REPORT ON THE FOUNDATIONAL SAFEGUARDING TRAINING FOR MEMBERS OF THE INTERNAL RISK MANAGEMENT GROUP, UGANDA

Arua (White Castle Hotel): 19th August 2021 – 28th August 2021

Moroto (Hotel Leslona): 30th August 2021 – 2nd September 2021

Kampala (Inter-Service Hotel, Nsambya): 6th September 2021 – 21st September 2021

Photo Credit: Development Links Consult

Report Prepared By: Deogratias Yiga and Regina Kacwamu (Development Links Consult)

Reviewed By: Henry Owora and David Waboko (Internal Risk Management Group)

Trainers: Deogratias Yiga, Catherine Muwanguzi, Agnes Wasike, Regina Kacwamu and Flavia Sembera (Development Links Consult)

Logistics Coordination: Esther Nyadoi (Internal Risk Management Group)

October 2021

Safeguarding End of Training Report

Table of Contents

1. Introduction

The foundational training on safeguarding for the IRMG member organizations in Uganda was organised by IRMG, supported by Mercy Corps with funding from the Swedish International Development Agency (Sida). They The training was conducted against the backdrop of IRMG's phase 2 grand plan to support Non-Governmental Organisations working in Uganda to address internal risk management issues that include safeguarding, corruption and fraud. It was aimed at contributing to IRMG's broader goal of strengthening the capacity of IRMG members to create safe organisations that are sensitive and responsive to preventing Sexual Exploitation Abuse and Harassment (PSEAH) and other forms of abuse and exploitations against their representatives and others that interface with or are affected by their organisations. A total of 199 Participants (138 in Kampala, 43 in Arua and 18 in Moroto) from 38 IRMG member organizations and 16 non-member organizations were trained by Development Links Consult in a series of 12, 3-day workshops conducted from 19th August – 21st September 2021. The participants represented 29 International Non-Governmental Organisations and 21 National Organisations providing development and humanitarian assistance in different parts of Uganda. Participants worked in different fields of programme implementation, human resources management and administration. A few of them were directly responsible for safeguarding in their respective organisations – as safeguarding focal persons.

Having learned from the safeguarding assessment[1] conducted by IRMG prior to this workshop, that organisations were at different levels in terms of understanding and practicing safeguarding, this training, code named the foundational training was designed to introduce the foundational aspects of safeguarding to bring all the participants to the same page about safeguarding.

The specific objectives of the training were to enable participants to:

1. Have a good understanding of the conceptual aspects of safeguarding – the concept of safeguarding and related concepts of vulnerability, abuse and power.

2. Have a good understanding of contextual aspects of safeguarding – the cultural, legal and sector-wide standards that underlie safeguarding policy and practice.

3. Appreciate safeguarding risks that confront their organisations and how to identify, analyse and mitigate them through policy and practice measures (prevention, reporting and response) to mitigate them.

---

[1] Victoria McDonough/Internal Risk Management Group (2021): Review of NGO safeguarding practices and systems in Uganda

To enhance participation and learning, the training workshop took a participatory approach with a variety of methods to draw from participants' knowledge and experiences. For each topic of discussion, key information was introduced by presenting PowerPoint slides, thereafter participants were allowed to reflect (individually or in groups) and share on what a particular aspect of safeguarding meant for safeguarding policy and practice in their respective organisations.

In order to enhance participants confidence to discuss safeguarding with their organisation teams, each participant got a training resource with clear guidance on how to prepare and conduct discussions on different aspects of safeguarding - that were also the focus of this training. Throughout the training, facilitators demonstrated how such conversations could flow and highlighted key messages.

A multi-pronged approach was used to evaluate the workshop, its usefulness and the learner's experiences. They included pre and post training tests, daily feedback sharing sessions (morning and evening rounds) and overall workshop evaluation using a standard structured form. From the pre and post training tests, overall, there was an improvement in the knowledge gained by the participants by 25% in Arua, 18% in Moroto and 16% in Kampala. This is considered reasonable gain in knowledge considering that the workshop duration was 3 days and the content mainly covered conceptual and contextual aspects of safeguarding; some of which pertain to people's norms, beliefs and practices that need time for individuals to appreciate. Also, safeguarding is a new concept to many and requires time to contextualise theory to the realities of the organisations. From the daily evaluations and recap sessions, participants indicated learning new information and appreciating different aspects of safeguarding; some of which they never paid attention to before, despite many of them having safeguarding policies in their organisations. They also provided information on logistics and administration that helped the workshop administration team make necessary the changes.

From the overall workshop evaluation, majority participants rated the workshop highly (good to excellent) in the aspects of relevance of the content, appropriateness of methods of delivery, competence of trainers, effect of the training on participants confidence, knowledge attitudes. Qualitative feedback indicates that generally all content was useful, relevant, and interesting to participants and that they would appreciate more refresher and deeper trainings on safeguarding, aspects of risk analysis, safeguarding standards and safeguarding measures.

1. Organisations that did not have safeguarding policies appreciated the need to elaborate them
2. Organisations that had safeguarding policies recognised the gaps in policy and practice that they needed to work on.

At the end of the workshop, each participant received a certificate in recognition of their attendance.

2. Proceedings

Session 1: Starting Off

Each workshop started with introductions and welcome remarks by Mr. Henry Owora (IRMG Project Manager). He made a presentation on IRMGs composition, goals and plans in line with safeguarding (see introduction). This was followed by a presentation of the workshop objectives and schedule. Participants also agreed on the workshop schedule (*See Appendix 1*) and a team of volunteers agreed to take up tasks to help create a conducive learning environment. The tasks included time keeper, prayer lead, recap lead and energiser lead.

Participants' Expectations

Participants were asked to share their expectations of the training workshop and feedback on objectives that could not be met in the workshop was shared by the facilitators (*see details in Appendix 2*. Broadly, participants expected to acquire more knowledge on:

-   Safeguarding – concepts, principles and difference between safeguarding and child protection.
-   The benefits/rationale for safeguarding.
-   Safeguarding risks – how to identify, analyse and mitigate them.
-   Application of safeguarding in different contexts internally /within the organisation, programme implementation, community and refugee/humanitarian settings.

Session 2: Safeguarding and Related Concepts

In this session, the concept of safeguarding and other associated concepts of vulnerability and abuse were defined and unpacked; the difference between safeguarding and child protection was explained; the benefits/rationale for safeguarding and who needs safeguarding were explored.

To introduce the session, participants were asked to share words that come to mind when they hear the terms Vulnerability, Abuse and Safeguarding. Across the board, participants understood the concepts as follows:

Vulnerability: A condition/state of being powerless, unequal, disabled, voiceless, minority, helpless, out of options, lacking, inferior, prone to harm, insecure, unable, weak, disadvantaged, susceptible, at-risk, challenged, hopeless, junior, ignorant, fearful, deprived, marginalised, impaired, exposed, defenceless, restless, unprotected, helpless, needy, deprived, fragile, constrained.

Abuse: Exploitation, insult, neglect, take advantage, traumatizing, devaluing, endangering, coercion, torture, force, Misuse of power/ resources, ill/mis treatment, demeaning, mishandling, degrading,

violating, derision, violence, harassment, disrespect, punishment, inflicting pain, hurt, suppressing, cruelty.

Safeguarding: enforce, prevention, response, measures, mitigation, control, secure, manage, justice for survivors, stop, punish, accountability, policy, keeping, defending, rescuing, shielding, deterring, caring, protecting, conserving, rules/policies/guidelines, guarding, do-no-harm, enabling environment, risk management, taking care of, transformation, fairness, empowerment, justice, systems, measures/mechanisms/procedures, human rights, assuring, support/assistance, care, safety, accountability, watch-over, fortify, cover, keep safe, culture,

Unpacking abuse, vulnerability and safeguarding

To help participants get a deeper understanding of these concepts, they were asked to unpack them by listing all acts that they could think of that constitute the different concepts. The objective was to help participants know some of the actions that constitute abuse that safeguarding seeks to address, so that they can easily identify them in their organisation and community settings. As part of abuse, the concept of SEAH was unpacked because of the need to give it greater focus in this training. In group and plenary discussions, the following issues were shared.

Unpacking SEAH and other forms of harm	
SEAH – Sexual Exploitation Abuse and Harassment	
Sexual Exploitation	paying for sex, exchange of free services for sexual and other benefits, trafficking for sexual purposes, sex for favours (job, technical help, promotion), child marriage, unclear job descriptions, working under duress,
Sexual Abuse	defilement, rape, unwanted touching, exposure to pornography,
Sexual Harassment	unwanted sexual advances, stalking the opposite sex, indecent dressing, sexual jokes, use of sexual gestures, sexual assault, unwanted favours, sharing unwanted love message/sexual content, use of sexual language, bad sitting postures, unwanted compliments with a sexual connotation
Other forms of harm	
Neglect	Refusal to fulfil duty of care, deliberate refusal to provide basic needs to dependents, exclusion, refusal to provide services to rightful beneficiaries, failure to provide protecting equipment (e.g. helmets for field staff that ride motorcycles, medical staff that treat patients), not being facilitated with tools and resources to work, absence of reporting channels to report concerns, failure to address grievances, lack of access to required information e.g. organisation's policies
Emotional Abuse	yelling, insulting, character assassination, tribal sentiments, racism, disregard of one's opinions, stigmatizing, bullying, curse joking, belittling, stalking, degrading, threatening/intimidation, manipulation, silent treatment, vulgarity, withholding rewards (e.g. promotion, bonus), name calling (e.g. blue-eyed boy for men believed to be close to senior management), sarcastic remarks, unconstructive criticism, rejection, stereotyping, isolation,
Physical Abuse	battering/beating/caning, hitting, slapping, physical punishments, pinching, burning, stabbing, kicking, boxing. flogging, pinching, canning, beating, chained on a tree, throwing things, pushing,
Exploitation	extortion, child/forced labour, human trafficking, slavery, working under unfavourable and unsafe conditions (little or no pay, unprotected, long hours)
Unpacking Vulnerability	
Who is vulnerable in the community?	children, youth, people with disabilities, elderly, uneducated, people living with HIV and other debilitating terminal diseases, the poor, single parents,

	unaccompanied minors, people with trauma, women, elderly refugees, poor men, widows/widowers, children in child-headed households, girls, adolescents, sex workers, people in hard-to-reach areas, pregnant women,
Who is vulnerable in the workplace?	Staff in subordinate positions, female staff, volunteers/ interns, support staff, job applicants, vendors, beneficiaries, casual workers,
What makes people vulnerable?	poverty/need to meet basic needs, dress code, low self -esteem, ignorance, social norms around gender, unsafe contexts (e.g. political instability, displacement, environmental disasters), dependence, need for quick gain (e.g. climb up the career ladder in a short time), need to succeed, position/status (the lower in status the more vulnerable), ignorance of what abuse is and what to do when it happens, cultural norms, beliefs and practices, gender/sex (females are considered weak), age (young ones are physically weak, dependent, and naïve), disability, lack of information/exposure, sexual orientation, despair/ frustration, pandemics, incompetence
Who are the potential abusers?	Everyone: superiors, managers, supervisors, staff, security personnel, drivers, service providers, LGBT, board members, donors, contractors, parents/care takers, peers, religious leaders, politicians, local leaders, teachers, wealthy people, spouses, house helps

Observations made by participants on unpacking vulnerability and abuse

The different forms of abuse are inter-related. All the forms of abuse lead to some level of emotional harm. Emotional abuse is the most prevalent but less recognised because it is invisible. It can deeply affect the psychological wellbeing of an individual and if not addressed, it can affect the individual for life and shape his/her attitude, conduct and relationships.

- Depending on the context, everyone can be vulnerable to SEAH and other forms of harm, in the workplace and in the community. Men too are vulnerable to SEAH by women but the cultural setting does not expect that to happen and there is no law to protect such vulnerable men.
- Sexual exploitation in organizations has been escalated as a result of level of vulnerability not moral decay
- All forms of abuse can be single or repetitive incidents
- Inappropriate dressing is relative. Therefore, no dressing code should be used as an excuse for sexual abuse/harassment.
- The human resource management team has a pivotal role to play in addressing SEAH within organisations.
- Everyone is a potential abuser/perpetuator of violence against others - especially those lower in a lower position.
- Certain conditions, e.g. displacement, poverty, refugee, dependency aggravate vulnerability and leave people powerless and exposed to abuse by those expected to help them.
- The line "…any other duties" best explains unclear job descriptions and can be abused by supervisors to exploit subordinates.
- Neglect often involved acts of omission that equally have serious consequences on individuals and organisations as acts of commission.
- Exploitation is a big challenge because of high levels of vulnerability and existence of people who do not care to gain at the expense of others.
- Power imbalances in an organisation create classes of the powerful and the vulnerable and therefore potential grounds for abuse.

- Humanitarian workers and senior staff can be vulnerable to character assassination by subordinates and beneficiaries who might set them up and accuse them of SEAH.

The difference between safeguarding and protection and intersections between the two concepts were discussed.

In the development/humanitarian sector, safeguarding are internal mechanisms and organisation puts in place to ensure its programmes, operations and representatives do-no-harm, whereas protection are initiatives an organisation puts in place (usually as part of programming) to contribute to the safety of the environment in which it operates.

From the discussions, the following issues were emphasised:
- There is a thin line between safeguarding and protection - they both seek to address risks of abuse in all its forms.
- Safeguarding is therefore a must for every organisation, regardless of the nature of work it does. This is so because the organisation's existence intrinsically introduces new risks or aggravates existing ones through its programmes, operations and relationships formed between its representatives and the communities where they operate.
- There is no successful safeguarding in an unsafe context. It is in the interest of each organisation to implement initiatives to contribute to a safe environment, which in turn enhances internal safeguarding measures.

What Causes Abuse

Participants reflected on the underlying causes of SEAH and indeed other forms of harm. Using the crocodile-river story, participants explored the role of different players in safeguarding and the significance of attitudes in shaping a safeguarding culture in an organisation. Participants used the story to identify who was responsible for the abuse that happened to a girl in the story and the role the other actors played.

| Kampala | Moroto | Arua |

Across the entire training cohorts:
- There was a recognition that the perpetrator (Daeng) was the most responsible for the abuse that happened to Raem.
- There were also strong views that the survivor (Raem) was equally responsible for the abuse that happened to her because she was indecently dressed.

- Generally, significant responsibility was given to Yai (the survivor's friend) for not responding to prevent the abuse that happened to Raem.

From the discussions, the following issues were emphasised:
- Abuse happens in the context of responsibility, power and trust. The underlying cause of SEAH and other forms of abuse is the abuse of the position of responsibility, power and trust. Organisation's representatives are in this position - over their beneficiaries, due to the resources, knowledge and skills that they have/control. If abused, abuse can happen in an organisation's setting.
- The cannot be justification for abuse. Indecent dressing for example cannot and should not be used to justify sexual abuse/assault.
- Each able adult and institutions/organisations in general have an obligation to appropriately use their power and to safeguard the people at-risk of abuse.
- Inappropriate response to safeguarding concerns causes more harm than good. Organisations have responsibility to ensure that there are clear mechanisms to report and respond to safeguarding concerns.
- It is never the fault of the survivor/victim, they deserve respect, safety and support when violated. This highlights the need for a survivor-centred approach to safeguarding.
- SEAH and other forms of abuse are preventable, if everyone takes personal responsibility to recognise risky situations and act to prevent before they turn into actual violations. Actions here could be empowering survivors or reporting to relevant authorities.

Organisations ought to be aware of the different players in safeguarding (who can also be present in the organisations) and put in place initiatives to reach them with appropriate messages and actions on safeguarding. They include:
1. Survivors/victims – people who are vulnerable/at-risk and therefore need to be safeguarded.
2. Perpetuators – people who abuse their position of responsibility, power and trust and end up causing harm/perpetrating abuse
3. Victim blamers – people who, instead of supporting the survivors, blame them for the abuse that happened to them.
4. By-standers – people who refuse to act when they get clues of possible abuse or information about actual abuse happening in the organisation.
5. Wrong intervenors –people who choose to take the power into their hands and end up addressing safeguarding issues in an inappropriate way, causing more harm

In a related power-walk game, the concept of power; how it is manifested in an organisation's setting and its implications on SEAH, other forms of harm and safeguarding was explored.

To unpack the concept of power, participants were asked to share symbols in their work environment that (according to them) symbolize power. The following were mentioned.

Pen, stamp – power to approve; a key, a vehicle – power/privilege to access; a gun – security/ability to harm; uniform – belonging/recognition; chair, spacious office – position/responsibility; money – purchasing power; resources/equipment/tools – power to act

Observations made by participants on the concept of power

- Power is contextual – one can be powerful in one setting (at work) and very vulnerable in another (e.g. at home) and the reverse is true. It is derived from the positions people hold, the resources they control and the responsibilities they hold. Everyone in the organisation has power and if not regulated, it can be abused to cause SEAH and other forms of harm.

- In every organisation, there are inherent power imbalances that arise due to the positions people hold, the responsibilities they have and the tools and resources they control. It is the abuse of power invested in individual organisations representatives that causes SEAH and other forms of abuse in an organisation's setting.

- Power inequalities in some organisations are sometimes too big (usually felt at middle and lower levels) that they create a conducive environment for SEAH to thrive in the work environment. Staff at lower levels, support staff and volunteers and interns often feel inferior, powerless and unrecognised. The lower the level, the higher the vulnerability.

- Quite often safeguarding is considered relevant for only programme staff, because they are the ones who interface with beneficiaries and communities. Even when safeguarding trainings are organised senior management and lower staff are either not invited or do not attend because their role in safeguarding is not known or appreciated.

- Safeguarding policies help regulate this power by making clear what organisation's representatives can or cannot do and providing spaces to address concerns about safety when they arise.

- Misuse of power – to cause SEAH and other forms of harm is a serious challenge in many organisations because staff are not adequately supported to open up.

Session 3: The Cultural Context And Safeguarding

In this session, cultural norms beliefs and practices and their implication on SEAH/safeguarding were explored. Participants identified norms, beliefs and practices (from their cultures) that support (positive) or undermine (negative) safeguarding of at-risk groups of people.

Positive Norms
- A woman should kneel down
- Greet the people you find on the way
- A woman who is veiled is greeted with respect according to Islam traditions
- Girls/women should circumcise in order to remain faithful.
- One cannot marry a relative (incest)
- Girls/women should dress decently (not in revealing clothes) to avoid tempting men

Positive Beliefs
- In West Nile, people eat from the same plate to prevent poisoning
- Girls (particularly those in their menstrual periods) should not play with boys
- Children should not have sex before marriage
- Children belong to the community
- Men should protect women
- Girls should not climb trees
- A fat child is a healthy child
- Payment of bride price means a woman will be respected and protected in her marriage
- A girl who climbs a tree do not respect themselves, will break their virginity and will not give birth
- When you help the elderly, you get blessings

Positive Practices
- Widow inheritance - minimises child neglect, creates social cohesion
- Circumcision – minimises the risk of sexually transmitted diseases, builds self-esteem, creates a sense of belonging
- Girls walking in groups (especially at night)
- Social distance between daughter and father in-law
- Communal responsibility of raising children
- Boys and girls sleep in separate bedrooms and bathe from separate spaces.
- Heavy fines/dowry for elopement

Negative Norms
- If your husband beats you, he loves you. Stay – do not leave the marriage
- Pregnant women do not use latrines – promotes open defaecation
- Girls cannot become heirs
- Women do not eat eggs and chicken – they will become infertile, they will not get breast milk
- Girls/women should not wear trousers
- Wives belong to the clan
- A girl should not have her second menstrual cycle while still living in her parents' house.
- Polygamous men are powerful and respected in society
- What happens in the home should not be discussed with outsiders – encourages culture of silence on domestic violence.

Negative Beliefs
- Girls should not go to school
- Girls should marry young so that they do not get spoilt
- Children should be punished (especially by beating) for making mistakes
- Children/person with disability are a curse to the family
- Women who eat eggs, chicken will become infertile
- Girls are a source of wealth

> **Negative Practices**
> - Virginity restoration practice among South Sudanese but putting fire in private parts
> - Women inheritance – dehumanises women as objects of male supremacy, increases risks of sexually transmitted diseases and denies women the right to choose a partner
> - Beating/caning children when they make mistakes or do not behave as expected.
> - Parents arrange and conduct marriage ceremonies for under age girls to get dowry
> - Polygamy – men can marry more than one woman- it is a sign of masculinity
> - Men own all the property and girls cannot inherit.
> - Female genital mutilation
> - Children or persons with disability are hidden, thrown in water
> - When a girl is defiled, she is forcefully married to the perpetrator

Key message emphasised

- Organisation's representatives come from different cultural backgrounds with varied beliefs, norms and practices; some positive, others negative. They are more inclined to do or conduct themselves based on how they were socialised.

- Safeguarding policies and practices help to harmonise the different perspectives and to create a safeguarding culture.

- There is need for internal dialogue (with organisation's representatives) to appreciate the implications of negative cultural beliefs and practices on safeguarding) and the need to adopt a safeguarding culture that respects the rights for all.

Observations made by participants on the cultural context and its implication on safeguarding

- Cultures are dynamic and therefore norms, beliefs and practices keep changing according to new influences e.g. religion, technology, education and exposure. With consistent engagement people can appreciate and embrace a safeguarding culture.

Session 3b: The legal framework and its implications on safeguarding

In this session, the legal framework that pertains to safeguarding was discussed.

Issues discussed:

- Safeguarding is a human rights issue that relates to the right to protection from all forms of abuse and exploitation. This right is enshrined in relevant international conventions and national legislation of Uganda.

- The legal framework gives organisations legal obligation to abide by and operate within the law (as individuals and as institutions) and that they safeguard all people that come into contact with the organisation's programmes, operations and representatives. It also provides guidance on management.

- Safeguarding policies and efforts should be directly aligned to fulfil the right to protection. Indeed, some safeguarding codes of conduct in many organisations are aligned to national laws. For instance, do not engage in sexual acts with children and adults at-risk has legal backing in the Children's Act, and in the Penal Code.
- The legal framework is usually in conflict with the cultural context; it criminalises some of the treasured cultural practices e.g. Female Genital Mutilation, child marriage, sex with children. Due to gaps in knowledge and appreciation of the spirit of the law at community level and weak enforcement many of these negative practices prevail.

Session 4: Safeguarding Standards

The 4 common sets of safeguarding standards agreed upon by actors in the development and humanitarian sector were presented. These standards provide guidance for common and systematic application of selected actions to improve quality and safety of humanitarian and development assistance. Standards discussed in this session include:

1. The Inter-Agency Standing Committee (IASC) Minimum Operating Standards for Protection from sexual exploitation and abuse
2. The Core Humanitarian Standards on quality and accountability
3. The Keeping Children Safe Standards
4. Child Protection Minimum Standards in Humanitarian Action

Using a self-audit tool, participant reflected on their organisation's policies and practices and were able to determine their organisation's progress in meeting the minimum safeguarding standards, with the goal to create safe organisations. The tool is aligned to the Inter-Agency Standing Committee (IASC) Minimum Operating Standards for Protection from Sexual Exploitation and Abuse and covers eight areas, namely: organisation's safeguarding policy, management of partners and contractors, human resource management systems, mandatory training, reporting, assistance to survivors, investigations and corrective actions.

Observations from the self-audit exercise

1. Across the board, organisations were at different levels of their safeguarding journey. Some had policies and actively implemented them. Others had policies but acknowledged gaps in implementation. A few organisations did not have safeguarding policies but within their operations and programmes, they implemented safeguarding actions which they had not assigned safeguarding language.
2. There were differences in rankings by field staff and management staff, suggesting differential knowledge of safeguarding within organisations. This raises the need for organisations to ensure a

uniform understanding of safeguarding within organisations. Particularly on aspects that ought to be known by all in the organisation.

3. Some organisation's policies are not as comprehensive as the areas provided for in the self-audit tool.

4. Regardless of the progress, each organisation identified gaps in policy and practice that their organisations could address.

"the exercise is objective and if done in an honest way, they organisation can be able to reflect on their organisation's context".

"we are doing well in many of the areas; we have recently completed a self-audit with one of our donors and have periodic refresher trainings on safeguarding. This exercise has helped me identify the need to train/orient implementing partners and service providers on safeguarding as well as put in place safeguarding structures case registers and safeguarding structures closer to communities to increase access to the safeguarding system".

"the exercise has helped me realise that we missed an important aspect of involving (our beneficiaries) in policy development and implementation process and to periodically review the policy".

"the self-audit exercise was helpful, I look forward to doing it with the rest of the team back in my organisation. We have adequate capacity for safeguarding but still need to strengthen the area of safeguarding with partners and contractors".

"The safeguarding policy is in place but staff are not aware about it. The reporting procedures are not clear and that could explain why we are not receiving SEAH concerns".

Safeguarding practices in organisations

For shared learning, participants from organisations that had made significant progress in implementing their safeguarding policies shared the following challenges:

- The safeguarding policy refers to other policies in the organisation, some key aspects are not expounded. It is therefore difficult to use as someone may not have all the policies at once.

- It is clear that safeguarding is everyone's responsibility; but the actual responsibilities are not clear for everyone.

- Refresher trainings on safeguarding are done but they are not clearly mapped on the calendar and in workplans

- The safeguarding policy is in place but is not implemented. Not everyone knows about it because staff are not oriented.

- As part of the contractual obligations, staff sign to abide by the policy but actually they do not understand neither do they practice what they sign up to.

- Safeguarding practice is undermined by organisation-donor dynamics, where the organisation wants to keep a good image to the donor to avoid funding cuts. In the process, safeguarding issues are not handles well.

- The policy is in place but is scattered in different policies. It needs to be rearranged to make a comprehensive safeguarding policy.
- The policy document is in place and there is good progress in meeting the standards. However, the policy needs to be contextualised to the Ugandan context and aligned to the Ugandan legal framework and case management processes; particularly for criminal matters.

Session 5: Safeguarding Risks

To enable participants to appreciate safeguarding risks in their organisations, case scenarios of possible abuse in organisation's context were discussed and examples of real safeguarding issues that have been reported in real development and humanitarian organisations were shared.

The concept of safeguarding risks was discussed; what safeguarding risks are; where in an organisation they could arise and the process of identifying and analysing them.

In a group exercise, participants practiced identifying and analysing safeguarding risks in 4 domains of programmes, people, operations and external environment.

The following examples of safeguarding risks were identified and shared by participants

Safeguarding risks in the external environment
- High levels of poverty in areas of implementation create high levels of vulnerability and big numbers of people that need basic needs. This poses high risks of sexual abuse and exploitation. - COVID-19 and associated restrictions limited access to social services and slowed down project implementation, affecting the flow of physical and material assistance beneficiaries got from development and humanitarian organisation. - Cultural norms, beliefs and practices still present in communities creates an environment where abuse is normal and is therefore not recognised and addressed appropriately. - Limited/poor protection and welfare mechanisms make referrals ineffective and actors are not capacitated to handle issues referred to them.
Safeguarding risks associated with organisation's people
- There are diverse groups of people from different cultural backgrounds, not all of them have a shared view of safeguarding – Human Resources Management teams should thoroughly screen all incoming representatives to sieve out people who are incompetent and harbouring negative attitudes towards safeguarding. Also ensure that staff are properly oriented and adequately trained on safeguarding. - Because of power imbalances, there is a risk of senior staff sexually abusing junior staff, volunteers and interns because they have power to supervise and appraise - Inadequate knowledge of safeguarding and associated policies and procedures creates risks of staff acting in ignorance and not being able to identify and respond to safeguarding concerns. - Actions of organisation's representatives in private life could bring the name of the organisation into disrepute, since representatives carry the brand of the organisation.
Safeguarding risks associated with organisation's programmes

- There is a possibility of programmes (by the way they are designed and implemented) causing unintended harm to beneficiaries. For instance, village savings groups causing domestic violence to women - monitor safeguarding aspects at every stage of the project cycle.
- Some areas of operation are hard-to-reach and isolated, exposing female staff to sexual abuse.
- The high dependence on development assistance exposes people at risk of abuse by development workers who may take advantage of the situation.
- Absence of routine monitoring of programmes and poor feedback mechanisms from communities implies that emerging safeguarding issues may not be easily detected and addressed.
- Lack of involvement of beneficiaries in all stages of the project cycle implies that safeguarding risks may not be understood from the beneficiary' perspective and their actual needs not considered.
- Sexual reproductive health programmes targeting youth and adolescents could incite young people to engage in sexual activities.
- Project beneficiaries travelling from one point to another to participate in project activities are at risk of accidents and abuse on the way, especially if consent of legal gurdians is not sought, transport means are not in good mechanical condition and there is no adequate facilitation and supervision.

Safeguarding risks associated with the organisation's operations
- No background checks on safeguarding and orientation on safeguarding are conducted for contractors. There is a possibility that they could abuse children and other at-risk groups in communities where they are assigned to work.
- Bureaucratic procurement procedures could delay the management of safeguarding concerns
- Where safeguarding is not considered in the recruitment process, chances of recruiting incompetent and persons with a SEAH/abuse record are high.
- In organisations where there are no staff dedicated to safeguarding, designated safeguarding focal persons tend to focus on their core job description, giving less time to safeguarding issues which in the end may not be handled well.
- Lack of safeguarding mechanisms at community level means that safeguarding concerns of beneficiaries will not be easily reported or addressed.
- Inadequate resources to implement the safeguarding policy means that key safeguarding actions may not be implemented.

Participants impressions about the risk analysis exercise

- For many organisations, the concept of risk analysis was not new because it is a requirement for completion of project proposals. However, for many organisations, the risk analysis covers general issues e.g. political situation and willingness of people to take part in the project and does not deliberately cover safeguarding aspects. For many participants the exercise was new considering that even programme related risk analyses are strictly conducted by programme staff.

- Due to the multi-dimensional nature of safeguarding, the exercise cannot be done by one or a selected few people in the organisation. Everyone (including beneficiaries) should be involved in identifying risks and designing appropriate mitigation measures.

- The process of identifying risks in organisation's domains and corresponding mitigation measures is complex and needs time and participation of all in the organisation. It also needs time and thorough reflection to differentiate safeguarding risks from other categories of risk.

- Safeguarding risks are embedded in each activity the organisation does as well as its operations and the relationships created by its representatives. It is very important that organisations are cognisant of these risks and at all times review them and put in place appropriate mitigation measures. Organisations such as Plan International conduct a risk assessment for every activity.
- Even where safeguarding risk analyses are done, it is not easy for people to talk about SEAH/sexual risks- highlighting the need to create friendly means of discussing SEAH in organisations.
- The risk analysis exercise is helpful; it should be done in a comprehensive manner – covering all aspects of the organisation and its surroundings and also be regularly updated to take into consideration the dynamics of the organisation.

Session 6: Safeguarding Measures: Prevention, Reporting And Response

In this session, safeguarding measures (prevention, reporting and response) were discussed in detail. For shared learning participants had the opportunity to share what they were doing in their organisations in terms of safeguarding and the lessons they had learned from practice.

Safeguarding measures implemented by participating organisations

Prevention measures
- Online library, online courses and online/phone support on SEAH. - Reference checks and training on SEAH are conducted for incoming representatives - Risk analysis is conducted for all programmes - Project beneficiaries are consulted during project design - Trainings on SEAH are conducted for incoming staff and periodically for staff and contractors - There are radio spot messages, dramas and IEC materials to spread the message on protection of at-risk groups from abuse and exploitation. - There are efforts in many organisations to raise awareness on safeguarding and policy to all staff - Protection initiatives are done in communities with local leaders to raise awareness violence against at-risk groups and to develop by-laws on prevention of violence in communities.
Reporting measures
- Suggestion boxes in schools, field offices and communities - There are hotlines in some organisations (email, telephone), others promote toll free helplines run by other actors in the sector. - In some organisations there is a safeguarding focal person who receives and escalates concerns. - In many organisations, awareness on the reporting mechanism has been done - Whistle-blower reporting and system in place that also allows for anonymous reporting.
Response measures
- There is a budget for management of safeguarding concerns - The policy provides for sanctions/disciplinary measures – provides guidance on how to manage safeguarding concerns. - Some organisations have functional safeguarding committees to manage safeguarding concerns and support the safeguarding focal person. A few hire private investigation teams the internal safeguarding team from backlash from alleged perpetrators. - In a few organisations, external protection and welfare system actors have been mapped to ease referral of safeguarding cases

Participants observations about safeguarding measures

- Safeguarding issues are preventable and for all intents and purposes, prevention is better and cheaper than response. Organisations should therefore invest in understanding safeguarding risks that confront them and deliberately put in place measures to prevent the risks from turning into actual violations.

- Even where staff sign a commitment to abide by and promote safeguarding, they do not take time to read the details of the policy. In some organisations the policy documents are not provided. They therefore sign for compliance reasons. This points to the need to organise special orientation sessions on safeguarding to take representatives through the details of safeguarding and the safeguarding policy. Also, to deliberately communicate the safeguarding message.

- Sometimes reference checks do not provide objective and accurate information about the candidate because the referee may not want to stand in the way of the applicant getting a job. They therefore do not provide true and objective assessment of the candidate. The need to monitor safeguarding aspects and provide training and mentorship during the probation was suggested.

- The fear to spoil the image of the organisation and to lose funding (especially in local civil society organisations) undermines all intentions and efforts to report and address safeguarding issues. In some organisation there is lack of confidentiality and in others intimidation be senior management and lack of protection from the alleged perpetuators. People fear to be fired or bewitched for raising safeguarding concerns that are likely to affect someone's job.

- While anonymous reporting is preferred, it presents challenges for many organisations to follow-up cases and to verify malice cases, since the investigation systems in many organisations are not well developed.

- Code of conduct should be enforced across the entire organisation; in some organisations, top management and lower cadre staff are not targeted for safeguarding.

- While there is provision for support for the survivor there is no deliberate efforts to rehabilitate the perpetuator. It is possible for that same person to go to another organisation and pose the same safeguarding risks to the new workplace.

- Persons that have a SEAH /abuse record reform and can therefore be eligible for employment in another organization. However, because of the absence of rehabilitation programmes, the organisation may decide whether to hire or not depending on their assessment of the potential risk and the willingness of the individual to adapt and abide by safeguarding expectations.

- For many organisations, job descriptions do not spell out safeguarding responsibilities; and therefore, applicants and staff are not sufficiently guided on their safeguarding roles.

- Some Human resource professionals are on HR social media groups where information on blacklisted individuals with SEAH/abuse records are listed – a good source of information on the background of some candidates.

- Safeguarding contracts are usually signed with contractors, who may not orient the staff they deploy on safeguarding – creating a knowledge gap that could lead to abuse of beneficiaries and other at-risk groups in communities.

Session 7: Review of the Content

One of the goals of the workshop was to enable participants gain confidence in discussing safeguarding issues with their organisation teams and also build capacity of their teams. In this session, participants reviewed the resource (training guide) to ensure they understood it and could comfortably use it to train their organisation teams or lead discussions on any aspect of safeguarding covered therein. Participants indicated that the content was clear and easy to work with. They also suggested relevant topics for follow-up trainings. Details of the feedback provided are shared in appendix 4.

Next Steps

In organisational groups, participants drafted an action plan, detailing steps they would take to transfer the learning from this workshop to their organisational teams, as well as the actions they would take to enhance safeguarding policy and practice in their organisations. Once in their organisations, they were expected to discuss and refine the plans with their management teams.

The following are the key capacity building plans for IRMG in the short term that were shared with the participants:

- Continuous update of the online repository that is expected to provide information and tools for IRMG members to improve safeguarding policy and practice in their organisations.
- Follow-up training on safeguarding
- Training on case management and co-investigations
- Follow-up training on internal risk management
- Safeguarding audit to assess the progress of member organisations in terms of creating a safeguarding culture
- A community of practice to foster learning on safeguarding among member organisations.

Impact of the training

Participants were asked to fill out a pre-test at the beginning and a post test at the end of the workshop. Consisting of 10 questions, the assessment was to help measure the impact of the training on participants knowledge of the subject of safeguarding. A change in knowledge of the participants was registered as shown in the table below:

- Arua – from 60% to 85%, an average gain of 25%
- Moroto – from 46% to 64%, an average gain of 18%
- Kampala – from 61% to 77%, an average gain of 16%

The gain in knowledge was reasonable, considering that the training was for 3 days and for some participants, this was their first interface with the topic of safeguarding; others were learning of new developments the sector for the first time. Important to note that this was a foundational training that concentrated more on the foundational issues of safeguarding (concepts and contexts) which are usually not covered in organisational level trainings on safeguarding.

Results of the pre and post training assessments

	Site (a)	Pre-test Number of respondents per site (b)	**Pre-test** Average score at each site (c)	**Post-test** Number of respondents per site (d)	**Post-test** Average score at each site (e)	**Percentage Change (e – c)** **(f)**
1.	Arua	42	60%	38	85%	25%
2.	Moroto	14	46%	19	64%	18%
3	Kampala	117	61%	91	77%	16%
	Total	**173**		**148**		

Considering that the participants are expected to continue the capacity building process with their organisation teams, there is need for follow-up training and refresher training to deepen learning in the areas/topics that were not understood and/or not covered in detail and also to introduce new relevant topics on safeguarding.

Participants feedback about the workshop

Using a structured evaluation form, participants evaluated different aspects of the workshop; the content, the methods used, the competence of trainers; the effect of the training on knowledge and perception on safeguarding. They also provided explanations for the valuation they gave on each aspect (see details in appendix 5). Overall, the training workshop was rated highly successful and highly relevant by 177 participants (Kampala =120, Moroto =18, Arua = 39) that evaluated the training.

- **175 participants felt that the content was aligned to the training objectives.** From the comments given, participants felt that the content was well researched, well presented and well aligned to the objectives of the training. All indicated that the content and objectives adequately covered their expectations of the workshop. A few indicated the need for more time to cover all the content (particularly the simulation session) and to reflect on the content covered.

- **167 felt that the training methods were very good.** Participants felt that the methods used were participatory, illustrative practical and enjoyable, which enabled participants to actively participate in the training, easily comprehend and share their own perspectives on the topics discussed.   More videos, case stories and relevant energisers were suggested for future workshops to enhance learning from a wider perspective.

- **172 participants highly rated the trainers/facilitators as very competent to handle the training.** They felt that they were highly knowledgeable and experienced in the subject of safeguarding - evidenced in the way they articulated the topics and broadened the discussions. Simplified the content and provide relevant examples. They also adequately engaged participants and allowed them share their experiences and viewpoints.
- **158 participants indicated that the training greatly increased their level of knowledge on safeguarding.** Majority participants, including those that had attended a safeguarding training before, indicated learning one thing or two about safeguarding in this training.
- **165 participants indicated a tremendous improvement in their confidence to put the learning into practice as a result of the training.** Participants indicated enhanced understanding of the subject of safeguarding and confidence to discuss it, train others and to report and address safeguarding concerns back in their organisations.
- **166 participants indicated an improvement in knowledge and perceptions on safeguarding:** participants indicated learning new things about safeguarding in this workshop which broadened their view of safeguarding and created new thoughts/ideas on what they needed to do to improve practice at personal and organisational levels.
- **163 participants rated the workshop administration as very good**. Majority participants indicated that the administrators were available and responsive. The venues were generally good in terms of ambience and meals, save for late meals in Moroto and noise interruptions in Kampala.

Participants were asked three open ended questions to state the aspects of the training they found to be most useful, the least useful and any other comment about the workshop.

In terms of most useful aspects of the training, the participants acknowledged that all aspects of the training were useful as there was something new to learn from each of them. However, discussions on the concept of safeguarding, risk analysis, safeguarding measures, the cultural context and the relationship between power and abuse were the most useful for the participants.

Some participants indicated they needed more elaboration on the legal frameworks, the cultural context – especially norms, beliefs and practices and their connection with safeguarding
In the general comments about the workshop, participants were grateful for the opportunity to participate in this workshop and felt that they needed more of these to enhance knowledge and confidence on safeguarding.

Suggestions for future engagements on safeguarding

Participants made suggestions on ways to improve the training and the capacity building initiative in general.

- Invite the very participants for this workshop for the follow-up training for continuity of the learning process.
- Increase the training duration to 5 days to allow time to adequately cover the contents and participants to reflect on the learning.
- Communicate in advance about logistics to aid planning for costs that should be met by organisations
- Support organisations to develop safeguarding policies (those that do not have).
- Follow up (e.g. after 6 months) to assess the use of the learning gained from this workshop
- Plan for a training of trainers to build a pool of institutional level trainers

Appendices

Appendix 1: Training Workshops Programme

Time	Training Topic/Activity
Day 1	
30 mins (8:30-9:00)	**Session 1: Settling in** Pre-assessment, welcome remarks, introductions, learning objectives, schedule
1h,30 mins (9:00-10:30)	**Session 2: Safeguarding Concepts** Defining and unpacking concepts
30 mins (10.30-11:00)	AM Break
1 hour (11:00-12:00)	**Session 3a: Cultural Context and Safeguarding** Cultural norms, beliefs and practices;
1 hour (12:00-13:00)	**Session 3b. Legal framework and its implications on safeguarding** International and regional conventions, national legislation.
1 hour (13:00-14:00)	Lunch break
2 hours (14:00-16:00)	**Session 4: Safeguarding standards** Safeguarding standards, principles, self-audit/gap analysis
30 mins (16:00-16:30)	**Evening round:** Day's feedback (what went well, what needs improvement)
	PM tea and departure
Day 2	
15 mins (8:30-8:45)	**Day 2 morning round:** Checking in, recap of major learnings from day 1, clarifying issues, day 2 schedule
1h,45 mins (8:45-10:30)	**Session 5: Safeguarding/SEAH Risks in Organisations** Case scenarios, risk identification and analysis (tools and methods)
30 mins (10.30-11:00)	AM Break
30 mins ((11:00-11:30)	Complete risk analysis exercise/sharing
2hrs mins (11:30-13:00)	**Session 6a: Prevention, reporting and response measures** Policy, HR, Communication, Programming
1 hour (13:00-14:00)	Lunch break
2 hours (14:00-16:00)	**Session 6b. Safeguarding - Reporting and response measures** Principles and processes, barriers to reporting
30 mins (16:00-16:30)	**Evening round:** Day's feedback (What went well, what needs improvement)
	PM tea and departure
Day 3	
15 mins (8:30-8:45)	**Day 3 morning round:** Checking in, recap of major learnings from day 2, clarifying issues, day 3 schedule
1hr15mins (9:00-10:30)	**Wrap up:** Key learnings from days 1 and 2
30 mins (10:30-11:00)	AM break
2 hours (11:00-13:00)	**Session 7: Review of the safeguarding content** Revie and sharing feedback on the training guide
1 hour (13:00-14:00)	Lunch
1hr,30 mins (14:00-15:30)	**Session 8: Action planning**
1h (15:30-16:30)	**Session 9: Workshop closing** Post assessment, workshop evaluation, next steps, closing remarks

Appendix 2: Participants' Expectations

1. To enable participants, have a good understanding of the concept of safeguarding and related concepts

I expect to:
- Understand SHEA
- Acquire more knowledge on child safeguarding
- Acquire more knowledge on safeguarding; in practical terms
- Get a deeper understanding of safeguarding; what it entails, internal mechanisms
- Learn about safeguarding /in depth explanation about safeguarding and how to implement it
- Learn from others; how they safeguard in their organisations
- Gain knowledge, skills and attitudes of safeguarding
- Answer the question "why safeguarding?"; why safeguarding in in an organisation, the benefits of safeguarding
- Understand key concepts of safeguarding; an in-depth analysis of the concepts
- Know how safeguarding related to the organisations and communities
- Know about safeguarding at the workplace and in the community
- Learn about how power corrupts and how absolute power corrupts absolutely
- The difference between safeguarding and child protection
- Learn more about safeguarding my role
- Understand safeguarding in the context of protection

- To enable participants, understand the contextual aspects of safeguarding (cultural context, legal framework and safeguarding standards

I expect to:
- Learn about how safeguarding resonates with my organisation and with all employees.
- Understand safeguarding in the context of COVID-19
- Learn about trends and emerging issues in safeguarding, child safeguarding
- Know more about safeguarding context
- Learn how to deal with safeguarding issues in a cultural context
- Know the level at which my organisation is at in terms of safeguarding
- Know why donors are interested in safeguarding
- Learn about the principles of safeguarding
- Know the relevance of safeguarding in an emergency context
- Understand the general context of safeguarding children and adults
- Understand our collective roles in safeguarding as development and humanitarian partners.

3. To enable participants, understand the concept of safeguarding risks and appreciate that their organisations are faced with safeguarding risks that they need to know about and mitigate before they turn into actual violations.

I expect to:
- Know how to conduct a risk assessment
- Acquire new knowledge and skillset in organisational safeguarding risk assessment.
- Learn more on how to detect SEAH issues
- Learn more about identifying and mitigating safeguarding risks
- Learn about safeguarding risks and their psychological impacts on communities.

- To know about mitigation measures (prevention, reporting and response and how they work to reduce the risk of harm and

I expect to:
- Understand safeguarding practices at work
- Learn about good strategies for safeguarding
- Enhanced knowledge and skills on response in safeguarding
- Acquire knowledge on safeguarding as regards to accountability

- Learn about different approaches of integrating/mainstreaming safeguarding in protection/programme implementation
- Know how safeguarding is going to affect the culture of my organisation
- Acquire a new knowledge on risk mitigation measures
- Learn about tools for safeguarding and their applicability
- Learn about how safeguarding can be applied in an organisation.
- Learn about how, where and when to report safeguarding issues.
- How to integrate safeguarding in operations and procurement
- Learn how to handle safeguarding cases; issues in my work.
- Learn more about how to safeguard staff in the field during project implementation
- Learn more on how to handle safeguarding issues; case management
- Learn about the role of a human resources manager in day-to-day safeguarding

4. To build capacity and confidence of participants to discuss safeguarding with their organisations' teams

I expect to:
- Acquire knowledge that I can share with my fellow staff
- How to champion safeguarding at the workplace and in the community.
- Be able to confidently discuss safeguarding to a bigger group
- Learn how to support my organisation to improve safeguarding practices
- Be able to tell which content on safeguarding should be disseminated to operation, and field staff
- Know how to approach my bosses on SEAH matters without getting fired.
- Improve my knowledge on child safeguarding and to better my work
- Share thoughts and lived experiences (personal and organisational) on safeguarding

5. Others

I expect to:
- A Certificate of attendance
- Understand the role and function of IRMG

Expectations that could not be met in this workshop

I expect to:
- Understand how safeguarding can be integrated in security organisations
- In depth sharing on safeguarding policies
- Learn more about safeguarding policies
- How to track/measure safeguarding
- How to mainstream safeguarding
- How to mainstream safeguarding into policy and systems
- How to safeguard those doing safeguarding
- Learn more about the safeguarding concept in regard to personal safety in an emergency organisation
- Understand safeguarding and its application in safeguarding infrastructure development.
- Learn about approaches to mitigate fraud
- To get tools to help building of internal safeguarding systems and how to use them
- Learn about the role of safeguarding focal points
- How to handle a sexually abused victim
- Understand how to fully protect children in a refugee/emergency setting.
- Get tips on supporting survivors without causing stigma
- How to investigate safeguarding concerns/cases.

Appendix 3: List of Participants

No	Name	Organisation	Position
Kampala Participants			
1	Chong Edward Mark	Finn Church Aid	Child Safeguarding Officer
2	Ronald Igulo	Finn Church Aid	Child Protection Officer
3	Evelyne Nabasa	Finn Church Aid	Child Protection Focal Point
4	Kirungi Cleophas	Finn Church Aid	Career Councillor
5	Masereke Enock	Finn Church Aid	Protection Assistant
6	Winnie Tendo	Finn Church Aid	Career Councillor
7	Nakato Rebecca	Finn Church Aid	Child Protection Officer
8	Hildah Kobusingye	Finn Church Aid	Child Protection Officer
9	Shedrack Kasharira	Finn Church Aid	Project Officer
10	Denis Okullu Ogwang	Finn Church Aid	Education Specialist
11	Epudu C. Titus	Finn Church Aid	M&E Officer
12	Norine Aringe	Finn Church Aid	Livelihood Assistant
13	Natulinda Kedeth	Finn Church Aid	HR and Administration Officer
14	Drania Dorothy	Finnish Refugee Council	HR and Administration Officer
15	Agaba Hope	Finnish Refugee Council	HR and Admin Manager
16	Ajok Suzan	Child`s I Foundation	Country Director
17	Suzan Wanjala	Child`s I Foundation	HR and Operations Director
18	Agwang T. Aidah	Child`s I Foundation	Dep Director Comms & Advocacy
19	Jesica Batsemeghe	Child`s I Foundation	Fundraising Coordinator
20	Evelyne Nanteza	Child`s I Foundation	Project Manager
21	David Adoke	Child`s I Foundation	Project Manager
22	Elizabeth Nyabanju	Child`s I Foundation	Human Resource Officer
23	Iga E. Shanyolah	Child`s I Foundation	Project Manager Mpigi
24	Baguma Derrick	JESE	Life Skills Officer
25	Wamara Bright	JESE	Project Coordinator
26	Rose Wakikona	Centre for Human Rights Devpt	Senior Program Officer
27	Ongom Raymond	Centre for Human Rights Devpt	Programme Associate
28	Nakalembe Judith	Centre for Human Rights Devpt	Program Officer
29	Ogwang Christopher	Centre for Human Rights Devpt	Project Coordinator
30	Edith Sifuna	Centre for Human Rights Devpt	Programme Officer
31	Alaku Simon Peter	Centre for Human Rights Devpt	Programme Officer
32	Ssempebwa Veronica	Kibo Foundation	Executive Director
33	Charlse Okiror	Kibo Foundation	Programs Officer
34	Victor Job	Kibo Foundation	Communications Officer
35	Suzan Joy Amoit	Dan Church Aid	Head of Finance
36	Singiza Elugue	Dan Church Aid	Logistics and Procurement Officer
37	Agustine Enyipu	Dan Church Aid	Head of Programmes
38	Francis Xavier Ochieng	Dan Church Aid	Humanitarian Coordinator
39	Brian Oswell Okello	Catholic Relief Services	Senior Accountability Officer
40	Sauda Kayima	Catholic Relief Services	Human Resource Manager
41	Solomy Namubiru	Catholic Relief Services	Risk and Compliance Manager

42	Irene Babirye	Catholic Relief Services	Senior Human Resource Officer
43	Lillian Ajio	Danish Refugee Council	Finance and Admin Coordinator
44	Mark Magoro	Danish Refugee Council	Human Resource Officer
45	Baluka Harriet	Danish Refugee Council	HR and Admin Coordinator
46	Matovu Apollo	Danish Refugee Council	Finance Manager
47	James Ocola	Daikonia	Country Programs OfficerF
48	Jacamunga Patrick	Daikonia Partner Gwed-G	Finance Manager
49	Judith Angella Amanya	World Vision Uganda	Safeguarding Coordinator
50	Dorcus Nuwagira	World Vision Uganda	CSSO
51	Charity Christine	COVOID	Project Officer
52	Ssemanda Samson	COVOID	Finance and Admin Officer
53	Julius Lwebuga	Welthungerhilfe	Area Manager Karamoja
54	Betty Flora Nakiru	Welthungerhilfe	Project Manager
55	Joanita Ssewagude	Welthungerhilfe	HR and Admin Officer
56	Aribo George Gift	Welthungerhilfe	Program Development Officer
57	Kocho Faustin	Welthungerhilfe	Accountant
58	Margret M. Malagala	Adventist Relief Agency	Human Resource Manager
59	Kembabazi Eunice	Adventist Relief Agency	Internal Auditor
60	Bahikire Annet	Adventist Relief Agency	Complaints and Feedback Officer
61	Lillian Kababoopi	ADRA Partner AWYAD	Gender and Protection Officer
62	Esther Nambi Grace	The AIDS Support Organisation	Grants and Compliance Officer
63	Fiona Turyasingura	The AIDS Support Organisation	Cluster Accountant
64	Alfred Okwee	The AIDS Support Organisation	Senior Internal Auditor
65	Adong Gladys Asio	The AIDS Support Organisation	HR and Admin Specialist
66	Kutessa Rebecca Ruth	The AIDS Support Organisation	HR and Admin Specialist
67	Ajambo Pricillah	The AIDS Support Organisation	Prev., Care &Treatment Advisor
68	Luwaga Ivan	TPO Uganda	District Project Coordinator
69	Otto Wilfred Ben	TPO Uganda	Monitoring & Evaluation Manager
70	Reachel Kisakye	TPO Uganda	Mental Health Support Supervisor
71	Okeria Jude	TPO Uganda	Head of Programs
72	Wilson Senyonyi	Oxfam	Gender and Protection Coord.
73	Asiimwe Grace	Oxfam	Gender and Protection Officer
74	Margret Kobusingye	Oxfam	Public Health Engineer
75	Bashir Kabuye	Population Services International	Youth Friendly Services Officer
76	Alexandrina Nakanwagi	Population Services International	Project Lead
77	Charlotte V. Mirembe	Population Services Uganda	HR and Admin Manager
78	Daphine Mandhawun	Samaritan`s Purse	Project Manager
79	Flora Ddamba	Samaritan`s Purse	Human Resource Coordinator
80	Pongo Godfrey	MUCOBADI	Programme Manager
81	Malagala Umar	MUCOBADI	Monitoring & Evaluation Manager
82	Alweny Roseline	MUCOBADI	Human Resource Manager
83	Stella Nakalembe	Mat Abacus Business School	Monitoring and Evaluation Officer
84	Isaiah Kizito	Mat Abacus Business School	Consultant
85	Namagga Naphia	Youth Livelihood Devpt Centre	Administration & Finance Officer
86	Konde Bruce	Youth Livelihood Devpt Centre	Monitoring and Evaluation Officer
87			

88	Joris Backaert	Protos-Join for Water	Regional Representative
89	George Bwambale	Protos-Join for Water	Programme Officer
90	Rossette Adong	SOS Children`s Village Uganda	Program Director
91	Otto Godfrey	SOS Children`s Village Uganda	Programme Director
92	Owens Berunga	SOS Children`s Village Uganda	Child Safeguarding Manager
93	Bwamiki Paul	SOS Children`s Village Uganda	Program Director
94	David Mutesasira	Food for The Hungry	Human Resource Manager
95	Ngirio Moses Sobei	Food for The Hungry	Institutional Capacity Coordinator
96	Ritah Kisaka	Goal Uganda	Integrity Training Officer
97	Victoria Tendo	Goal Uganda	Safeguarding Officer
98	Obore Allan	International Justine Mission	Lead, Human Resources
99	Mugalu S. Patrick	International Justice Mission	Manger, Finance
100	Nakito Peace Jjagwe	Self Help Africa	Nutrition Gender Advisor
101	Joanita Babihuga	Self Help Africa	Senior Administrator
102	Hannington Tumwebaze	International Rescue Committee	HR and Compliance Manager
103	Joshua Gato	Tutapona	Clinical Specialist
	Lamwaka Joan	AVSI Foundation	Human Resource Officer
104	Anthony Lyagoba	AVSI Foundation	Case Management Coordinator
105	Julia Kushemererwe	Medical Teams International	Human Specialist Employee Relations and Staff Care
106	Stella Mudondo	Reach a Hand Uganda	Monitoring and Evaluation Officer
107	Immaculate Nuwagaba	Uganda Youth Adolescent Health Forum	Finance Officer
108	Mweruka Pascal	Farm Radio International	Radio Craft Team Lead
109	Akello Jane Atuke	Farm Africa	Project Accountant
110	Alice Akello	Farm Africa	Senior Operations Officer
111	Cranmer Dias Masembe	Techno serve	Junior Accountant
112	Kengazi Patience	NRDI	Finance and Administration
113	Hope Birungi	Malteser International	Human Resource Coordinator
114	Steven Birungi	HEWASA	Head of Programs
115	Sebyala George Yiga	Men Engage Network Uganda	Finance Manager
116	Matthew Cooper	Kff	Director
117	Yosief Amaneur	Interservice Hotel Nsambya	Managing Director
118	Kizza Henry	Hillary & Associates Certified Accountants	Consultant Risk Management, Internal Audit, Financial Reporting
119	Hilda Acayo	Reach Out Mbuya	Community and Support Manager
120	Michael Buwembo	Reach Out Mbuya	Community Support Officer
121	Joshua Mambi	Reach Out Mbuya	Social Worker
122	Benard Osiema	Reach Out Mbuya	Finance and Admin Manager
123	Christine Onuoha	Reach Out Mbuya	Human Resource Manager
124	Amullen A. Sandra	Plan International	Human Resource Officer
125	Dorah Musiimire	Plan International	Technical Advisor Protection
126	Naomi Hodges	Mercy Corps	Senior CARM Officer
127	Henry Owora	Mercy Corps	IRMG-Project Manager
128	Nyadoi Esther	Mercy Corps	IRMG Project Assistant
129	Sam Bob Enyang	Mercy Corps	Senior Finance Officer

130	Joan M. Kasekende	Mercy Corps	Human Resource Director
131	Elizabeth Mirembe	Mercy Corps	Human Resource Officer
132	Okoda Beatrice	Mercy Corps	Operations Officer
133	Michael Okwii	Mercy Corps	Procurement Manager
134	Nambafu Joan	Mercy Corps	Senior Operations Officer
135	Justine Najore	Individual Consultant	Consultant
136	Samuel Odong	Individual Consultant	Consultant
137	Drake Rukundo	Individual Consultant	Consultant
138	Sarah Akera	Individual Consultant	Consultant
Arua-Participants			
1	Olweny Bosco	AVSI Foundation	Project Officer
2	Akello Sarah	AVSI Foundation	Project Manager
3	Ikuret Agnes	AVSI Foundation	Program Officer
4	Ayaa Agnes Lam	AVSI Foundation	Programme Assistant
5	Godfrey Sekajoba	World Vision Uganda	P& C BP
6	Auruku Job	World Vision Uganda	Child Protection Coordinator
7	Opus Isaac	World Vision International	Response Security Coordinator
8	Okello Andrew	Finn Church Aid	Education Project Officer
9	Kerango William	Finn Church Aid	Education Project Officer
10	Asasira Loyce	Finn Church Aid	Education Project Assistant
11	Sauda Natambi Sydney	Finn Church Aid	Protection Support Officer
12	Nyamwiza Doreen	Dan Church Aid	Project Assistant
13	Lawoko Tony	Dan Church Aid	Project Officer
14	Daniel Amunyo	Dan Church Aid	Human Resource Officer
15	Bob Acaye	Catholic Relief Services	MEAL Manager
16	Leonard Asiimwe	Catholic Relief Services	Administration Officer
17	Adogola Charity	Mercy Corps	Operations Assistant
18	Ogwok Emmanuel	Mercy Corps	Project Manager
19	Biira Birungi Leticia	TPO Uganda	Clinical Psychologist
20	Anyango M. Immaculate	TPO Uganda	Social Worker
21	Letio Gloria	International Rescue Committee.	Project Manager
22	Noreen Nampewo	International Rescue Committee	WPE Manager
23	Oketayot James	Food for the Hungry	Community Development Facilitator Child Protection
24	Jerry Kiwanuka	Adventist Relief Agency	Livelihoods Officer
25	Mutuwa Lydia	Adventist Relief Agency	Phycological Officer
26	Charity Tushemereirwe	Save The Children	Safeguarding Coordinator
27	Nancy Chelangat	Oxfam	Gender and Protection Officer
28	Kocikpe E. Beatrice	Caritas Arua Diocese	Feedback/Compliant Desk Officer
29	Otenya Alex	Caritas Arua Diocese	Programme Coordinator
30	Alini B. Victor	Caritas Arua Diocese	Executive Director
31	Sharon Nalutaya	Self Help Africa	Project Manager
32	Ongom Davidson	Self Help Africa	Agribusiness Facilitator
33	Unziku Benjamin	CEFORD	Project Coordinator
34	Adibaku Ruth	CEFORD	Project Officer
35	Mavel Bilal	CERFORD	Project Officer

36	Francis Lagu	Danish Refugee Council	Project Manager
37	Nantume Rehema	Danish Refugee Council	Base Manager
38	Baruku Silvano	Danish Refugee Council	Project Manager
39	Julius Kyali	Malteser International	Project Manager
40	Nagadya Ellen Kisembo	TPO Uganda	Psychiatric Clinical Officer
41	Chandai Jafati	TPO Uganda	Social Worker
42	Akungizibwe Julius	TPO Uganda	Social Worker
43	Mary Kevin Alitubeera	Mercy Corps	Operations Officer
Moroto Participants			
1	Akol Emmanuel	Karamoja Int. Devpt Program	Accounts Assistant
2	Lawakol Betty	Karamoja Int. Devpt Program	CT
3	Florence Amoding	Karamoja Int. Devpt Program	Child Protection Officer
4	James Peter Olupot	Karamoja Int. Devpt Program	Executive Director
5	Omagor James Peter	Karamoja Int. Devpt Program	Monitoring and Evaluation Officer
6	Polline Ayebazibwe	Food for The Hungry	Regional Human Resource Officer
7	Odongo Alex	Food for The Hungry	Performance Manager
8	Christine Anyakun	Mercy Corps	Programme Officer
9	Gerald Lobolia	Mercy Corps	Implementation Team Lead
10	Paul Okwena	Mercy Corps	Governance Officer
11	Akello Colline	Mercy Corps	Program Officer
12	Kalagala Baker	Mercy Corps	Driver
13	Akii Kevin	Cooperation and Development	Project Manager
14	Lokong Kizito	Cooperation and Development	Mobilizer and Councillor
15	Akwang Janet	Cooperation and Development	Project Coordinator
16	Ederu Magdalena	Mercy Corps	Senior Program Officer
17	Alex Gombe	International Rescue Committee	Field Coordinator
18	Anek Lucy	International Rescue Committee	Human Resource & Admin Officer

Appendix 4: Participants' Feedback on the Content

Comments	Notes
Complements	
• The guide is clear and precise and can be used to organize training session • Elaborate, compressive and simple to understand. • The language used is easy to interpret and work with. • The guide has a systematic guidance that links to the manner in which the training is being conducted. • The Guide is detailed, provides a framework form within which one can commence the capacity building process. The document is a great guide.	Noted and much appreciated
Comments taken care of in the trainers' guide	
• Considering that the sessions follow in order and the guide advises that a facilitator can conduct one session at a time and letter schedule another session, how long should the next session take or when should the next session happen?	For each session there is a time allocation indicated to guide the facilitator
• There is need to highlight the legal framework on safeguarding • There is need for reference on group work • There is need to use videos to trigger learning • There is need to be specific to what age is training going to benefit • Go into the details of what the standards talk about • Include the Wrap up session	Covered in the trainer's guide
• Can we be provided with the questionnaire (post/pre-training assessment question are for our upcoming trainings)	Enclosed in the submission folder
Comments outside the scope of this training	
• Designing and developing a simpler version would be ideal to target Implementing Partners and the Community Structures including children. • Extra sessions on safeguarding specifically for vulnerable groups (children, PWDs, Refugees and People of Concern) • Consider developing a simpler guide to be used when training Community Based Partners. • Include aspects of gap analysis /assessment of management practices and review of current legal and other statutes • Differentiate Adult safeguarding policy form child safeguarding policy • How safeguarding policy is linked to other policies in the organization • Does this same approach of delivery (facilitation) of content appropriate where targeted audience are children? Looks to be concentrated on adult training. • Include social worker in target audience • The roles and involvement of key stakeholders in the development of safeguarding policy	
General	
• Three days for training is not good, at least a week • On every concept/ topic, there should be key questions designed for participants to answer to ascertain whether learning has taken place OR participants be given an exercise in all topics/concepts discussed.	Could be considered for subsequent trainings

Appendix 5: Summary of Training Evaluation and participants' feedback

Evaluation aspect	Score rating 1-5 - 5= highest, 1=Lowest), n=120		
	Very good (5-6)	Good (3-4)	Not good (1-2)
1. The content matched the objectives	175	2	0
Summary of comments			

- The topics /content was well defined, relevant and adequately covered to meet the training objectives
- Well planned and coordinated; there was good flow from beginning to the end.
- The content was well researched; it was rich, detailed, logical, elaborate, very appropriate, thorough, contextualised, informative and on-point.
- The content was very well aligned to the realities of the development/humanitarian sector.
- Well prepared and well presented
- The content was clear and easy to understand
- The time was limited to cover all the content, particularly the simulation exercise) and also to reflect on the content.

2. Appropriateness of methods used	167	10	0
Summary of comments			

- The methods were participatory with lots of exercises, brainstorming, discussions and experience sharing.
- The methods used were good and well-though-through. they were illustrative, interactive, practical, inclusive, reflective and enjoyable. They enabled participants to participate, comprehend memorise and relate to the content and situations discussed.
- The methods were varied and allowed participants to engage and share their perspectives and experiences.
- The methods accommodated adult learning
- Case scenarios encouraged honest discussions on organisation's contexts.
- Include more videos to illustrate some sessions to enhance learning from a wider perspective.
- Include more energisers related to the subject matter.

3. Competence of trainers	172	5	0
Summary of comments			

- Excellent in delivery of the training – they were audible, skilled, elaborate, articulate, engaging and managed to broaden and simplify the discussions and give relevant examples; which aided learning.
- Had vast knowledge and experience – they exhibited high levels of knowledge and skills in the subject matter.
- They were skilled in adult facilitation, which made the learning easy and enjoyable – used simple language and gave real life examples. They were also down to earth, accommodative, very passionate, committed, confident, audible, friendly and patient.
- They made learning easy and enjoyable – they listened more to the participants and allowed them to share their views.
- They were limited by time in terms of sharing examples and testimonies
- The male trainer was dominant in the discussions
- Some sessions were rushed

4. Additional knowledge gained from the training	158	19	0
Summary of comments			

- This being my first training on safeguarding, I gained a lot of knowledge which I did not know before. Before the
- Before the training, I did not pay attention to safeguarding, but after going through this training, I am more conscious and will be keen on identifying safeguarding issues.
- The training has given me in-depth knowledge of safeguarding (concepts and practices) which I will disseminate to others and integrate in my work
  - I got a deeper understanding of the term safeguarding and its application
  - It made me aware that we all have a role to play in safeguarding

- - I learnt a lot of new things that I have never paid attention to
  - It helped me know the difference between safeguarding and protection
  - That safeguarding is much more than having a safeguarding policy
  - Reminded me of many things I had forgotten as well as new trends in the area of safeguarding
  - Safeguarding applies in both my private and professional life. It applies in everything I do every day.
  - I gained more knowledge on reporting and responding to SEAH/safeguarding issues.
  - The training was an eye opener to many silent safeguarding issues in our work.
  - My mind has been opened up to new ways of approaching issues from a safeguarding lens.
  - I have learned a lot about the cultural context and the legal framework and how it affects safeguarding.
  - SEAH should not be taken for granted since the risks are everywhere in our work contexts.
  - I have understood that safeguarding is something I should do every day.
  - Safeguarding requires buy-in from management – management can motivate or hinder its application.
- Time was not enough. I would appreciate a refresher/additional training to deepen knowledge on safeguarding and its application.
- I would have loved more materials to deeply internalise the content, I will appreciate if PowerPoint slides are shared.

5.	Effect of the training on my confidence to put learning into practice	165	12	0

Summary of comments
- The training has greatly changed my understanding of safeguarding. I have gained new knowledge and also unlearned a lot.
- I feel confident that I can disseminate the learning and train others in my organisation
- I can confidently hold a discussion on safeguarding; I see myself as a safeguarding trainer
- I have been inspired to become an advocate and trainer of safeguarding in my organisation and community.
- I now understand safeguarding in its broader sense; as an aspect that affects all departments.
- I feel confident to handle safeguarding issues, including safeguarding issues involving adults.
- I have understood what is expected of me regarding safeguarding and what needs to be done to improve safeguarding in my organisation.
- I have gained more confidence to report SEAH/safeguarding concerns.
- I was able to relate the learning to my organisation's context. I can confidently give ideas on safeguarding.
- The training has increased my sense of consciousness about safeguarding risks and my confidence to report and to respond.
- I will need time to orient myself further on safeguarding using other resources.

6.	Effect of the training on my level of knowledge, perceptions and future safeguarding practice.	166	11	0

Summary of comments
- I have learned that safeguarding is a key aspect to consider in the project cycle.
- From the self-audit exercise, we discovered policy gaps that we need to address.
- I am leaving the workshop a better person than I came. I have gained a lot of learning that I need to assimilate in my organisation/plans/work.
- I have gained a lot and also changed my perspective about handling victims/survivors with fairness; to be supportive and not to blame.
- I have been inspired to become a safeguarding advocate and trainer
- I have gained a lot of knowledge on the concept of safeguarding and abuse and vulnerability and the links among them; prevention, reporting and response measures
- The training has given me new thoughts and practical ideas on how to improve safeguarding systems, programming and awareness of staff
- I have realised that in as much as we have a safeguarding policy, we do not have a safeguarding culture.
- It is interesting that everyone can be vulnerable to SEAH and that everyone has a responsibility to safeguard.
- I appreciate that safeguarding issues can be prevented and there should be urgency in addressing them.
- I have learned that safeguarding issues should not be ignored. Now I am aware of safeguarding I will pay more attention.
- The training has strengthened my commitment to safeguarding at a personal and professional level.
- I am have learned that as an organisation we need a safeguarding policy; since we do not have one.

7. Workshop administration	163	14	0

Summary of comments

- Very supportive, responsive, organised, well prepared, patient and available
- Good meals and refreshments –served on time (in Kampala) but late in Moroto.
- Good lighting, good ambiance
- There was timely communication and timely sharing of workshop materials.
- Involved participants in decision making.
- Structured and organised with the best choice of facilitators.
- In Arua, time management was a challenge
- Change the venue (for Kampala) – it was not conducive because of the noise interference and water shortage in washrooms (on some days).
- Cater for vegetarians as you plan for meals
- Uncomfortable sitting arrangement; the chairs should be good and strong to prevent accidents.

Most useful aspects of the training

- the entire training was captivating, refreshing and strengthened previous knowledge on SEAH
- Every aspect of the training was relevant to the nature of our work and was useful because there was something new to learn from each one of them.
    - Safeguarding risks - I understood the benefit of identifying/analysing safeguarding risks.
    - The risk register helped me helped me see aspects of safeguarding that I had not considered before.
    - I learned that risk analysis is the starting place to developing a safeguarding policy
    - Safeguarding concepts, cultural context and legal framework - were eye opening, they gave me a clear understanding of the subject. I was able to see things from a different perspective. The concepts were clearly unpacked and I understood the cultural context.
    - Discussions on reporting mechanisms – highlighted gaps in our procedures, which are rather vague.
    - Discussions on prevention and response – helped me understand how to prevent and respond the safeguarding issues. I learned that most safeguarding issues arise because prevention has failed.
    - Norms, beliefs and practices – impact the safety of the environment in which we operate
    - Reporting mechanisms – if well handled, safeguarding issues will be effectively addressed.
    - All of us can be potential perpetrators and/or potential survivors/victims
    - The difference between child protection and safeguarding – everyone should understand this right at the start of any conversation on safeguarding.
    - The role of power in accelerating safeguarding risks and the need to check it.

Least useful aspects of the training

- Legal framework and its implication on safeguarding and safeguarding standards – were not covered in detail. The legal framework – it was not contextualised. I did not comprehend it or relate to it.
- I did not learn a lot from sessions on the legal framework and safeguarding measures. They have a lot of information yet were covered in the afternoon.
- Need for more outdoor practical activities to reduce on the sitting.
- Need more insight on the cultural context
- More time should have been spent on linking norms, beliefs and practices for more clarity

General comments

- Need for more trainings on safeguarding
- The same participants that attended this workshop should be invited for the follow-up training for continuity of the learning process.
- The training duration should be extended to at least 5 days; allocate more time to risk analysis
- Communicate in advance about logistics to aid planning for costs that should be met by organisations
- Support organisations to develop safeguarding policies (those that do not have).
- Follow up (e.g. after 6 months) to assess the use of the learning gained from this workshop
- Trainings workshops should be planned to end in one week and not cross over to the next week.
- Include more case studies, videos and personalised stories in the content
- Conduct a TOT to build capacity of trainers at organisation level.
- Build capacity on protection as well.