TRAINING REPORT

SAFEGUARDING CASE MANAGEMENT / CO-INVESTIGATION FOR INTERNAL RISK MANAGEMENT GROUP (IRMG) MEMBER ORGANIZATIONS AND PARTNERS IN UGANDA

REPORT PREPARED BY:

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Conducted by Internal Risk Management Group (IRMG),with funding support from the Swedish International Development Cooperation Agency (Sida) and under the auspices of Mercy Corps.

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Contents

Training Report
*Safeguarding Case Management/Co-Investigation by the IRMG and National Trainers of Trainers
on Safeguarding under Ministry of Gender, labour, and Social Development (MGLSD), Uganda*

Acronyms

FP	Focal Point
INGOs	International Non-Governmental Organizations
IRMG	Internal Risk Management Group
NGOs	Non-Governmental Organizations
PSEAH	Protection from Sexual Exploitation, Abuse and Harassment
SEAH	Sexual Exploitation, Abuse and Harassment
TOR	Terms of Reference

Executive Summary

The purpose of this Training Report is to assess the effectiveness of the training events carried out for senior managers, focal points and staff of member organizations and partners on the issue of managing Safeguarding Cases and Co-investigation of Allegations by the IRMG and Independent Consultants, led by Samuel Baker Odong, a National Trainer of Trainers on Safeguarding supported by a Team of Trainers; Lucy Otto, Justine Najore, and Yvonne Komuhendo. The report provides an integrated perspective on all the training sessions and efforts including the initial needs assessments, content development, and specific sessions (conducted in Kampala, Arua, and in Moroto). Below is the summary of participation.
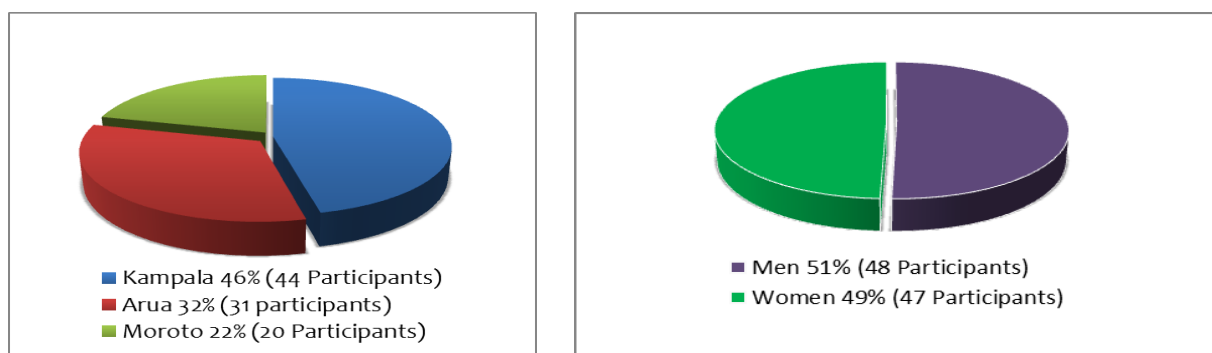

- Kampala 46% (44 Participants)
- Arua 32% (31 participants)
- Moroto 22% (20 Participants)

- Men 51% (48 Participants)
- Women 49% (47 Participants)

Figure 1 & 2: Training Participation by Location and sex, respectively

Overall, the Safeguarding Case Management/Co-Investigations knowledge exchange and learning events were well received by 95 (48 male, 47 female) Safeguarding focal points, senior managers, member organization, and partner staff who rated the experience as either good (14%) or excellent (72%). Most (98%) participants said they would recommend this training to their colleagues. Participants reported an increased (64%-82%) awareness regarding Safeguarding and/or Protection from Sexual Exploitation, Abuse and Harassment (SEAH) and their role in prevention, prediction, detection, and responding to Safeguarding/SEAH concerns and any other forms and abuse and exploitation, as well as coordinating implementation plans. The most significant gap however, was with regards to the implementation of response related activities, such as Community Based Complaints Mechanisms (CBCM), co-investigation procedures and survivor-centered assistance. Senior managers and focal points indicated a need for additional post-training support with the set-up of face-to-face and/or online/remote systems for continued knowledge exchange, shared lessons and community of practice including support budget and expert personnel to address the above mentioned gaps.

The training session evaluation revealed 55% (32% - 87%) increase in knowledge level. The processes, which looked at participant's reaction, participant learning, knowledge transfer and organizational impact, identified several improvements needed to better achieve stated objectives. These improvements refer to the training design, sustainability, cost-efficiency, and training focus.

The following is a summary of` key recommendations for future actions:

- Re-design current training material to ensure that clear and specific objectives guide the process; that a multi-year plan with realistic manageable goals are included in the training curriculum and that follow up support is provided throughout the training process.
- Before the re-launch of a training initiative on Safeguarding Case Management/Co-Investigation, it is important to acknowledge the frequent rotation of member organizations'/partners' staff members. The frequent rotation of staff has in many cases resulted in the abandonment of Safeguarding activities and has further complicated the processes of achieving outcomes for such a training. To counterbalance this, it is important to embed Safeguarding and Safeguarding Case Management/Co-Investigation in organizational program management cycle phases, operational structures, such as incorporating it in appointed staff member's TOR, ensure staff members are appraised for their work on Safeguarding and Safeguarding Case management/Co-Investigation, and include Safeguarding in regular staff meetings and inductions etc. These actions would hopefully ensure that Safeguarding Case Management/Co-Investigation activities are continued and maintained with consistency in practice although staff rotates.

  Based on the training evaluation findings, future training initiatives and support to the field should focus on the following four main areas:
  (1) Institutionalization of Safeguarding system in program management cycle with strong emphasis on the implementation phase,
  (2) Implementation of Community Based Complaints Mechanisms (CBCM),
  (3) Co-Investigation capacity; and
  (4) Survivor assistance.

  These four areas require continued follow-up support in addition to awareness raising initiatives and technical guidance and support using practical and adaptable tools and robust monitoring, evacuation, accountability and learning framework with deliberate clear and measurable indicators to track, analyze and produce data that are easily interpretable for decision-making and improvement in overall Safeguarding systems.

1. Introduction

This report is divided into four main sections. The first section provides background information on the Safeguarding Case Management/Co-Investigation training program, as well as a summary of the training session/learning events and a general description of the target audience. The second section provides an overview of the training objectives contained in this report and the tools used to measure these objectives. The objectives help provide a solid framework for the third section that outlines training outcomes and conclusions obtained from participant's feedback. Finally, the fourth section outlines recommendations regarding the Safeguarding Case Management/Co-Investigation training rollout including pre-training activities, implementation, evaluation and general recommendations regarding sustainability and cost-efficiency, as well as key focus areas to move forward.

1.1   Background

In mid-2018, a group of International Non-Governmental Organizations (INGO) Country Directors in Uganda came to the shared realization that the only way to mitigate fraud, corruption and safeguarding cases is through sector wide collaboration, cooperation and exchange of information. However, due to the sensitivity of these cases and the reputational risk involved, there was little joint learning, reflection and sharing of experiences among the NGO community.

A founding group of Country Directors decided to form the "Internal Risk Management Group (IRMG)", a safe space for international and national NGO leaders to share, learn and improve their management and mitigation of risk. As of September 2021, the IRMG consists of 69 NGO members, celebrating the diversity of Ugandan and International NGOs operating in the country. IRMG is further recognized as a one-stop-shop for Donors to engage the NGO community in questions around fraud, corruption and safeguarding. The IRMG Steering Committee is made up of nine NGO members who are elected on a yearly basis. The IRMG is currently chaired by Plan International, and co-chaired by Reach Out Mbuya. Mercy Corps is the current grant holder for the initiative and has managed both the DFID (Phase 1) and Sida (Phase 2) grants related to this project. Other Steering Committee members include DanChurchAid, Care International, International Rescue Committee, Reach out Mbuya, Finn Church Aid and Catholic Relief Services. The IRMG committee is comprised of Country Directors of these NGOs, who meet monthly to set the strategic direction for the initiative.

Adapting the Phase Approach, under phase 1, the IRMG undertook a benchmark and baseline study on NGO Risk Management and Accountability Practices in Uganda which outcome informed the formulation and design of tailored training program for its member agencies to improve their understanding and ability to respond to internal risk in Uganda.

Under phase 2, Swedish International Development Agency (Sida) boldly provided funds to continue the work around addressing internal risk management issues such as fraud and corruption. Sida extended the funding support to improve how member agencies and their partners mitigate and manage Safeguarding issues, including through comprehensive capacity building trainings,

technical support and community of practice. Under this Phase there was a Review of Safeguarding Practices and Systems of IRMG members. The overall objectives of the benchmark review was to:

- Utilise a strengths-based approach to identify the safeguarding support requirements of IRMG members; and
- Identify the capacity support requirements, including training, and provide recommendations to improve safeguarding practices and capacity
- In order to report on NGOs' existing safeguarding practices and systems in the context of global inter-agency safeguarding and SEAH prevention and response guidelines.

Since then, two Safeguarding trainings have been tailored and delivered on introductory Safeguarding and managing Safeguarding issues and co-investigation of allegations.

This report describes the outcome of the Safeguarding training of the Safeguarding focal points, senior managers, and staff of member organizations and their partners that were conducted from September 27, 2021 to October 15, 2021 in Kampala, Arua and Moroto.

1.2 Preparation, Curriculum Design and Delivery of the Training Sessions

A. Initial Assessment of Learning Needs

In preparation for developing the training curriculum, materials, and tools to assist the member organizations' and partners' focal points, senior managers and staff to address Safeguarding Case Management/Co-Investigation issues including Sexual Exploitation, Abuse and Harassment (SEAH) and other forms of abuse and exploitation in their work, an assessment questionnaire relating to the learning needs of was developed by the Trainers (under the guidance and support by IRMG Project Manager and Safeguarding Advisor). The questionnaire was administered prior to the start of the training. The questionnaire was also used as the basis for face-to-face consultations the National Trainers conducted with IRMG Project Management Team and Safeguarding Advisor.

The general results of the assessment indicated that 54% of the participants were familiar with the safeguarding policy and two-thirds (63%) of the participating member organizations had focal points in their field offices. The majority (61%) of respondents felt that their most important Safeguarding Case management/Co-Investigation-related responsibilities were informing staff about codes of conduct, ensuring staff would feel free to come forward to make reports, and having adequate systems for addressing complaints. However, few member organizations had developed formal reporting mechanisms at the field level, and while some organizations indicated that they had investigation methods at the headquarters level, few had standardized investigation procedures at the country or field level, and fewer (38%) organizations had implemented survivor assistance procedures.

For those measures that had not yet been implemented at the field level, a majority of focal points and senior managers indicated that this was due to a lack of guidelines and tools, particularly highlighting the lack of information about survivor assistance, complaints mechanisms, investigation mechanisms, and prevention.

When asked about the areas in which focal points, senior managers and staff would like guidance and support, 92% (87) of respondents indicated all key areas related to addressing Safeguarding issues, prioritizing them in the following order: mainstreaming safeguarding into program management cycle, case management systems, survivor assistance, investigation mechanisms, strengthening leadership at the governance level. Several respondents further mentioned wanting guidance on how to adjust their activities within these key areas according to whether they are working internally (with staff) and externally (with communities). All respondents indicated need for technical support in strengthening their organization safeguarding systems to foster trusted and consistent culture of safety.

B. Development of a Learning Curriculum, Modules and Tools

A comprehensive training curriculum was formulated, developed, and approved by IRMG Project Manager and Safeguarding Advisors prior to the initial training needs assessment. The National Trainers based the formulation and development of the curriculum on thoroughly assessed feedback garnered from member organization Safeguarding focal points, senior managers, staff, as well directors during introductory the safeguarding training. Based on the outcomes of this feedback analysis and the initial assessment, the training curriculum was adapted for the for the learning and knowledge exchange training event. The curriculum included additional training

materials for participants who had not participated in the Introductory Safeguarding training. It also included a viewing of the training animation film "What if it were you? – Say No to Sexual Exploitation, Abuse and Harassment" followed by a review of individual Safeguarding principles and standards as contained within the Introductory Safeguarding training guide.

As part of the curriculum, 33 participants were asked to consider what some of the risk factors/key decision gates were for Safeguarding by IRMG member staff and related associates in their areas of operation, to "localize" the issue to the contexts in which the focal points, senior managers, staff and their organizations and partners were working. The curriculum also provided resources and guidelines related to manager's responsibilities and the responsibilities of focal points, and introduced the comprehensive "Decision gate" method to addressing Safeguarding issues throughout the four key phases of program management cycle using a four modular approach 1) from Complaint to Initial Response: Receiving and Responding to SEAH Allegations; 2) From initial response to Case Management /Co Investigations: Conducting Thorough, effective and legally enforceable co investigations; 3) From Co Investigations to Report: Case Management Co-Investigations Report Writing and Complaint Mechanisms and Follow Up; and 4) From Reporting to Action and Case Closure: Management Responsibility in Implementing Co Investigation Reports

Using practical case studies relevant to field operations, the curriculum asked of managers, focal points, and staff to apply their learning to considering how to address Safeguarding issues and manage cases and co-investigation processes by their own personnel in terms of the four program management cycle phases. To close the training events, the curriculum suggested a brief discussion about how the managers, focal points and staff could move forward individually to improve efforts to address Safeguarding Case Management/Co-Investigation dilemmas by staff and related personnel or associates in their organizations, at their duty station, and in partnership with the beneficiary population and other IRMG members.

C. The First Session of the Learning Training

The first training session of the Safeguarding Case Management/Co-Investigation was conducted in Kampala in September 2021 for 44 Senior Managers, Safeguarding Focal Points and staff mainly of the INGO partners and a few national member organizations. In the training session, recommendations were made to improve the curriculum of the learning event, including:

- Extending the amount of time allocated for the learning event to allow for a more in-depth exchange of challenges and best practices, as well as a more probing review of resource materials and time to develop an action plan/next steps;
- Improving the presentation of the materials in the binder so that they are more easily accessible according to topic area;
- Offering some materials for review in advance of the learning event.
- Provide practical tools easily adaptable to member organization's working environment.

Several of these recommendations were addressed during the revisions to the training session delivery methodology. The time of the learning sessions was extended an additional hour in some instances especially in Arua and Moroto, more time was allocated to case management processes, co-investigation planning, action planning and discussion on the organization areas of control when

managing cases and co-investigation processes; and the presentation of the materials in the binders was organized according to session topics focusing on learning expectations raised on day one.

Due to the enthusiasm and commitment of the IRMG Project Manager and Project Assistant, as well as the fact Mercy Corps offered an opportunity to support the materials development and training session logistically and administratively, a second follow-on learning event sessions were scheduled for Kampala, Arua and Moroto. Based on the feedback of the first trainings – Introductory Safeguarding and Safeguarding Case Management/Co-Investigations, the follow-on learning event sessions were further extended from theoretical sessions to 7-hour practical sessions daily, 2 days dedicated to practice sessions on use of tools, and a full day committed to one-on-one technical support sessions with individual/groups of member organizations.

D. Participation at the Training Sessions

Three learning sessions were conducted in Kampala, Arua and Moroto for senior managers, focal points and staff of member organizations and partners, the following learning events took place over an eight - month period:

Safeguarding Case Management/Co-investigation Training Sessions				
Training Dates	**Location**	**Training Participants/Numbers**		
		Female	Male	TOTAL
September 27 – October 1 2021	Kampala	29	15	**44**
October 4 – October 8 2021	Arua	12	19	**31**
October 11 – October 15 2021	Moroto	6	14	**20**
		47 (49%)	48 (51%)	100%
TOTAL				95

Figure 3: Training Participation by Location and sex, respectively

1.3   Target Audience

In each site where the trainings were offered, it targeted a wide range of managers, focal points and key staff of IRMG partners to ensure joint efforts and provide the opportunity to share a wide range of experiences. In all cases, the IRMG Project Manager and the IRMG Assistant Project Officer coordinated the trainings by managing the invitations, registrations, logistics and administrative elements including training venue reservations and managing COVID-19 Standard Operating Procedures and guidelines of the Uganda Ministry of Health as well as the presidential directives on COVID-19.

A total of 95 individuals attended 3 learning sessions in three regional locations during a two-month period from September 2021 to October 2021. Of these 92 participants, 64% were directors and managers, 25% were human resources/administrators, and 11% were Safeguarding focal points. Attendees represented a wide range of local NGOs, INGO and local partner agencies. On average there were more INGO members represented as compared to individuals NGOs and local partners.

This report includes mainly participant's reaction to the actual training session proceedings and some inputs on actual learning acquired as a result of attending the training session proceedings. Information and feedback on the amount of knowledge transfer that took place from within the training room from the facilitator delivery and session plenary interactions to the participants was high given that an average of 70% of the learners who completed the post-training survey after having attended the 5-day learning event reported increased knowledge gain with an average 80% reporting increase confidence in managing safeguarding cases and co-investigation.

Safeguarding Case Management/Co-investigation Training Sessions					
Training Dates	**Location**	**Training Participants/Numbers**			
		Focal Points	HR/Admin	Managers	TOTAL
September 27 – October 1 2021	Kampala	5	13	26	**44**
October 4 – October 8 2021	Arua	2	8	21	**31**
October 11 – October 15 2021	Moroto	3	2	15	**20**
		10 (11%)	**23 (24%)**	**62 (65%)**	**100%**
TOTAL					**95**

Figure 4: Training Participation by category location respectively

2.0 Training Goal, Objectives and Tools

2.1 Goal of the Training

The overall goal of training was to ensure that practices of Case Management/Co-Investigation in and within IRMG member organizations in Uganda are implemented with consistency.

2.2 Specific Objectives

To achieve the above goal, the following objectives were set to guide the outcome pathway:
1. To improve case management and management of co-investigation in IRMG member organisations
2. Increase managers' knowledge and application of underlying principles and ethical issues in case management/co-investigations and best practices
3. To improve managers' ability to consistently use the case management tools.

2.3 Training Methods and Tools

A. Training methods

The trainers employed participatory learning techniques throughout the training program. At the start of the training an animation film ("What if it were you") was presented followed with plenary interpretation of the film in relation to Safeguarding, Case Management and Co Investigations. For example, the facilitators asked questions to gauge the learners' level of awareness about SEAH and gave participants the opportunity to ask questions and made contributions to the issue discussions. All the training sessions were designed in such a way that they build on what the participants already knew.

The training and learning techniques included administering a pre- and post-tests, group work, case study analysis, role plays, sharing experiences, brainstorming, plenary sessions, short lectures, gallery walks, buzz groups and energizers. Trainers recognized the wealth of knowledge and experience the trainees brought to the training and encouraged interactive engagement with and among the participants as equals rather than subordinates during the learning process. In some of the training sessions, participants were very active to the extent that they agreed in consensus and worked slightly beyond the daily time schedule satisfactorily. Each thematic area was concluded with a knowledge check designed for participants to assess their level of understanding of the subject matter. Issues that were not clear in each of the thematic areas were cleared in the morning of the following day's sessions by way of recap and plenary before starting the day's proceedings.

A. Training modules

The training manual was designed into four modules. Each module was presented in interrelated sessions which were delivered in three key segments. The four training modules are as below:
1. **Module One:** From Complaint to Initial Response: Receiving and Responding to SEAH Allegations
2. **Module Two:** From initial response to Case Management /Co Investigations: Conducting Thorough, effective and legally enforceable co investigations

3. **Module Three:** From Co Investigations to Report: Case Management Co-Investigations Report Writing and Complaint Mechanisms and Follow Up
4. **Module Four:** From Reporting to Action and Case Closure: Management Responsibility in Implementing Co Investigation Reports

2.4   Proceedings of the Training Workshop

Day One

A.   Setting the Climate

Trainings in all locations started on every Monday and ended on Friday of the same week. On arrival, all participants were availed with the attendance/registration list, a note book, pen, training time table and a copy of the training manual. A short prayer was led and participants did self-introductions by name, title and organisation they came from.

This session ensured everyone, felt comfortable and confident about learning, sharing experiences as well as connecting with one another. The key objective was to gather more information about the Trainees, the Trainers and their own learning objectives and expectations.

B.   Opening Remarks

Opening remarks were made by Mr. Owora Henry O. the IRMG project manager from the grants holder Mercy Corps Uganda. In his communication he emphasised that this training should have taken place earlier on but was delayed by the COVID-19 related lock down restrictions. He expressed his happiness that the training was finally taking place and appreciated participants and trainers for turning up for the training and told them that this would be a great move toward upholding safeguarding, case management in the sister organisations of IRMG. He summarised by appealing to participants to take up the training seriously by attending it fully, giving it the importance, it deserves to make a difference in the organisations they serve on safeguarding, case management and co investigations. Participants were then briefed about the purpose and objectives of the training. This was followed by expectations, fear, norms and election of course leaders. Trainers and Organizers responded to critical issues that arose from expectations and fear to raise participant's level of comfort. He concluded his remarks by provided overview to the IRMG, its membership, and commitment to provided capacity building support to its members and partners in strengthening safeguarding systems within the IRMG and among member organizations and their local partners.

C.   General Safeguarding Rule

Before embarking on the training, the lead facilitator reminded participants of special safeguarding rules and emphasised that they should recognize the emotional nature of SEAH and other forms of abuse and exploitation and the effect this may have on an individual. Everyone was reminded to NOT force self or others to take part in activity they may feel sensitive to themselves emphasizing that it would be ok to leave the room whenever the material got upsetting. Everyone was prompted to respect the privacy of personal stories or information that may emerge during discussions. Should any information emerge which would indicate that a safeguarding concern has occurred and not been reported, such an issue should be reported immediately to known supervisor or to the trainers who would ensure appropriate measures are undertaken to properly address the concern.

D. Training Expectation and course leadership

Trainees were guided by the training facilitators on sharing their learning expectations. Each Trainee was asked to write their learning expectations and post on a vantage point/wall. Varied expectations were shared by Trainees and the following expectations featured prominently.

To launch the training sessions, the facilitators also focused the learning on key terminologies that would commonly keep coming up during discussions. The following key terms were defined:

- **Staff:** Implies any person, paid or unpaid, associate or consultant, who is representing that organization at the time.
- **Beneficiaries:** as used to mean recipient of humanitarian assistance or development aid, community members, public or private stakeholders engaging with the organization.
- **Manager:** Is used this could be the national safeguarding officer, country director/executive director/country head of mission, or another position that has been designated to hold overall accountable role for safeguarding.
- **A Senior Manager:** A global manager at head office at director level for INGO.
- **Safeguarding Focal Point:** Is used this usually means the regional designated person in a region or country that holds the regional safeguarding role.
- **Local Manager:** A manager who may be responsible for line managing projects, staff or a local office.
- **Investigator:** Is used this means an individual who has been appointed to conduct the investigation. He or she could be external or internal to the organization but will be independent of the region where the investigation is taking place.
- **Survivor/ Victim**: A person who directly uses or receives a case management/ co investigation

E. Summary of Session Proceedings

Launching the 5-day sessions, the lead trainer explained to participants that the modular training would emphasize three key learning areas 1) Establishing/strengthening a consistent organizational culture of safety that thrives on clear and trusted case management/co-investigation system with strong survivor support mechanism 2) planning for and managing cases/co-investigation process 3) decision on co-investigation findings and taking outcome actions.

Under segment one, the primary focus was placed on putting in place functional policies, strategy and guidelines for case management/co-investigations which should include systems and child-focused, gender and culture-sensitive tools for risk assessment, complaint/reporting mechanisms, case management/co-investigations protocols. Training and equipping managers who understand details on how to manage different levels of safeguarding allegations including historical and complex allegations. Having few trained staff with the relevant experience to manage conduct of a thorough investigation and provide an objective view. Balancing the internal processes with different local context, legal systems and external reporting requirements on safeguarding.

Training Report

Safeguarding Case Management/Co-Investigation by the IRMG and National Trainers of Trainers on Safeguarding under Ministry of Gender, labour, and Social Development (MGLSD), Uganda

Strong organizational culture of safety driven by committed leadership/governance structure/management to ensure adequate technical and resources support, oversight and quality assurance. Establishing a process that enables feedback to the workforce in a way that ensures there is on-going organizational learning and improvement. the activity for this was the administration and response to the Self-Audit Tool.

The opening sessions discussed establishing as robust system and practice of routine self-audit of the organization staff, program and operations to assess and manage Safeguarding risks. This involved participants working individually in assessing the status of their organization based on a set of questions posted on vantage points in the training room This was followed by discussions on how to effectively mainstream Safeguarding case management, co investigations in the program/project management cycle, with an exercise on the decision gates and summarised with the key learning points. Creating a culture of organisational safety was introduced, discussed and summarised with key learning points on routine reporting by staff, maintaining confidentiality, diversity in reporting, strategies on preventing and responding to issues of gossip and retaliations, receiving feedback from senior management, equipping focal point persons and line managers to prevent and respond to cases of SEAH.

Key Emerging Issues on Day 1

1. Participants sought clarifications on whether they were receiving training to conduct case management and co investigations which was clarified by facilitators that the training was to equip them to manage case management and co investigations in their respective organisations
2. Participants expressed interest to know whether safeguarding policy is the same as child safeguarding policy and this was clarified by trainers that there is a general safeguarding policy for the entire organisation, people, and programs while the child safeguarding policy focuses on the component of safeguarding of children in relation to the organisation, staff, associates and programs.
3. Made an inquiry of whether government had a duty of oversight function on safeguarding, reporting and sanctioning penalties for lack of compliance on their government ministries, departments and agencies. This was clarified that both government and non-governmental organisations had a responsibility to ensure all government ministries, departments and agencies should have the safeguarding policy in place and ensure that they handle cases, report, refer document and investigate cases of SEAH.
4. On building an organisational culture of safety, they insisted that individual personality, environment and childhood experiences and existing organisational culture can have a bad spill over on managers and management decisions

Day Two

After the recap of day one the following topics were introduced: core areas of management responsibility to address SEAH. The focus was on developing a code of conduct and ensuring that staff are trained on it, copies given to them and are signed by individuals as commitments to the code of conduct; complaint mechanism which focused on establishing a community based

Training Report

Safeguarding Case Management/Co-Investigation by the IRMG and National Trainers of Trainers on Safeguarding under Ministry of Gender, labour, and Social Development (MGLSD), Uganda

complaint mechanism that are easily accessible to the community including whistle blowing and ensuring that confidentiality is maintained to all; having clear investigation procedures, conducting investigations following established policies and protocols using trained investigators. Others include training and implementation of procedures, transparency and openness, policies on confidentiality.

Application of survivor centred approach was also emphasised in which organisations are to prioritise survivors, observe the principle of best interest of survivors, procedures in reporting including having feedback, ensuring easy access to specialised services, partner led initiatives, multi sectoral team building and support to survivor, explore joint options for support to survivors, and share of resources on survivor centred approaches, transparency, monitoring, publicly demonstrating public efforts on on-going safeguarding efforts and rigorous reporting that are survivor and gender sensitive.

Emerging issues Day 2
1. Whether managers were trained to conduct investigations and it was clarified that managers are trained to manage co investigations
2. Whether organisations are mandated to report cases of SEAH and who sanctions penalty for failure to do so, this was clarified that organisations must report all cases even if it is rumoured
3. Organisations wanting to own survivors in need of taking credit instead of referring cases that they cannot handle to other organisations limiting options for joint support of survivors.

Day Three

Content of day three focused on preventing and responding to SEAH as a management role. It emphasized creating a culture of safety – among staff and with our beneficiaries. Managers are responsible for the three general areas of; establishing a code of conduct, ensuring staff are adequately trained and understand the code, establish community-based complaints mechanisms that are easily accessible to the community and to staff and investigate allegations following established policies and protocols, using trained investigators.

It also covered policies on whistle blowing, clear investigation procedures, training and implementing of procedures, transparency, openness and policies on confidentiality and emphasized management role to Keep working to establish and improve the processes, policies, and issues throughout your program, and acknowledge to your program beneficiaries and participants your accountability on sexual exploitation, abuse and sexual harassment.

Survivor centered approaches, effective complaint mechanisms, vulnerability, risk and barriers to allegations, reporting suspected cases of SEAH and other forms of abuse and exploitation, key steps of case management and co investigations and the guiding principles in case management were handled on day three as well.

Emerging issues Day 3
- Disclosure systems are often not clear enough to support appropriate information sharing with staff and community.

- Survivor-centered assistance initiatives are often unplanned for which presents challenges when safeguarding concerns do arise.
- Organizations need to deliberately allocate budget for ongoing capacity strengthening to senior managers.

Day Four

Presentation on day four focused on what co investigations is, goal, guiding principles, stages, methodology, parallel processes during investigations, rules, constraints to proper investigations, it continues with documentary evidence, how to keep documentary evidence and its importance, keeping it safe from being altered, changed or destroyed. Discussed were also issue regarding developing investigation plan, reviewing the plan and implementing the plan. Conflict of interest, bias attitudes, preservation of evidence, interview of witnesses, keeping confidentiality of all involved. The content of the plan with a focus on the background, terms of reference, allegations, issue of fact, resources, others. Interviewing witnesses, subject of complaint and subject of allegations, and eventually writing an investigation report comprised the day-closing key discussions.

Emerging issues Day 4

1. How conflict of interest can jeopardize investigations
2. How confidentiality by witness's may go beyond management control
3. Importance of documentary evidence
4. Avoid being biased at the issue at hand.

Day Five

Day five focused on the implementation of the co investigation plan, findings and recommendations by management, taking disciplinary action on allegations that are confirmed, quality assurance in the process of investigations, report structure, limitations, signing off a case, case closure, appeals, developing an action plan by individual organisations. A post-test was given, post evaluation form was filled by participants, certificates were issued, closing remarks by delivered by a participating Director in the Kampala training, and by IRMG Project Manager in Arua and Moroto leading to the official closure of the 5-day session.

Emerging issues Day 5
1. If the complainant has control over administrative decisions for rewards in situations of malice
2. At what point do you close a case.

Daily End of Training Day Evaluation

To receive sincere feedback from participants on the training general organization, the IRMG Project Manager and Team facilitated daily brief session on assessing what went well, what didn't go well, and what needed to be improved in subsequent days. Below is the summary of the feedback from participants.

What went well
1. All the participants who were mobilised turned out for the training
2. Participants attended the training fully and actively participated in all the sessions, discussions, assignments and test for all the course modules
3. Sharing of experience on how participants were handling safeguarding, case management and co investigations was so helpful in reflecting on their individual behaviours, attitude and action on the work they have been doing
4. Documented cases of safeguarding cases that were investigated and concluded in Uganda and other countries were shared with participants.

What did not go well
1. Turn up of participants for day one was slightly late that slightly delayed the beginning of the training up to 9:30 am
2. This training collided with the end of financial year of most partners who were trying to catch up with reports and accountability missing out some sessions
3. The issue of curfew time in compliance with COVID-19 guidelines made participants loose attention when it was 4:00pm
4. Not all participants in all the three locations attended the introductory course on safeguarding in Kampala yet this training builds on what they had learnt in the previous training this affected on the level of understanding of participants especially on day one
5. There is no uniform reporting tool for organisations on safeguarding, thus each organization use their own.

D.   Training Evaluation

The training was designed to create the most impact, to deliver bottom-line results and contribute to IRMG operation accomplishment. To document such compelling evidence, a robust training evaluation plan was formulated and consistently implemented during the training sessions. The training evaluation focused on three key areas 1) improve the training 2) maximize transfer of learning to behaviour and subsequent organizational results 3) demonstrate the value of the training to IRMG Steering Committee and members. Several questionnaires were implemented for evaluating learning effectiveness before, during and after the training that assessed gauge the quality of training event, materials and facilitators. The evaluation strategy consisted of the following four different questionnaires to measure learning and general rollout effectiveness:

1. Pre-Training Survey
2. Knowledge Check Survey
3. Post-Training Survey
4. Training General Evaluation

This training evaluation used Kirpatrick's[1] four-level model as the basis for analyzing training effectiveness (See Table 2.1 below). Copies of the actual questionnaires are included in Annex 1 while the actual feedback from each tool is summarized in section 3 – Findings and Conclusions.

Level	Measure	Evidence/Tool
1:	**Participant Reaction**	End-of-training Participant Questionnaires • Brief Evaluation Form • Daily Evaluation Form
2:	**Participant Learning**	Brief and Daily Evaluation and Facilitator Observations
3:	**Knowledge and skill Transfer**	Multiple: surveys/interviews of participants and managers • Pre-Training Baseline Survey • Post-Training Baseline Survey • Knowledge Check Survey
4:	**Organizational Impact**	Multiple: pre/post baseline survey comparisons, measures and interviews with sample learners • Cross/Post-Training Checklist for Action

Table 4: Kirpatrick's Four Levels of Training Evaluation

2.1 Level 1 - Participant Reaction

This first measure is about determining participants' general level of satisfaction with, engagement in, and the relevance of the learning event. The participants were asked to complete a *Brief Evaluation* at the end of each learning day using a simple form called the *Daily Evaluation Checklist.* The intention in obtaining this type of feedback was to ensure that the learning event was reviewed in a spirit of "continuous improvement" to better reflect the needs and meet the learning expectations of the participants on an ongoing basis. Of the 95 participants who completed the

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[1] Kirpatrick, D.L. (2006). Evaluation Training Programs. Berrett-Koehler Publishers, Inc.: CA

knowledge check, 85% indicated 72% knowledge retention. Seventy-two (72%) revealed increased in knowledge gain at the end of the training sessions. As a result, learning sessions, group activities and more localized examples were adapted to the learning satisfaction of the different learning groups and individuals. For more information on the actual questionnaire used, please see Annex 1.

2.2 Level 2 - Participant Learning

Evaluation at this level sought to the extent to which participants acquired the intended knowledge, skills and attitude based on their participation in the learning event. Dimensions of **confidence** and **commitment** were added to this level to help close the gap between learning and behaviour, and so to prevent waste when the training is repeated for IRMG member staff who possess the required knowledge and skills but fail to perform appropriately on the job. The assessment at this stage was closely linked to the four learning objectives of the training. Pre/post tests were the preferred methodologies for assessing the degree of learning that has taken place in the "classroom" setting. Results indicated that: confidence level to handle Safeguarding cases increased from average 32% to 87% overall.

"I came to this training when my confidence level was at about 70%, that I knew what to do, by end of day 1, it dropped to about 60%, end of day 2 it had dropped to a low 30% as I realized I actually did not realize I was not doing things appropriately. From day 3 it started to increase, and I have ended the training on a high 80% plus

Verbatim from a participating senior manager

The knowledge and skills level helped to determine the degree to which participants knew certain information, as characterized by the phrase "I know it". It also assisted in measuring the degree to which they knew how to do something or perform key tasks, as illustrated by the phrase, "I can do it right now."

The evaluation also measured the level of **attitude** - degree to which the training participants believed that it will be worthwhile to implement what is learned during the training on the job. This measurement was characterized by the phrase, "I believe it will be worthwhile to do this in my work"

Confidence level was another area of measurement during the training events. This focused on the degree to which participants thought they will be able to do on the job what they learned during the training, as characterized by the phrase, "I think I can do it on the job". Addressing confidence during the training brought learners closer to the desired on-the job performance goal of the training.

Lastly, **Commitment** level was also measured. This measurement assessed the degree to which participants intended to apply on the jobs the knowledge and skills learned during the training. It was characterized by the phrase, 'I will do it on job in my work place". This measurement focused on learners' motivation in acknowledging that even if knowledge and skills were mastered, effort still needed to be put forth to use the information or perform the skills on a daily basis.

Pre/post tests were initially included in the training design with this objective in mind. However, instead of using pre/post tests a decision was made to use a more informal means of obtaining feedback at this level. The intention was to avoid the risk that participants might misinterpret a pre/post assessment as a "pass/fail" exercise. As a result, questions were incorporated in Level 1 assessments (Brief and Daily Evaluation Forms) to obtain participants' personal perspective. Facilitators' observation of participants skill and knowledge shifts directly linked to the learning objectives were also another informal touch point for assessing the learning acquired. In summary, the aim here was to encourage participants to self-assess their own learning strengths and gaps and for facilitators to adapt the training space learning "just-in-time" to best reflect the needs of the particular group.

2.3 Level 3 – Knowledge Transfer

Conscious that, active execution and monitoring of required drivers is perhaps the biggest indicator of training success, the measurement at this level focused on the degree to which participants would apply what they learned during the training when they are back on the job. It elaborately focused on a few, specific action areas, which if performed consistently on the job, would have the biggest impact on the desired training goal.

At this level, the evaluation also measured processes and systems that reinforce, monitor, encourage and reward performance on the job. This measurement included assessing the re-enforcing accountability and support systems which account up to 85% of the application of skills and knowledge on the job. The assessment included safeguarding policy and procedures, training, work review, resources, and technical capability/capacity.

Two questionnaires were designed to assess pre and post training knowledge transfer.

The first questionnaire was designed to acquire a better understanding of Safeguarding Case Management/Co-Investigation activities undertaken by the managers, focal points and staff in their agencies/organizations prior to their participation in the learning event. Participants were asked to complete a *Pre-Training Baseline Survey* that was used as a needs assessment to establish a general baseline or snapshot of the current reality before training. This enabled the trainers to measure the progress made by participants in acquiring the learning after attending the training program.

The second tool designed to assess knowledge transfer was the *Post-Training Baseline Survey.* The intention was to compare post-training knowledge, skills and activities with what had or had not been done prior to the training.

All participants received Post-Training Baseline Survey for completion at the end of the 5-day training session after fully participating in the training. This questionnaire was designed as a self-assessment tool to identify the extent to which they were prepared and able to put into practice their Safeguarding Case management/Co-Investigation roles and responsibilities as learned. It was subjective feedback designed to be a self-reflection exercise that helped learners assume accountability for transforming their learning into action. The intention was to compare post-training knowledge, skills and activities with what had or had not been done prior to the training.

For more information on the actual questionnaire used, please see Annex 1 and 2.

2.4 Level 4 - Organizational Results

Evaluation at this final level will help us understand the degree to which targeted outcomes occur as a result of the learning events and subsequent reinforcement. It is intended to measure how the learning impacted the participant's work environment and includes analysis of some external factors and practices that might contribute to good or poor results.

An accessible questionnaire will be developed and distributed to all participants One to Eleven months after attending the training session. The *Post-Training Checklist for Action* is a quantitative measure of the overall improvement of Safeguarding Case Management/Co-Investigation activities in the three sites/regions where participants were trained. It is intended to counterbalance the subjectivity of the self-assessment tool as previously mentioned above (#3 Knowledge Transfer) since feedback is obtained from the participants individual perspective. This tool will assess the extent to which the action plans developed by each member organization has been/is being implemented or not. Leading indicators will help to bridge the gap between individual initiatives and efforts, and organizational results. This will focus on short-term observations and measurements that suggest that critical behaviours are on track to create a positive impact on the desired results.

The evaluation objectives and tools listed above will be addressed in Section 3 – Findings and Conclusions. More insight will be provided with regards to the actual participant feedback results.

3. Training Results and Conclusions

3.1 Participant Reaction (Level-1)

Overall, the response from managers, focal points and staff were positive. The learning events/sessions were well received by participants who rated the experience averagely as either good or excellent or 7 and 8 on a 10-point scale. (Where "10" indicates extremely valuable and "0" indicates not valuable). Written comments on the evaluations were also positive, indicating that the participants appreciated the learning opportunity and experience.

Elements of the training identified as most useful during the sessions in Kampala were rolled out in Arua and Moroto as well as the following:

- Review of the Safeguarding Core Principles and Standards.
- Safeguarding mainstreamed in the "Program Management Cycle Four Phases" Framework.
- Discussion regarding what constitutes leadership for Organizational Culture of Safety.
- Complaints and Response/Reporting Mechanisms focused on community reporting.
- Confidence and commitment to implementing survivor-centered approach.
- Terms of reference (ToR of Focal Points, Case Managers and Co-Investigators)
- Responsibilities and commitment of Board/Directors/Senior Managers.
- The case study "KIDAID"
- Action Plan

The above key feedback areas represents a variety of perspectives regarding what was experienced as most useful during the training. The reasons for these multiple perspectives are due to two main factors. First of all, the different regions and organizations have different needs and are at different stages of awareness and implementation of Safeguarding Case management/Co-investigations systems and Safeguarding generally. The second contributing factor is that participants presented different learning styles and pace. This is an indication that the learning events rightfully were designed with diverse learner needs in mind. For example, "analytical" learners appreciate more time reviewing the Safeguarding procedures and processes while "action oriented" learners appreciate more time discussing and identifying critical and appropriate action that should be undertaken. There was no right or wrong learning style because each helped deepen and enrich the learning as a whole for everyone involved, and this was evident throughout learning activities including group assignments and individual reflections during plenaries.

Participants learned key guidelines and methodologies for practical integration of Safeguarding mandates into workplace programs, operations, policies/procedures including codes of conduct and ethics, and accountability systems, and left with an action plan to guide them in applying these guidelines and methodologies to prevention, prediction, detection of and response to Safeguarding issues including SEAH and other forms and abuse and exploitation.

All participants who completed final 5-daily training evaluations noted that they would recommend this workshop to others. Participants also offered recommendations for improving the workshop, summarized below:
- Share with participants key documents to read in advance of the training.

- Use more real-time case studies from within the IRMG membership context:
    o Include an example local examples of organizational/people found guilty of Safeguarding allegations/SEAH, with procedures followed and outcomes.
    o Build in a description of the co-investigation and disciplinary processes.
- Revise the case study "KIDAID"
    o To reflect real issues relevant to development settings and other cultures in Uganda (i.e. nomadic culture).
    o Include staff survivor element and detail disclosure processes.
- Provide more information about how to establish reporting mechanisms, especially community-based.
- Allot more time for interviewing practice and identifying the difference between an interview with a complainant and counseling. And also clear distinction between "confidentiality" and "autonomous" reporting and information sharing.
- Include adaptable tools and guideline/policy development/review/implementation guides.

In addition to the above recommendations, there was a recurring theme noted in the feedback provided. Participants thought more training time was needed at the very beginning of this journey during the Introductory Safeguarding training (Phase 1, as well as, throughout the Phase 2 – Safeguarding Case Management/Co-Investigation) including the post-training technical support to individual member organizations.

Many participants felt that the learning event would have benefited from more time to discuss Safeguarding standards and how they are implemented across the organization programs and operations; processes of managing Safeguarding concerns and co-investigation; survivor assistance mechanisms, in-depth exchange of best practices and challenges, a more probing review and implementation of tools, policy/guidelines and, other resource materials and finally more time to discuss and develop actionable plans with clear measureable indicators guided by IRMG Safeguarding outcomes.

Given though the initial training was further extended from 3 days (Introductory Safeguarding) to a 5-day session to accommodate the need for more dialogue, there was still feedback during the learning events from many for the need to have more training time. On the other hand, there were also a few participants who suggested less training time was needed. This highlights the opportunity to better position the focus and agenda for future workshops. There are some regional sites like Kampala, for example who required less foundational information on Safeguarding while others like Arua and Moroto needed more background information and basic understanding of Safeguarding with a few exceptions where some participants had prior experience dealing with Safeguarding concerns including SEAH by staff and/or related personnel. Managing the diverse knowledge and expertise in the learning event rooms is always a positive and welcome challenge. The benefit of having a diverse audience is that rich dialogue and learning benefits all.

All in all, most of the Level-1 participant feedback for both senior managers and focal points appears to be suggesting changes pertaining mostly to program content, delivery and accountability. In addition to a more hands-on experience. Participants are also requesting more time to digest the information prior to attending the training, coupled with more post-training support to establish processes and structures for Safeguarding/ prevention of SEAH. Finally, a request for availability of

experts to guide and support members and an established centralized system for accessing shared learning and practice resources/materials also points to a basic need to better understand the material for learning integration and communication with others as well as achieve high of confidence and commitment in consistency in Safeguarding practices. In essence, the more the learning experience can be customized and personalized with area/region-specific specific examples, best practices and using localized examples and case studies, the more likelihood there will be a smoother and supportable transfer of knowledge in the workplace.

3.2 Participant Learning (Level-2)

Level-2 Evaluation measured the degree to which participants learned based on the training objectives as a result of having attended the learning event. Both an informal and formal evaluation approach was used in the three training sessions. Majority participants completed a pre/post-test and others were not given a specific evaluation tool or test to complete due to their inconsistently availability during the training hours and days.

The facilitators' assessed the degree of learning taking place on a learning room-by-learning room basis and adapted the training session agenda to meet the needs/expectations of the participants in that particular location. However, it is important to acknowledge that due to the fact that there were different facilitators involved and that the learning events were revised and adapted to reflect participant needs and facilitators' experience with the rollout, it is very difficult to provide additional insights about the degree of learning that took place during the learning room portion of the training rollout. For now we have the Level-1 Evaluation as outlined above which reports participants' self-assessment on the degree of learning that took place at that time. In addition to Level-1 input we also have post-training feedback from senior managers and focal points. See Level -3 and Level-4 Evaluation below for more details.

3.3 Knowledge Transfer (Level-3)

Pre and Post Training Baseline Survey for Senior Managers and Successors

Participants completed the Pre-Training Baseline Survey on the first day of training. Generally there was a variety of needs expressed for Level-3 feedback from Safeguarding basic foundational knowledge to a more advanced focus on creating structures and systems for case management/co-investigations and coordinating dialogue with a cross-section of leadership within the organization and most importantly roles and responsibilities of leadership in strengthening safeguarding systems in the organization. Not all participants completed the Pre-Training Baseline Survey, therefore it's difficult to provide an accurate assessment of the learning gain after the learning event took place.

Furthermore, the participants who participated in the trainings (see Table 5 below) completed the Post-Training Baseline self-assessment that represented an even smaller response rate as compared to the initial Pre-Training Baseline Survey responses received. This low response rate could be attributed to the fact that participants did not receive the questionnaire until several months following the learning event. During this time there was turnover and job transfers which could have contributed to the low response rate. The other reason for the low response rate could be due to the length of the questionnaire. The questionnaire consisted of a total of 23 questions including 9 open-ended questions.

A variety of perspectives also surfaced in the Post-Training Baseline Survey as it did in the Pre-Training Baseline Survey. When asked to identify the top three to four most important responsibilities, participants provided a variety of perspectives that included a range of responses from cognitive understanding to tactical action steps, including the following:

- Raise awareness and provide training
- Be a role model by avoiding relationships that could be considered abusive
- Create and coordinate mechanisms for monitoring and providing support to internal and/or external staff/community members
- Know UN rules and regulations
- Incorporate PSEA into staff policies and procedures
- Make the issue part of staff meetings at least once a month
- Understand SEA risks and mitigation measures
- Designate a focal point in the organization or department.

Participants had the opportunity to review/discuss their role and responsibilities during the training, as well as draft an action plan that incorporated these key responsibilities. As a result, the diversity provided in the above responses could be due to the different region-specific needs and priorities with regards to Safeguarding Case management/Co-Investigation that surfaced during the group exercises.

When asked to comment on their ability to meet Safeguarding Case Management/Co-Investigation roles and responsibilities as listed above, generally participants reported a "broadened understanding" and awareness about Safeguarding/SEAH case management/co-investigation issues and their importance.

Main difficulties or gaps encountered in addressing Safeguarding/PSEAH are with respect to challenges with the cultural context, as well as lack of information and tools to implement complaints mechanisms. In addition to continued guidance and support with respect to these two issues, participants unanimously reported the need for one-on-one technical support with preventive measures and "managerial responsibilities" in general. In addition, some senior managers reported difficulties to address Case management/Co-Investigation issues due to not having a local-office focal point work on and regularly report his/her activities on Safeguarding/PSEA.

However, the survey demonstrated that the majority of member agencies had a code of conduct and ethics on PSEA generally equivalent to Safeguarding coupled with a focal point in headquarters to address sexual exploitation and abuse and with a few members reporting having Safeguarding-specific focal points handling safeguarding issues.

Finally, when asked to provide additional comments on how the training could be improved, the most common response was with regards to the need for regular refresher training sessions that would enable experience sharing and continued learning on an annual basis. This would complement local initiatives by encouraging the implementation of best practices. A few managers highlighted the dire need for IRMG to support individual member organization especially the local members and partners to roll out this training to their staff, board, and associates as this will

strengthen internal and external buy-in from the 'top' governance and leadership in and within the organization and the community.

3.4 Organizational Impact (Level-4)

Post-Training Focal Point Checklist for Action

The purpose for obtaining post-training feedback from the focal points was to understand how the learning will impact the participant's work environment. The objective was also to assess how the post-training implementation activities will be perceived from a more neutral source or from the participants' perspective. The key question explored at Level-4 evaluation was: what impact will the Safeguarding Case management/Co-Investigation training efforts have on the ability of your organization agencies (what outcome you hope to achieve)?

Majority of the training participants that attended sessions in Kampala, Arua, and Moroto completed this survey (see Table 3.2 below for details). There could be several reasons for the rate such as: (1) participant involved in handling emergency (common in Arua), (2) absenteeism on final training day, (3) the survey was too comprehensive. Thus, while reading the results below, it is important to keep in mind that these answers only represent 97% of all participants that attended the focal point training.

Respondent Category	Kampala	Arua	Moroto	TOTAL
	Numbers/Percentage			
Safeguarding Focal Points	5	2	3	10
Human Resources/Admins	13	8	2	23
Directors/Managers	26	19	14	59
TOTAL	44	29	19	92

Table 5: Post-test Survey Respondents (92)

In general, although one of the key takeaways for both senior managers and focal points was increased awareness of Safeguarding Case management/Co-Investigation, there is an opportunity to continue to leverage this strength by increasing internal and external awareness. Staff and community partners need awareness training on the resources and systems available to them including confidential and safe Safeguarding concern/SEAH reporting systems and survivor support mechanisms. The notable challenge in providing this support is that in many member organizations (72%) the actual mechanisms and processes have not yet been fully developed and only 12% of those with existing mechanisms are implementing with consistency as a result of reported limitations in internal capacity and capabilities. It is not surprising then to note that senior managers have reported (Level-3 Evaluation) the need for further guidance and support in establishing/strengthening these mechanisms.

4. Conclusion

It was clear from the results outlined in the various evaluations above that one of the main "takeaways" for IRMG Steering committee, and the senior managers and focal points was increased

understanding and knowledge of the organization specific Code of Conduct and Ethics (the latter lacking for many members) and the "Program Management Cycle Four Phase Framework" for integrating Safeguarding Case Management/Co-Investigation into a robust Safeguarding Framework in the organization. As a result, it was not surprising to see that progress had been made with regards to raising awareness through trainings, providing updates at meetings and distributing knowledge via information, education, communications and other written materials to agency staff and community. Overall, the majority of member organizations had managed to clarify expectations and promote better understanding and awareness of the Safeguarding Case management/Co-Investigation general issues.

However, while the results of the training events demonstrate progress with regards to prevention and management of Safeguarding Cases and Co-Investigation processes, the results show less progress with regards to consistency in practice and the visible presence of strong moral organizational leadership and governance in driving cultural change in key areas of Safeguarding generally, and specifically on Safeguarding Case Management/Co-Investigation. The majority of organizations who participated in the training were from member or partner organization not yet successful in institutionalizing Safeguarding/PSEAH within their respective organizations, such as incorporating the responsibility of Safeguarding/PSEAH in program management cycle, job description and appraisal systems, incorporating Safeguarding/PSEAH in staff and non-staff contracts or ensuring that rigorous reference checks were followed or initiated to ensure that personnel with proven Safeguarding/SEAH incidents were not re-hired. In addition, the majority of member organizations and/or their partners are yet to reach out to the community to raise awareness on their rights or to establish a joint community based complaints mechanism. Without these two actions, community members will not be able to report an incident of Safeguarding/SEAH. The matter is concerning when taken into consideration that the majority of organizations are not able to appropriately respond to cases of Safeguarding/SEAH using a consistent procedure and practice since their personnel are not familiar of internal reporting procedures. Furthermore, the majority of members did not have the capacity to co-investigate cases of Safeguarding/SEAH and would not be able to provide any survivor assistance.

Thus, while the training initiatives have contributed to increased awareness among personnel, they have only fully activated for the majority and re-enforced commitment for others to encourage, promote consistent practice actions related to robust and confidential complaints mechanisms and general response systems visible to and trusted by all. This seems to relate to lack of follow-up support, lack of resources and confusion with regards to whom to place the responsibility to address Safeguarding issues/PSEAH concerns.

5. Recommendations

In order to further improve these training initiatives and/or determine their effectiveness to reach stated objectives this section has been divided into two parts. The first part addresses the actual training rollout and how it can be improved. The second part addresses general recommendations and discusses whether these initiatives are cost effective; whether they are sustainable; the importance of institutionalization and provides suggestions on areas to focus on for moving forward.

5.1 Safeguarding Case Management/Co-Investigation Training Rollout

There are several factors for consideration that determine the success of a Safeguarding Case Management/Co-Investigation training process. The following are recommendations that outline key components of the integrated learning and development approach undertaken for the Safeguarding Case Management/Co-Investigation training with respect to what is done before, during and after the training.

A. Pre-Training Survey

Pre-training activities are the pre-cursor to a successful Safeguarding Case Management/Co-Investigation training rollout. The first element that needs to be addressed prior to a rollout is strategic participant selection**.** While there was clear participant selection criteria that was communicated to the participating IRMG members, only 68% met the participant selection criteria threshold. This meant that facilitators had to revise the initially planned session content flow and key areas of focus in order to meet the mixed learning needs and expectation.

It is highly recommended that, for future trainings, members should be encouraged further to ensuring that the organizational leadership is aware of their role and responsibilities in spearheading the initiative beyond the training room: from being available to identify and select participants to the learning event; to having clear objectives, measures and a plan of action to support the participants perform on set outcomes based on clear roles and responsibilities beyond the learning event.

Learning event participants also need to be strategically selected to ensure that they are in the best possible position to act on Safeguarding Case Management/Co-Investigation related responsibilities which are clearly stated in their TOR or job descriptions. Conducting a stakeholder analysis (internal and external) prior to selecting participants can help ensure that the "right" people are involved in the training.

In addition to the member organization's leaders and learning event participants, there also needs to be a follow-up support process that is developed prior to the training rollout. To this end, it would be helpful to **clarify the liaison role that each member organization's in-country head office has in terms of participant's selection or who is involved and at what stage of the training participation**. This will help ensure that there is a cohesive approach and will prevent coordination issues that were experienced when a significant number of member organizations selected and sent to the training participants who had not participated or attended the Introductory safeguarding training, and thus had challenges comprehending key principles and standards.

Training logistics is another important consideration that needs to be addressed prior to the learning event. More specifically, the following good practices should be sustained and improved further:

- Book an off-site training facility (budget permitting): This will help participants avoid potential distractions and be more focused on the training. This was evident in Arua and more pronounced in Moroto were a number of participants had to leave the training venue to attend to "emergent" work-related matters.

- Forward a needs assessment or Baseline Survey with enough lead-time (3-4 weeks before the training). The purpose for this is three-fold. First of all it gives the facilitator(s) time to review the needs and customize the training accordingly and avoid "smuggling" content into the planned sessions so as to meet miscued leaning expectations of participants not "fit" to participate in the scheduled training session. Secondly, and finally, it also gives the participants the lead time to review materials prior to attending the learning event.

- Training confirmations should be capped at 20-30 participants per group/session. If the group is larger it can impact the quality of the discussion because not everyone can be actively engaged in the dialogue at the learning event. However, where the capped number may exceed the suggested ceiling, more spacious learning room with expansive space for group learning activities should be reserved in a quiet and learning conducive site. The good practice recorded in Arua matched this recommendation for is encouraged.

- Assign training pre-work at least 2 weeks prior to the learning event. This will help participants be better prepared for learning room-based work and discussion. However, it has been repeatedly noted that majority member organizations do not respond when required to undertake pre-training activities in time, henceforth affecting the quality of training outcomes since such activities are undertaken on day one of the training.

- As has been the good practice by IRMG Project Management Team, facilitators continue to plan and meet regularly with the training grant holder and/or IRMG representatives prior to the training event via email, conference call or in person to review the needs assessment results and clarify country capacity gaps that need to be addressed during the training. This practice has ensured the **training objectives and content are specifically aligned with the participant and IRMG-specific needs**.

B. Training Design and Implementation
The Safeguarding Case Management/Co-Investigation training design was appropriate and the training goal and objectives were clear and achievable (Measured against participants' learning expectation, 92% of the training objectives were met. Nevertheless, to improve further the quality of the training content and session delivery, ensuring that the following training design and delivery elements are in place can further enhance the roll-out of Safeguarding Case Management/Co-Investigation training creativities:

- Clear and measurable Safeguarding Case Management/Co-Investigation learning and practice outcomes are established that facilitate the acquisition of new knowledge and skills. To facilitate this, IRMG could consider working together with members to **develop a multi-year plan with realistic manageable outcomes and targeted using the "Program/Project Management Cycle Four Phase"** framework. The plan for example can include ensuring that all the relevant Safeguarding framework and Human Resources (HR) systems are in place for each member organization as per the participants feedback referenced earlier in section 3.1 (Post-Training Checklist for Action).

- Before the re-launch of a training initiative on Safeguarding Case Management/Co-Investigation, it is important to acknowledge the frequent rotation of member organizations'/partners' staff members. The frequent rotation of staff has in many cases resulted in the abandonment of

Training Report

Safeguarding Case Management/Co-Investigation by the IRMG and National Trainers of Trainers on Safeguarding under Ministry of Gender, labour, and Social Development (MGLSD), Uganda

Safeguarding activities and has further complicated the processes of achieving outcomes for such a training. To counter-balance this, it is important to embed Safeguarding and Safeguarding Case Management/Co-Investigation in organizational program management cycle phases, operational structures, such as incorporating it in appointed staff member's TOR, ensure staff members are appraised for their work on Safeguarding and Safeguarding Case management/Co-Investigation, and include Safeguarding in regular staff inductions etc. These actions would hopefully ensure that Safeguarding Case Management/Co-Investigation activities are continued and maintained with consistency in practice although staff rotates.

- Clear and deliberate Safeguarding indicators and targets should be developed in consultation with IRMG members to establish a common direction for Safeguarding practice within the group. This will guide the steering committee and members in pursuing and attaining a measurable level of consistency in Safeguarding practices across the group.

- Continue to include more opportunities to practice learned skills and **allow more time for developing work plans that are directly linked to post-training follow-up strategies.** Members should be more involved in tools development and adaptation to ensure policy and procedures are effectively implemented and progress monitored, documented and experiences are shared, and that learning is taking place among members.

- Build more time in future training sessions for the following three session topics because they require more context-specific dialogue including cultural issues and post-training objectives for implementation.

    o Community Based Complaints Mechanisms
    o Applying Theory to Practice
        ▪ Include more hands-on training that builds awareness of the member-organization's specific response practices.
        ▪ Design and use easily adaptable tools and guidelines in hands-on practical sessions with participants to re-enforce theoretical learning of the key principles and standards.

- Action Planning (review, modification and adaptation to changing context) should be given more time to guide the process and focus planning to IRMG core areas of Safeguarding Case Management/Co-Investigation outcomes. During this session, member organization should be guided to set clear, measurable indicators to track progress on the developed outcomes areas.

- The following sessions on the other hand can be sent as pre-work within an online training format and then reviewed via email and/or in person with the IRMG Project Manager and Safeguarding Advisors prior to the training to ensure understanding of expectations with respect to roles and responsibilities before and after the training:

    o The Safeguarding and PSEAH standards in global practice.
    o Responsibilities of the Senior Managers and Focal Points.
    o General Risks/Consequences (country/region-specific risks can be weaved into the introduction and action planning sessions to heighten awareness and forward the action).

C. Post-Training

Research shows that the best training in the world will not translate into changed behaviors back on the job unless it is well planned ahead of time and has a learning support strategy in place. Sustainability requires process, commitment, and follow-through. The following are recommendations for ensuring that participants and leaders realize expectations, receive support, and accept responsibility for doing things differently:

- **Implement a follow-on Safeguarding training plan** combining both Introductory Safeguarding and Safeguarding Case Management/Co-Investigation to ensure the achievement of key post-training milestones for member organization's leaders, focal points and field staff. This follow-on training should be hand-on face-to-face sessions focus largely on key Safeguarding principles, standards and the use of tools and guidelines in implementing the principles and standards within the organization programs and operations.

- Promote the use of tools and publish country statistics regarding Safeguarding concerns/SEAH to raise awareness on what's important and to acknowledge progress made.

- **Create a structure and feedback mechanism within the IRMG to support the implementation of Action Plans in the field**.

- **Promote and encourage ongoing dialogue and sharing of best practices**. One possible option could be the development of a "Community of Practice". Another option could be regularly scheduled presentations at periodic/annual meetings.

- Use the materials, lessons and local expertise from the learning events to establish and use a central data base or repository for resources and the sharing of best practices from the learning events. This should be made easily accessible and reliable in terms of moderated support and guide.

5.2 General Recommendations

This section focuses on two key areas 1) the extent to which the training was effective 2) cost effectiveness and sustainability.

- To determine whether the learning events were effective, the initial training objectives were reviewed against participants/ learning expectations to assess the degree to which they were met. However, training objective four on use of tools for practical learning was partially achieved as the training events served as a forum for sharing experiences and expertise. For future training sessions, it is important to design clear and measurable objectives that allow for flexibility in setting measurable indicators for the training outcomes.

- With regards to providing feedback on the number Safeguarding actions so far undertaken, managers and focal points didn't appear to be held accountable for providing this type of support nor did they appear to have clear practices for post-training reporting and supervision of Safeguarding initiatives. One of the training design gaps with respect to

familiarizing focal points and senior managers with their responsibilities was **the lack of a follow-up strategy to hold participants accountable.** For this reason, future training sessions would benefit from having a more detailed evaluation strategy that includes supervisory accountability practices linked to post-training reporting processes on both quantitative and qualitative results.

6. The Way Forward

Taking into consideration that (a) the Safeguarding Case Management/Co-Investigation training material and process in its current form needs to be revised and that (b) the rollout of the training initiatives are not sustainable in the long-run, IRMG is encouraged that future training initiatives should focus on providing support to the individual member organizations and their partners focuses on four main areas: (1) institutionalization of Safeguarding Case Management/Co-Investigation mechanism based on organizational culture of safety led by strong moral leadership, (2) consistently implement Community Based Complaints Mechanisms (CBCM) that prioritizes survivor-centred approach, (3) strengthen Co-Investigation capacity using adaptable tools and guidelines, and (4) implementation of survivor assistance that puts survivor at the centre of services. As evident in the report, these four areas seem to be most difficult to address without follow-up support or available resources at hand.

ANNEXES

Annex1 & 2:   Pre/Post Evaluation Tool

PRE COURSE						POST COURSE				
1	2	3	4	5	1. No confidence 2. Little confidence 3. Some confidence 4. Fairly confident 5. Very confident	1	2	3	4	5
					Understanding of the roles and responsibilities of the safeguarding case managers					
					Understanding of the roles and responsibilities of the safeguarding co-investigators					
					Understanding of what to do if a safeguarding concern is raised and how I can support staff to manage safeguarding concerns					
					Knowledge of what constitutes abuse including the differences between a complaint, referral and alert					
					Knowledge of how to conduct an investigation should the local authority require it					
					Ability to contribute to and in some cases lead on, the development and refreshing of internal safeguarding policy, procedure and protocols etc.					
					How confident are you that you will be able to apply what you have learned back on the job					

OBJECTIVES

Programme Objectives	Strongly agree	agree	disagree	Strongly disagree
I understand the learning objectives				
I was able to relate each of the learning objectives to the learning I achieved				
I was appropriately challenged by the material				
I am clear about what is expected of me as a result of going through this training				
COURSE MATERIAL				
I found this course materials easy to navigate				
I found the learning activities to be engaging and thought provoking				
I found case studies and scenarios used to be realistic and plausible				
I will be able to immediately use what I learned				
Facilitator Knowledge	**Strongly agree**	**agree**	**disagree**	**Strongly**

				disagree
My learning was enhanced by the knowledge of the facilitator				
My learning was enhanced by the experiences shared by the facilitator				
I was well engaged during the sessions				
It was easy for me to get actively involved during the session				
I was comfortable with the pace of the program				
I was comfortable with the duration of the session				
I was given ample opportunity to get answers to my questions				

Facility				
I found the room atmosphere to be comfortable				
I was pleased with the room set up				
I experienced minimal distractions during the session				

1. **What were the three most important things you learned from this session?**
2. **What outcomes are you/organization hoping to achieve as a result of your efforts?**
3. **What other feedback would you like to share**
4. **Any other comment**