual

2019

Contents

Introduction & How to use this manual	3
Training Timing	3
Training Methodology.....	3
Lab Adaptations	3
Action Plans & Feedback	3
Training Preparation & Checklist.....	3
Safeguarding Training Agenda.....	4
Facilitator’s Guide	5
Module 1: Introduction & What is Safeguarding.....	5
Module 2: Internal Safeguarding	7
Module 3: External Safeguarding	9
Module 4: Risks & Barriers.....	11
Module 5: Reporting.....	12
Appendix: Additional Resources	14
Module 1	15
Module 2.....	16
Case Study Internal Safeguarding.....	17
Dos/Don’ts Internal Safeguarding Answers	18
Module 3: External Safeguarding	20
Case Study External Safeguarding	20
Do’s/Don’ts: External Safeguarding Answers	21
Module 4.....	24
Check-List of Information and Resources.....	26
Feedback Form.....	27

Introduction & How to use this manual

Welcome to the Safeguarding Facilitator’s handbook. This manual will guide you through the delivery of safeguarding training. Please use this manual along with the **Slides**, and the **Participant Manual**.

Training Timing

The training should be between 90 minutes to 2 hours in length depending on the interaction of the group. The training time can also be expanded as needed to allow more time for practical exercises.

Training Methodology

The training is designed to be highly interactive and practice based.

Lab Adaptations

Please adapt any of the exercises as needed to ensure they are culturally and contextually appropriate for each Lab.

Action Plans & Feedback

Please ensure that each participant discuss how they will Action safeguarding at the end of the training and provides Feedback.

Training Preparation & Checklist

	<p>Work for the Facilitator to do in Advance</p>	<ul style="list-style-type: none"> ✓ Inform the participants about date, venue, agenda and objectives of the training ✓ Prepare handouts and other documents needed during the training ✓ Collect all information needed into 1 place ✓ Organize all materials ✓ Prepare certificates ✓ Ensure that the workshop facilities are organized including tea if being provided
	<p>Materials/Handouts</p>	<ul style="list-style-type: none"> ✓ A4 Paper ✓ Markers ✓ Post-it notes ✓ Flip Chart and Paper ✓ Computer and Projector ✓ Tape ✓ Pens and Notepads for Participants ✓ Nametags

Safeguarding Training Agenda

Module 1: Introduction and What is Safeguarding (15 Min)

- ✓ What does safeguarding mean in your Lab or your community?
- ✓ Policy and practice

Module 2: Internal Safeguarding (20 Min)

- ✓ Bullying, harassment (including sexual harassment), discrimination and abuse of power
- ✓ Case study
- ✓ Safeguarding Dos/Don'ts

Module 3: External Safeguarding (20 Min)

- ✓ Definitions of child/vulnerable adult
- ✓ Understanding SEA
- ✓ Case study
- ✓ Safeguarding Dos/Don'ts

Module 4: Safeguarding Risks & Barriers to Reporting (15 Min)

- ✓ What are the risks in your Lab and your community?
- ✓ What are some potential ways of addressing the risks?
- ✓ What are the barriers to reporting?
- ✓ Safeguarding feedback mechanisms

Module 5: Reporting (15 Min)

- ✓ Creating a safe space
- ✓ Community engagement in reporting
- ✓ What happens when a report is made - steps, timeframes, trust, reporting, investigation, management, sanctions
- ✓ What happens to the reporting party - Protections and support for reporters (confidentiality)
- ✓ Message of zero tolerance, always report

End of the Session (10 Min)

- ✓ Discuss Safeguarding Actions

Facilitator's Guide

Module 1: Introduction & What is Safeguarding	
 Duration	15 Minutes
 PowerPoint Slides 1-2	Introduce the Topic and the Agenda. Before we begin to further discuss Safeguarding, it's important that we get to know each other!
 Introductions Powerpoint Slide 3	<p>Ask each person to introduce themselves. Introduce yourself and explain your role as the Facilitator. You may wish as well to cover some Group Rules such as no mobile phones, everyone should participate etc.</p> <p>Provide an overview of the material that you will be covering and let everyone know that the handouts in their Handbooks cover all of the materials.</p>
 Powerpoint Slides 4-5	After the Introductions are completed, then discuss with the group what they think Safeguarding is? Write their ideas up on a piece of flip chart paper and discuss what their concept of Safeguarding is.
 Powerpoint Slides 6	<p>What is Safeguarding</p> <p>Once you have gathered the group's thoughts, then focus on the definition of safeguarding.</p> <p>Safeguarding is the responsibility of organisations to make sure their staff, operations, and programmes do no harm to children and adults at-risk nor expose them to abuse or exploitation. It is becoming good practice to think about how we safeguard everyone in our organisations at all times, including protecting staff from harm and inappropriate behaviour such as bullying and harassment.</p> <p>It's important to note that safeguarding has been expanded beyond child protection. We are now focusing on both Internal (how do we protect</p>

	<p>staff and innovators from harm) and External (how do we protect the communities we are working with from harm).</p>
 <p>Slide 7</p>	<p>Safeguarding Prevention/Response System</p> <p>End the Module with a brief overview of the Safeguarding Prevention/Response system. Everything that we will be discussing today is covered in the safeguarding prevention and response system.</p> <p>Policies: Discuss the safeguarding policy that is in place Also discuss that there is a Code of Conduct in place for safeguarding.</p> <p>People: Discuss the importance of training everyone in the Labs and working on community awareness around safeguarding</p> <p>Procedures: Briefly mention that there are reporting procedures, but these will be highlighted later.</p> <p>Accountability: The Lab has a system for ensuring they follow-up on safeguarding concerns and conduct investigations.</p> <p>Review: Any safeguarding incidents are reviewed as are the safeguarding framework and system.</p>

Module 2: Internal Safeguarding



Duration

20 Minutes

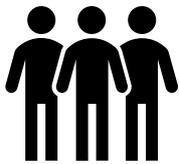


PowerPoint Slides 8

Internal Safeguarding

We will now be focussing on Internal Safeguarding.

Internally, safeguarding focuses on keeping staff and innovators safe from:



Group Exercise Powerpoint Slides 9

Divide the group into 2 groups:

Group 1: Bullying & Harassment

Group 2: Discrimination and Abuse of Power/Authority

Have each group discuss:

1. What are the definitions of their topics?
2. What are some examples

Have each group report back and then discuss each type of safeguarding concern. Please see Participant Handbook for Definitions.

 <p>Powerpoint Slide 10</p>  <p>Group Work</p>	<p>Case Study: Optional</p> <p>This slide is currently Hidden (right click on it to unhide)</p> <p>Depending on the time and the group, you may wish to do the Case Study. The Case Study can be found in the Appendix.</p> <p>If using the Case Study, hand out the case study (please feel free to change as needed depending on the context). Read out the Case study and then have the groups return to their 2 small groups to discuss the questions.</p> <p>Bring the group back together to talk about the answers and discuss what they thought were the key safeguarding concerns in the case study.</p>
 <p>Powerpoint Slide 11</p>	<p>Group Discussion: Dos/Don'ts for Internal Safeguarding</p> <p>You will now focus on what are appropriate/not appropriate internal safeguarding behaviours. Turn to the participant manual and read out the scenarios. Ask the group to say if they agree/disagree that the behaviour would be a safeguarding concern. Discuss.</p> <p>Please see Appendix for Answers.</p>
 <p>Powerpoint Slide 12</p>	<p>Rights and Responsibilities</p> <p>End the Module with a brief discussion on their Rights and Responsibilities as outlined in their handbook.</p> <p>Please highlight:</p> <p>All staff and innovators have a personal responsibility NOT to harass, exploit or bully other members of staff/innovators.</p> <p>All staff and innovators have a RIGHT to be protected from harassment, exploitation or bullying from other members of staff/innovators.</p>

Module 3: External Safeguarding



Duration

20 Minutes



PowerPoint
Slide 13-18

This next module focuses on External Safeguarding or how we keep the communities we are working with safe from harm.

Divide the group into 2 groups.

Group 1:

Discuss how they would define a child and a vulnerable adult in their community.

Group 2:

How would they define Sexual Exploitation and Abuse in their community?

Have each group present back and discuss.

Slides 14-18

Then, take the group through each of the slides and ask them to turn to the Handbook. In the handbook there are all of the definitions.

Using the slides, highlight any definitions that the groups have missed in their discussions.



Powerpoint
Slide 19



Group Work

Case Study: Optional

This slide is currently Hidden (right click on it to unhide)

Depending on the time and the group, you may wish to do the Case Study. The Case Study can be found in the Appendix.

If using the Case Study, hand out the case study (please feel free to change as needed depending on the context). Read out the Case study and then have the groups return to their 2 small groups to discuss the questions.

Bring the group back together to talk about the answers and discuss what they thought were the key safeguarding concerns in the case study.

 <p>Powerpoint Slide 20</p>	<p>Group Discussion: Appropriate Conduct</p> <p>You will now focus on what are appropriate/not appropriate external safeguarding behaviours. Turn to the participant manual and read out the scenarios. Ask the group to say if they agree/disagree that the behaviour would be a safeguarding concern. Discuss.</p> <p>Please see Appendix for Answers.</p>
 <p>Powerpoint Slide 21</p>	<p>Responsibilities</p> <p>End the Module with a brief discussion on their Responsibilities as outlined in their handbook.</p> <p>Please highlight:</p> <p>All staff and innovators have a personal responsibility NOT to sexually exploit or abuse children and vulnerable adults and MUST report any concerns immediately.</p>

Module 4: Risks & Barriers



Duration

15 Minutes



PowerPoint
Slide 22-23



Group Work

In the Appendix, there are extra exercises if needed for this Module around completing a **Safeguarding Risk Assessment and Context Analysis**.

Simplified Exercise

In this Module, we focus on Safeguarding Risks and what are the Barriers to effective safeguarding.

Divide the group into small groups and ask them to turn to their Participant Handbook. In the table, ask them to write down what they think are they safeguarding risks for their labs and then what can they do to address the risk.

There are suggestions below the table around potential safeguarding risks.

Have each group present back and discuss.



Slide 24-25

What are the Barriers:

Discuss with the group what they think are the barriers to reporting.

Divide the group into 2 groups:

Group 1: Internal

What stops staff and innovators from reporting safeguarding concerns?

Group 2: External

What stops the community from reporting?

Have each group present back and discuss.

End the discussion with Slide 25 and discuss some of the reasons why people may not make a report. This then brings us to the last Module of Reporting.

Module 5: Reporting	
 Duration	15 Minutes
 PowerPoint Slides 26-27	The final module focuses on Reporting. Creating a Safe Space: As each person to spend a few moments in reflection. What would help them to feel safe to make a report? What do they think would help community members? Are these things in place currently?
 Powerpoint Slide 28-29	Brainstorm Discuss with the Group: <ol style="list-style-type: none"> 1. When would they make a report? 2. Are there circumstances when they wouldn't report? 3. What might influence them to not report? Slide 29 The key message in this discussion is that you should always report safeguarding concerns. It's not your job to investigate, but to inform the appropriate people of any safeguarding concerns.
 Powerpoint Slide 30-31	General Reporting Principles Discuss with the group the general reporting principles in Slide 30 and the importance of making a report as soon as a concern is known. Confidentiality Highlight to the group that all reports are confidential.

 <p>Powerpoint Slide 32</p>	<p>Reporting in their Lab</p> <p>In this section, you will need to do some research prior to the training. Here, you will run through the Lab specific reporting system so everyone is aware of how to make a report in their Lab.</p>
 <p>Powerpoint Slide 33</p>	<p>Learning Summary</p> <p>End the section with a summary of the learning for the core modules.</p>
 <p>Powerpoint Slide 34-36</p>	<p>Action Plan</p> <p>End the training with each person identifying 1 Action that they will now take around safeguarding. What will they do differently as a result of the training?</p> <p>Conclude with answering any questions that the group may have and completing an evaluation (see Appendix).</p>



Appendix: Additional Resources

Here are some additional resources if you would like to expand on some of the sessions or offer additional exercise and resources.

Module 1

Safeguarding Definitions

As outlined in DFID's enhanced due diligence document, safeguarding means preventing and responding to harm caused by sexual exploitation, abuse, harassment or bullying. The aim is to minimize the likelihood and impact of these actions towards both the people we are trying to help and also the people working in the sector. The key safeguarding principles include:

- ✓ Everyone has a responsibility for safeguarding
- ✓ Do no harm
- ✓ Organisations have a safeguarding duty of care to beneficiaries, staff and volunteers, including where down-stream partners of part of the delivery. This includes children and vulnerable adults in the community who are not direct recipients of aid but may be vulnerable to abuse
- ✓ Act with integrity, be transparent and accountable
- ✓ All activity is done in the best interests of the child/vulnerable adult
- ✓ A child is defined as someone under the age of 18 regardless of the age of majority/consent in the country
- ✓ All children shall be treated equally, irrespective of race, gender, religion/or non, sexual orientation or disability
- ✓ Organisations that work with children and vulnerable adults should apply a safeguarding lens to their promotional communications and fundraising activities

Module 2

Internal Safeguarding: For more Information

To learn more about Internal Safeguarding, you may wish to research:

Legal Resources

1. Which government bodies, organisations, or statutory authority is responsible for harassment in the workplace?
2. Is there legislation governing harassment in the workplace?
3. What is the local policy/position on investigation of sexual harassment complaints and reporting frameworks?

Other Organisations/Supports

1. What supports are available to staff who report harassment, discrimination or bullying?

Community

1. Are there local definitions of harassment, bullying or discrimination that are important for the Lab to be aware of?
2. Are there local advocacy groups, community and faith groups, or organised activities which deal with workplace harassment issues?

Case Study Internal Safeguarding

Scenario

Miriam has been working with the Lab for 9 months in the MEL team. She works closely with the Lab Staff, the Innovators as well as the Community to collect data. Miriam is married and has two young children at home and she often worries about balancing her work and life responsibilities. Her oldest child is just starting school, and she has had to take some time off work recently to help him to settle in.

When Miriam first started at the Lab, her supervisor, Adel was very friendly and supportive. He was aware of her responsibilities at home and regularly checked in with her about her wellbeing. Over the past few months, however, Adel has seemed quite stressed and has indicated that he feels overwhelmed by the amount of work he has to do. He has been irritable with Miriam and has shouted at her publicly on a few occasions. He has questioned if she is putting in enough time to do her job effectively and that perhaps she should 'consider her priorities'.

This situation, along with some challenges with the innovators have been causing Miriam stress. Several of the female innovators have been reporting to her that there are challenges on their teams that they feel uncomfortable with. They have shared with her confidentially, that the male innovators aren't giving them space to speak, dominate the work, and they feel that aren't really a part of the team. As this was shared confidentially, Miriam isn't sure what to do.

In addition to these situations, one of the senior members of staff approached her last week. He asked Miriam about her family and if she was happy at home. He had noticed that she appeared stressed and he asked if she wanted to meet for tea after work to talk about how she is feeling. At the end of the conversation, he touched her arm which made her feel very uncomfortable. She is worried that others in the group may have noticed and might think that she is involved with him.

In your group:

Discuss the potential for issues relating to safeguarding and if there are any red-flags.

Then complete the following table:

RECOGNISE	What are the signs that could indicate there is a safeguarding concern? What types of safeguarding concerns are present? What are some factors that may be influencing behaviour?
RESPOND	How would you respond?
RECORD	How would you record the information?
REPORT & REFER	Would you report this? If yes, who would you report it to?

Dos/Don'ts Internal Safeguarding Answers

Is this Appropriate Conduct? Internal

Question	Agree	Disagree
Your manager shouts angrily at you in front of your colleagues. He later takes you to one side privately and says he was sorry.		If someone shouts at you in public, the apology should also be public.
Your colleague is always posting comments on your Facebook page. He asks lots of questions about what you're doing, where you're going, where you live and who the male is in your Facebook photos.		This is potentially harassment and it depends on how the person receiving the comments feels.
When you arrive in the morning one of the programme staff insists on and commenting on your hair and what you're wearing every day.		This is potentially sexual harassment as it's occurring every day.
A colleague keeps asking you to go for tea after work. When you say no, he says that he thought you were a friend and starts talking badly about you to others in the Lab.		This is bullying/harassment due to the repeating of the request and then spreading rumours.
A senior person in the Lab offers to help you to be successful in the Lab process if you go on a date with him.		This would be sexual harassment.
Unwelcome whistling, brushing against the body, sexual gestures, suggestive comments, staring, sexual flirtation, or proposition.		This would be sexual harassment.
Posting pictures of a colleague on Facebook.	Not necessarily bullying or harassment but it depends on the nature of the	

	pictures and permission.	
Touching someone on the arm or putting your arm around them.	This depends on the culture and context and the types of touch that are accepted. It also depends on how the person receiving the touch feels about it.	

Module 3: External Safeguarding

Case Study External Safeguarding

Scenario

Mustafa has been working as a Lab Manager since the project began and he knows the team, the Lab Participants, and the Community very well. His Lab has recently started a new design sprint with a new team of innovators and all of the Lab staff are extremely busy. He begins to notice that one of the team, Aaron is spending a great deal of time with one of the innovators, Adam. They appear to have formed a strong friendship and Aaron has requested to go on several community visits with Adam. The members of the community are extremely vulnerable, with many of them living in poverty. There are large numbers of children not actively engaged in schooling and are often seen wandering the streets.

After several of the community visits, Mustafa begins to hear rumours that Adam and Aaron have been seen with several young girls from the community. Mustafa isn't aware if the girl's parents were with the girls or what activities the men were conducting. Upon asking Adam and Aaron about the situation, they indicated that they had been speaking with one specific girl, Sara who is 16. Aaron had noticed Sara several times during trips to the community and he became aware that Adam was her cousin. He had asked Aaron to organize a meeting with Sara as he is potentially interested in pursuing a relationship with her.

When Mustafa questions Adam, he indicates that Aaron has promised to help him move through the design sprint successfully if he helped him to meet with Sara. Adam was worried that it might get him in trouble, but Aaron promised him that everything would be ok.

RECOGNISE	<p>What are the signs that could indicate a safeguarding incident is happening? What type of incident would it be?</p> <p>What are some factors that may be influencing the behaviour?</p> <p>Who is vulnerable?</p>
RESPOND	<p>How would you respond?</p>
RECORD	<p>What would you record?</p>
REPORT & REFER	<p>Would you report the incident?</p>

Do's/Don'ts: External Safeguarding Answers

Is this Appropriate Conduct? External Safeguarding

Question	Agree	Disagree
Hitting a child is against the law in my community/country.		This is dependant on the law in the country and the point of the question is to discuss physical abuse towards children.
Reporting abuse is likely to make things worse, so it's better not to do or say anything.		Abuse should always be reporting in line with the reporting systems for the Lab. Local considerations and the safety of the person involved should always be considered.
Betty is a 16-year-old girl living in a small village. Betty has four younger brothers and sisters. Her parents do not have very much money and find it very difficult to provide the costs for education, clothing and food for all of the children. There had even been some discussion about Betty dropping out of school to assist her mother in working at the market. However, all the problems have been solved as Betty has started a sexual relationship with Johnson, a senior manager at the Lab. He has promised to pay for her school fees and help to pay for her brothers and sisters to continue with their education. Betty's parents are very relieved that this opportunity has come and encourage Betty to maintain the relationship. It has really helped the family and now all the children can continue in school. Is this appropriate?		This isn't appropriate as Betty is 16 and Johnson is in a position of power.
Joey is a locally hired driver for the Lab who transports staff. On one of his trips he recognized a 15-year old refugee girl walking on the side of the road and gave her a		This isn't appropriate as the girl is 15 and Joey is in

<p>lift. Since then, to impress her and win her over, he frequently offers to drive her wherever she is going and sometimes gives her small gifts, which he thinks she and her family could use. The last time he drove her home she asked him inside her house to meet her family. The family was pleased that she had made friends with him. Joey really likes the girl and wants to start a sexual relationship with her. He knows her family will approve. Is this appropriate?</p>		<p>a position of power.</p>
<p>Josie is a 25-year-old woman in one of the communities. Peter, one of the innovators, has offered to help her if she will be his “special friend”. She agrees willingly. Both of them agree that they should start a sexual relationship and neither one of them think that anything is wrong. Josie hopes that the relationship will be a passport to a new life as she believes that Peter is going to be successful and earn a great deal of money. Peter does nothing to discourage these hopes. Is this appropriate?</p>		<p>Not appropriate as Peter is in a position of power and Josie is potentially a vulnerable adult.</p>
<p>Sexual abuse of children and vulnerable adults isn't a problem in the country where I work.</p>	<p>This is for discussion around the local context.</p>	
<p>I wouldn't trust the police enough to report abuse.</p>	<p>This is for discussion around the local context.</p>	
<p>Staff employed to work with children and vulnerable adults are unlikely to abuse them.</p>		<p>Staff are often the ones who are sexually exploiting and abusing children and vulnerable adults.</p>
<p>Children and vulnerable adults often make up stories about being abused.</p>		<p>It is very rare for a child to make up stories about being abused. All disclosures should be taken seriously.</p>

<p>Boys/men are less likely to be sexually abused than girls/women.</p>		<p>While girls/women are more likely to be abused, it is very common for boys and men to be abused as well.</p>
---	--	---

Module 4

Defining risk

To be able to prevent, mitigate and manage risk we need to understand what risk is. Risk is often defined as:

Risk = Threat x Vulnerability

In other words, you need to have both a threat present, combined with vulnerability to have risk.

Where there is risk, the likelihood of an event occurring and what the impact will be if it does occur, will depend on both the context and an individual's own vulnerability.

Safeguarding Risk Assessment

**Adapted from Keeping Children Safe*

The following information will assist you in understanding the safeguarding risk where you are working.

Risk Assessment Information

Country	
---------	--

Context

Is child/vulnerable adult abuse prevalent where you are working?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
If Yes, provide details:	

Are the laws and authorities weak in responding to child/vulnerable adult abuse in the country where you are working?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
If Yes, provide details:	

Are there support services available to children and/or vulnerable adults who have been abused?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
If Yes, provide details:	

Contact with Children

What type of contact and interaction do staff and programme staff, partners or participants have with children/vulnerable adults in your location?

What risk do you think your organisation presents to children/vulnerable adults?

Do you have any innovations that target children and vulnerable adults?

Yes No

If yes, what services?

If you do have services, are they supervised?

Yes No

Safeguarding Concerns

Have you had any safeguarding concerns to date?

Check-List of Information and Resources

The information below will assist you in ensuring that you have all of the information and knowledge to implement effective safeguarding strategies.

Legal Resources

1. Which government bodies, organisations, or statutory authority is responsible for safeguarding children/vulnerable adults?
2. Is there legislation governing the welfare/safeguarding/protection of children/vulnerable adults?
3. What international conventions (i.e. UN Convention on the Rights of the Child) is the country a signatory to or has ratified?
4. What is the local policy/position on investigation of criminal assault against children/vulnerable adults and the likelihood of prosecution of such offences?
5. Legal age of consent in the country and legislation covering this?

Other Organisations

1. What health or other services can be accessed by survivors?
2. Which NGOs, other organisations, relevant bodies or professional networks deal with safeguarding/protection issues?
3. Are there any academic institutions working on child/vulnerable adult's rights?

Community

1. What are the behaviours in community that may cause harm to children/vulnerable adults?
2. Are early marriage, initiation ceremonies, and female circumcision carried out in the community?
3. Are there any community-based safeguarding mechanisms in place?
4. Are there local advocacy groups, community and faith groups, or organised activities which can support safeguarding work?

Feedback Form

Thank you for joining the Safeguarding course and taking the time to share your thoughts.

Learning

	Very	Mostly	A Little	Not Much
How relevant did you find the course?				
How much has your understanding of safeguarding improved?				
How confident are you in your ability to use what you have learnt?				

Course Design

	Excellent	Good	Adequate	Poor
Course Information				
Course Outcomes				
Course Content				
Course Structure (pace, balance of activities)				
Quality of Visual Aids and Materials				

Course Facilitator

	Excellent	Good	Adequate	Poor
Knowledge of the Subject				
Preparation				
Facilitator Skills (organization, creating a good learning atmosphere, responsiveness to the group)				
How might the facilitation of the course be improved?				

Overall

What did you like best, or find to be the most useful aspect of the course?

What did you like least, or find to be the least useful aspect of the course?

Do you have any suggestions on how to improve the course?

How else could the Lab assist you in developing a better approach to learning about Safeguarding?

Would you recommend the course?

Yes

No

Comments: