Introduction to
Youth Safeguarding

Facilitator Notes

OXFAM

Photo: ACDSpe 37

Training pack overview

The purpose of this training
This is a three-day training designed to provide an overview of Oxfam's policies and approach to safeguarding young people in our programmes. In this training, we will consider youth leaders as people who should be protected from harm but who also might cause harm.

At the end of the workshop, participants should know what we mean by safeguarding, be familiar with key safeguarding policies (including Child, Youth and Digital Safeguarding policies), and know what to do if they encounter breaches in policy and how to report concerns. The detailed workshop objectives are shown below.

What it covers and what it doesn't cover
This training covers policies, procedure and approaches to safeguard young people from harassment, exploitation or abuse that results from their coming into contact with Oxfam or partner staff and programmes.

This training doesn't cover wider protection programming, which refers to programmes that look at improving protection measures and approaches in communities.

Who is it for?
The training is aimed at anyone who works on an Oxfam programme or with an Oxfam partner in a capacity that involves them working closely with young people.

What you will find in this pack
1. Information for the country programme delivering the training
2. Information for facilitators
3. Objectives
4. Timetable
5. Detailed facilitator notes
6. Example energisers

Appendix 1: Flipcharts to prepare in advance
Appendix 2: Cards to print for Day 2, Session 5

Accompanying documents
- PowerPoint slides (Day 1, Day 2, Day 3)
- Handout Pack for participants
- Additional handouts not in the Handout Pack, which need to be printed (e.g. Oxfam policies)

1. Information for the country programme

Workshop length
Three days in total
6-8 hours per day (including a lunch break and two 15-minute coffee breaks)

Facilitator skills
This workshop requires the facilitator to have some specialist safeguarding knowledge. They should either have a background in child or youth safeguarding or have previously attended this Introduction to Youth Safeguarding workshop and have experience managing child- or youth-focused programmes. The facilitator should also have good presentation skills and be confident facilitating discussions and small-group activities.

The country office is responsible for ensuring that this workshop is delivered by a member of staff with sufficient capability. Any questions about the workshop content should be addressed to the Oxfam Youth as Active Citizens Team and Oxfam Global Safeguarding Team (contact details below).

Participants
This workshop is intended for two different participant groups. Both groups will:
- Work directly with youth aged 15-24
- Work with partners who have direct contact with youth aged 15-24
- Have responsibilities for youth-focused programming

Group 1: Oxfam staff and partner staff. On Day 3, they should undertake the 'Risk mitigation: employee life cycle' exercise (for Session 4).
Group 2: Youth leaders with responsibility for programme implementation. On Day 3, they should undertake the 'Safe workplace' exercise (for Session 4).

Requirements for participants
- Currently working in a programme with direct or indirect youth participants
- Read the One Oxfam Youth Safeguarding Policy
- Read the One Oxfam Child Safeguarding Policy
- Read the One Oxfam Digital Safeguarding Policy
- Read the One Oxfam Code of Conduct
- Read the One Oxfam Digital Safeguarding Guidelines for Youth Programming
- If required, prepare a short presentation on 'Child and Youth Safeguarding and the Law' in their home country (see below 'Information for facilitators: preparing the materials')
- Complete the start-of-workshop questionnaire and bring it to the workshop

Group size
This workshop should be run with 12 to 20 participants. Groups of less than 12 participants will struggle to meet the workshop's aims, as a large component of it involves group activities and shared learning. Groups of more than 20 participants could be challenging to facilitate, and may require longer than three days to complete the workshop agenda.

2. Information for facilitators

Room/space required
The workshop requires space for the whole group to work together in a room – sitting in such a way that they can all see one another. It also requires sufficient space for the group to break into smaller groups. It is recommended that groups of 12 to 20 participants sit at tables all facing the facilitator (this is often referred to as a 'cabaret' set-up for tables).

Equipment
- Laptop and projector (hard copies of PowerPoint slides for participants to make notes can also be helpful, although note that the quiz answers are given on the slides)
- Flipchart stand and paper
- Flipchart pens
- Sticky notes
- Sticky dots
- Sticky tape or blue/white tack
- Strips of card
- Box for feedback forms
- Sweets for prizes x 3

Preparing the materials

Important: External speaker/participant pre-prepared presentations
- Session 9 on Day 1 on domestic law should ideally be delivered by an external expert for 45 minutes. This will need to be prepared up to 2-3 weeks in advance. If an external speaker is not available, you will need to ask participants to come pre-prepared with a short presentation on domestic law in their home country.

Important: Distributing pre-workshop questionnaires
- These should be shared with participants before the workshop, for participants to complete and bring with them. Results should be shared with Oxfam GB's Safeguarding Team (safeguarding@oxfam.org.uk), who should be briefed that the workshop is taking place and that they will shortly be receiving the results. Any issues of concern arising from the workshop should be discussed with the Safeguarding Team using the email address above.
- The Safeguarding Team should also be supplied with a participants list, stating the date of the training, names of participants and their organisation.

Important: External printing requirements
- Print handouts (see additional Word file).
- Prepare flipcharts in advance (see examples at the end of these notes).
- If you are not using a projector, produce copies of the PowerPoint slides.
- Familiarise yourself with the Detailed Facilitator Notes. If you have any questions, address these to the Oxfam Youth as Active Citizens team and Oxfam Global Safeguarding team (contact details below).

Preparation by the facilitator
- The facilitator will need to read and familiarise themselves with the material. This will require a time commitment of at least one day.
- The facilitator will need to be informed on the participant group for the training (i.e. whether it is Oxfam and partner staff OR youth leaders) and follow the training plan accordingly. The training is split for Session 4 on Day 3, depending on the participants.

2. Information for facilitators

- For Session 4 on Day 3, if delivering the training for youth leaders and youth participants, the facilitator should research local referral pathways for young people experiencing harassment, exploitation or abuse.
- The pre-workshop questionnaires should be sent out approx. one week in advance; if this is not possible, they can be handed out on the morning of the workshop.
- The facilitator will need to manage the preparation of the materials (printing, preparing flipcharts, layout of the room), or delegate this to an appropriate colleague.

Energisers

It is recommended that the training be interspersed with culturally appropriate energisers at suitable times (e.g. after lunch or during afternoon break). A few suggestions have been included in Section 6 below, but the facilitator should feel free to use their own.

Support and feedback

If you have any questions, ideas or feedback, please contact:

Oxfam's Global Safeguarding Team:
safeguarding@oxfam.org.uk

Oxfam's Youth as Active Citizens Team:
Imogen Davies: idavies@oxfam.org.uk
Christian Tremblay: Christian.Tremblay@oxfam.org
Robbert van de Waerdt: Robbert.vandeWaerdt@oxfamnovib.nl

Photo: Tasfiq Mahmood

3. Workshop objectives

During this workshop learners will:

Know

- Build knowledge around safeguarding at Oxfam.
- Understand what needs to be in place to ensure that programme activities are safe.
- Know what action to take if an allegation of abuse is reported or suspected.
- Know what action to take in order to prevent abuse perpetrated by Oxfam staff, youth leaders or partners who work directly or indirectly with young people.

Feel

- Feel able to recognise when a safeguarding issue has occurred/is occurring.
- Feel confident receiving and responding to an allegation of abuse perpetrated by Oxfam staff, youth leaders or partners.
- Feel inspired to strengthen safeguarding mechanisms in Oxfam programmes working directly or indirectly with young people.

Do

- Practise receiving an allegation of abuse, including developing active listening skills.
- Practise deciding what action to take when allegations are made by a third party.
- Conduct an assessment of safeguarding risks within projects/programmes.
- Produce an action plan for addressing risks after the workshop.

Photo: Oxfam in Indonesia

4. Agenda: Day 1

Day 1		
Start	**Finish**	**Session**
00.00	00.20	1. Welcome, workshop objectives and overview, Day 1 agenda and learning contract
00.20	00.40	2. Hopes and fears for the workshop
00.40	00.45	3. Safeguarding in context
00.45	01.45	4. Safeguarding at Oxfam
01.45	02.00	*Break*
02.00	02.30	5. Vulnerability and power
02.30	03.15	6. Case studies: impacts of abuse
03.15	03.45	7. Safeguarding frameworks: international law
03.45	04.30	*Lunch*
04.30	05.30	8. Safeguarding frameworks: local context
05.30	06.15	9. Safeguarding frameworks: domestic law
06.15	06.30	*Break*
06.30	07.30	10. Safeguarding frameworks: Oxfam policies
07.30	07.35	11. Consent
07.35	07.45	12. Questions and close

The timings for this event are shown as starting from 00.00 onwards. The facilitator should use these to complete the 'Timing' column in the detailed facilitator notes (below) with actual times, to ensure that sessions don't overrun.

Photo: Mélissa Verrier Daunais

4. Agenda: Day 2

Day 2		
Start	**Finish**	**Session**
00.00	00.15	1. Welcome, Day 1 recap and Day 2 agenda
00.15	01.15	2. Case studies: is the scenario abuse?
01.15	01.45	3. Barriers to reporting
01.45	02.00	*Break*
02.00	02.15	4. How to report a concern
02.15	03.15	5. Responding to an allegation
03.15	03.45	6. Responding to disclosures
03.45	04.30	*Lunch*
04.30	05.30	7. Role play: receiving a disclosure
05.30	05.45	*Break*
05.45	06.45	8. Case studies: complex cases
06.45	07.00	9. Questions and close

The timings for this event are shown as starting from 00.00 onwards. The facilitator should use these to complete the 'Timing' column in the detailed facilitator notes (below) with actual times, to ensure that sessions don't overrun.

4. Agenda: Day 3

Day 3		
Start	**Finish**	**Session**
00.00	00.15	1. Welcome, Day 2 recap and Day 3 agenda
00.15	01.15	2. Assessment of child protection risks
01.15	02.00	3. Digital safeguarding and online safety
02.00	02.15	*Break*
02.15	03.30	4. Risk mitigation Option 1: Employee life cycle *or* Option 2: Safe workplace
03.30	04.15	*Lunch*
04.15	05.15	5. Risk mitigation: programme life cycle
05.15	06.00	6. Personal action plan
06.00	06.20	7. End of workshop

The timings for this event are shown as starting from 00.00 onwards. The facilitator should use these to complete the 'Timing' column in the detailed facilitator notes (below) with actual times, to ensure that sessions don't overrun.

5. Detailed facilitator notes

Day 1 Session 1: Safeguarding at Oxfam			
Welcome, workshop objectives and overview, Day 1 agenda and learning contract			
Total time: 20 minutes			
Purpose: To introduce the participants to each other, cover the objectives/agenda, addressing any questions, and to agree ground rules so participants feel safe during the workshop, recognising that safeguarding is an emotive subject.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• As participants arrive, give them a Handout Pack and ask them to complete the 'start-of-workshop questionnaire' if they have not already done so. Explain that this questionnaire is confidential, they should not write their names on it, and once completed they should fold it up and put it in the box at the back of the room.	Complete the 'start-of-workshop questionnaire' as they arrive, if they have not already done so	**Handout 1**
	• Welcome the learners as they enter the room. • Introduce yourself, and in doing so share your experience of child or youth safeguarding and/or working on child- or youth-focused programmes. As an ice breaker, tell participants something that no one else in the room would know about you. This introduction is important to establish trust with participants, who may feel nervous about the subject matter to be discussed. • Once all the participants have arrived, ask them to introduce themselves giving their name, organisation and job title. • Talk through the workshop objectives (Slide 3) and overview of the week (Slide 4). • Go through the Day 1 agenda (Slide 5). • Check that everyone understands the objectives and answer any questions about these.	Arrive Introduce themselves Ask any questions they have about the objectives	**PPT Slides 1 to 5**
	• Create a 'learning contract' for the workshop (Slide 6). You could do this on flipchart paper as a group. Keep this on the wall for the duration of the workshop. • If it has not already been mentioned, raise the subject of participants feeling distressed during the workshop. Explain that it is natural for participants to experience a range of emotions when discussing the subjects of harassment, exploitation and abuse. This may include feeling tearful, angry, etc. Say that if this happens, then a participant is welcome to leave the room for some private time and to return when they feel ready. • Conclude by explaining that an important part of your role as the facilitator is to ensure that participants feel safe during the workshop. Explain that if you are concerned that these ground rules are not being respected, you will gently remind participants of them during the workshop.	Create a learning contract	**PPT Slide 6** **Flipchart paper**

5. Detailed facilitator notes

Day 1 Session 2: Hopes and fears for the workshop			
Total time: 20 minutes			
Purpose: To help participants consider their hopes for the training, and to share any fears or worries they may have about it. The session is important, given the workshop's sensitive subject matter.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• This exercise (**Slide 8**) gives participants an opportunity to hear other people's hopes/fears and to feel reassured that they are not the only person with such hopes/fears. Second, it enables you (as the facilitator) to give participants feedback on which hopes we will try to meet in this workshop, and which may need to be looked at later. It will also mean you can respond to any worries raised about the training. • Ask participants to get into pairs and to spend 5 minutes discussing the following two questions: 'What do you hope to learn/get from the training?' and 'Do you have any fears or worries about the training?' • Explain to participants that once finished, they need to write their hopes/fears on separate sticky notes and put these on two pieces of flipchart paper titled 'hopes' and 'fears/worries'.	Get into pairs and discuss the questions Write their answers on sticky notes	**PPT Slides 7-8** **Sticky notes** **Flipchart paper**
	• When participants have finished, ask them to gather around the 'hopes' flipchart and encourage them to read each other's comments. You should do the same, and identify which hopes/fears can be grouped together. Once participants have finished reading, talk them through each group of 'hopes' explaining whether these will be met in the training, and if not, making recommendations for how they might be achieved at a later date. • Repeat these steps with the 'fears'. Wherever possible, try to suggest solutions or find answers to allay the concerns. Sometimes it may be more appropriate to ask participants what solution they would find helpful, before suggesting your own. Use your judgement on this. Once finished, display both flipchart lists on the wall for future reference.	Gather round the flipcharts and read the comments	

5. Detailed facilitator notes

Day 1 Session 3: Safeguarding in context			
Total time: 5 minutes			
Purpose: To allow staff to understand how safeguarding has evolved over the past few years and to better understand the components needed for a stronger safeguarding culture.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Inform participants that we will now be looking at safeguarding in the wider context, beyond Oxfam. Explain that abuse of beneficiaries by humanitarian workers is not new, and is not confined to Oxfam. • Explain that safeguarding is everybody's responsibility. • Talk through the timeline on **Slide 10.**	Understand what safeguarding means in context	**PPT Slides 9 to 10**
	• Reference the increased scrutiny that the international NGO sector has come under since the incidents reported in Haiti came to light. • Explain that this scrutiny has enabled the sector to take a look at its practices, and Oxfam to consider what it needs to do to protect the rights of survivors, to better understand the barriers to reporting misconduct, and to increase knowledge and confidence in reporting mechanisms. Talk through **Slide 11.** • Explain that safeguarding is not just about standalone policies, but it is about implementing a safer safeguarding culture, which is understood and embodied by staff and partners. Talk through the four components listed on **Slide 12** and say that they all make up a positive safeguarding culture.	Understand the components of a safer safeguarding culture	**PPT Slides 11 to 12**

5. Detailed facilitator notes

Day 1 Session 4: Safeguarding at Oxfam			
Total time: 60 minutes			
Purpose: To make safeguarding personal. To enable participants to understand the difference between protection and safeguarding at Oxfam. For participants to understand core safeguarding principles, and how different forms of misconduct may be handled.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Tell participants that this session is all about understanding safeguarding at Oxfam and making safeguarding personal to them. • Ask them to spend 5 minutes thinking about the questions on **Slide 14**. Get delegates to give scores to the four statements, where 5 is 'fully understand' and 0 is 'don't understand at all'. • After 5 minutes, spend some time in plenary asking if there were any surprises. Ask a few participants to share their reflections. Discuss trends in the scoring. Do trends show that delegates and teams understand safeguarding well, but partner organisations and communities don't understand as much? What does this mean for training needs going forward?	Think on their own about what safe-guarding means to them	**PPT Slides 13 to 14**
	• Pose each question on **Slide 15**. Work through each one and ask the group to answer each question. • Enabling participants to articulate their own motivations for implementing a stronger safeguarding culture will help them to actively contribute towards a more positive environment.	Shout out answers to the questions	**PPT Slides 15**
	• Talk through **Slide 16**. Ask whether participants have any questions about what Oxfam defines as safeguarding.	Participants share if they have any questions	**PPT Slide 16**

Day 1 Session 4: Safeguarding at Oxfam *continued*			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
	• Explain the differences between safe programming, safeguarding and protection. • Protection and safeguarding are separate areas of work which both fall under the umbrella of safe programming. Explain that to deliver programmes safely, participants need to consider the full spectrum of activities to ensure that they are not putting staff, partners or communities at risk through their own or Oxfam's actions. • Explain that within Oxfam there are designated Safeguarding and Protection Teams who work on separate strands, but that they are mutually reinforcing. • Protection Officers handle issues which may have been a result of Oxfam's activities but do not necessarily involve an Oxfam member of staff. Protection Teams refer survivors to prevention of sexual harassment, exploitation and abuse (PSHEA) or gender-based violence (GBV) services in their own communities, and do not offer services directly to survivors. • The Safeguarding Team actively investigates allegations of sexual misconduct perpetrated by Oxfam staff or partners, against Oxfam staff, partners or members of the community. The team has trained investigators who carry out investigations and provide recommendations for disciplinary action. • Acknowledge that the term 'safeguarding' can be confusing for Oxfam staff, who may be unclear if we are referring to any harassment, exploitation and abuse that takes place in communities we work in. Explain that Oxfam uses the term 'safeguarding' to refer to harm perpetrated by its own staff or associated personnel.	Understand the difference between protection and safeguarding	**PPT Slide 17**
	• Talk through the different types of misconduct listed on **Slide 18** and ensure that participants are clear on what is and isn't a safeguarding issue. Ask participants whether they already know how to report allegations of misconduct and which pathways they would use to report. • Explain the six core safeguarding principles on **Slide 19** which govern Oxfam and other international NGOs' activities.	Understand different forms of misconduct	**PPT Slides 18 to 19**
	• Talk through the different types of abuse listed on **Slide 20**. • Provide explanations for each of the definitions, if participants are unaware of what they all mean or refer to. • Explain that there are different measures in place to safeguard people aged under 18. This is because under-18s are classed as children by the UN Convention of the Rights of the Child (UNCRC), and therefore have specific rights and protections under international law. We will discuss this in more detail later. • Talk through the definitions listed on **Slide 21**. Say that we will be looking at the definitions of sexual harassment, exploitation and abuse in more detail later in the workshop.	Understand definitions and types of abuse	**PPT Slides 20 to 21**

Day 1 Session 4: Safeguarding at Oxfam *continued*			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
	• Explain that all Oxfam's programmes should have accountability mechanisms that protect beneficiaries from harm knowingly or unknowingly caused by our staff and/or partners. Bring up **Slide 22**, which lists some typical examples of accountability best practice in programmes (e.g. community-based complaint mechanisms). • Ask participants to shout out why 'accountability' is particularly important in the NGO sector. • At an appropriate point, comment that an inherent power imbalance exists between NGO workers (and people associated with us – including youth leaders) and people in communities we work in. Typically, NGO staff and associated personnel can be powerful in the local community, and have control over the resources provided by their organisations. They can abuse this power by exploiting vulnerable people. • NGOs can also cause harm/put people at risk through poor programme design, e.g. by asking young people to lobby on political issues that bring them into conflict with the local authorities. • Explain that accountability is essential; it means that the people we work with can hold us to account when things go wrong, and we can use that information to address issues and improve our performance.	Start to think about accountability mechanisms	**PPT Slide 22**
	• The UNFPA *Compact for Young People in Humanitarian Action Guidelines for Working with and for Young People*[1] states that while the world's population of young people is at an all-time high, the challenges for this age group have never been greater. **Slide 23** outlines some of these challenges. Explain that in this workshop we are going to talk about young people's rights in terms of safeguarding. Young people are in the position of being both empowered and protected in law and by our policies: they have the right to be protected from harassment, exploitation and abuse, and at the same time to make decisions about their own lives and hold others to account. • Refer to **Handout 2**, which details a list of safeguarding definitions; participants can read this during the break.	Start to understand the context in which young people are working and living	**PPT Slide 23** **Handout 2**
	Break 15 minutes		

[1] https://www.unfpa.org/publications/compact-young-people-humanitarian-action

5. Detailed facilitator notes

Day 1 Session 5: Vulnerability and power			
Total time: 30 minutes			
Purpose: To explore the concept of power imbalance, and explain the duty NGOs have both to empower the people they work with and safeguard them from harm.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Explain that we are now going to do an exercise about the rights of young people to be protected from harassment, exploitation and abuse. Show **Slide 26**, which outlines the requirements for the task. Split participants into three or four groups and give each group a copy of **Flipchart 1**, which has an outline of a 'young person' participating in an NGO programme, and **Flipchart 2**, which has an outline of an 'NGO worker'. Explain that participants need to draw or write around the young person to illustrate why they might be vulnerable to abuses of power in this scenario, and around the NGO worker to illustrate the reasons for their power. • Participants have 10 minutes.	Split into three or four groups and complete the activity	**PPT Slides 25 to 26** **Flipchart 1** **Flipchart 2**
	• Once finished, ask the groups to give feedback by talking through two images from their young person outline and two images from their NGO worker outline. • Conclude by showing **Slide 27**, which highlights the main reasons for the power imbalance between NGO workers and young people participating in an NGO programme. Note that adults as well as children and young people can be affected by safeguarding issues, particularly sexual harassment, exploitation and abuse. Explain also that youth leaders might use this power imbalance to exploit people. In this workshop, we will consider youth leaders as people who should be protected from harm but who also might cause harm. • Explain that this exercise aims to illustrate why we need to safeguard people who come into contact with our organisations. Explain also that it is critical to involve young people in designing and implementing our safeguarding mechanisms – we will look at this more on Day 3.	Give feedback on the activity	**PPT Slide 27**

5. Detailed facilitator notes

Day 1 Session 6: Impacts of abuse			
Total time: 45 minutes			
Purpose: To develop participants' understanding of the impact of not protecting from harm the people we come into contact with. It is hoped that this will motivate participants to put into practice the youth safeguarding policies/procedures that they learn about during this workshop.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Show **Slide 29** outlining the next activity. Go around the room and give each participant a number from 1 to 3. • Ask participants to split up into their three groups. • Explain that each group will be given a case study and will be asked to identify: (a) the stakeholders that could be affected; and (b) how these stakeholders could be affected. • Provide each group with a different case study. • Give each group a blank piece of flipchart paper and **Handout 3** with their scenario. Explain that on the left they need to draw a picture of the stakeholder, and on the right they need to write a few words detailing the impacts of abuse for this stakeholder. • Tell participants they have 15 minutes to complete this task and they should nominate one person to present back.	Split into three groups and complete the activity	**PPT Slides 28 to 29** **Flipchart paper** **Handout 3**
	• Ask one participant from each group to briefly present back. They should read their case study and then outline their reflections (max 10 minutes per group). • As participants present back, comment on any similarities identified.	Give feedback on the activity	

5. Detailed facilitator notes

Day 1 Session 7: Safeguarding frameworks – international law			
Total time: 30 minutes			
Purpose: To build understanding about international and regional laws governing children's rights.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Comment that the vast majority of Oxfam staff and partners do not want to intentionally or unintentionally harm young people and will look to different sources of information (frameworks) to guide their behaviour. • Explain that we will be covering four key frameworks in this workshop, namely: international law, domestic law, Oxfam policy, and local context. These are all listed on **Slide 30**. We will also explore how we reconcile these different frameworks when they provide conflicting guidance on what constitutes harassment, exploitation and abuse. • Remind participants that safeguarding relates to protecting everyone who comes into contact with us – children, young people and adults – but we will focus on young people.	Understand the different frameworks which safeguarding sits within	**PPT Slide 30**
	• State that we will now be doing a quiz. Participants should work in groups at their table. • Work through **Slides 32 to 44**. Read out each question, and provide clarification if necessary. Groups should write the answers on their quiz sheet. • When the quiz is complete, ask groups to swap answers so that each group scores another team's answers. • Go through the answers on **Slides 45 to 59**. Provide clarification if necessary. • Award the sweets to the group with the highest score.	Write the quiz answers on a blank sheet of paper	**PPT Slides 32 to 46** (quiz questions) **PPT Slides 47 to 61** (quiz answers) Blank sheets of paper for each group Sweets
	• Emphasise that children under the age of 18 are protected by a specific set of rights, set out in the UN Convention on the Rights of the Child (UNCRC). This is important, as under-18s are included in our work with young people (defined as those aged 15-24). We need to take into account the specific rights and safeguards afforded to this group in international and often national law. • Explain that the purpose of this exercise is not to make participants experts in the international laws governing children and young people's rights. However, it is important to have an awareness of these laws and to take time to explore their applicability in the country they operate in. • Finish by giving participants **Handout 4** (UNCRC explained).	Participants understand the purpose of the UNCRC	**Handout 4**

Day 1 Session 7: Safeguarding frameworks – international law *continued*			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
	• Briefly introduce Hart's Ladder of Participation (**Slide 62**). • Explain that this is not a legal convention or law, but that it provides another framework which should guide our behaviour when working with children and young people. The bottom of the ladder shows the varying levels of non-participation, where young people are not consulted, included for tokenistic reasons or even manipulated. The top rungs of the ladder represent different degrees of meaningful participation. • We might not necessarily aim for the top rung but for a combination of levels, depending on the situation. Understanding Hart's Ladder is especially important if we want to enable the meaningful participation of young people in our programmes or projects – particularly if we are supporting them to claim their rights, e.g. their legal rights to healthcare, or their personal right to protection from sexual harassment, exploitation and abuse.	Participants are introduced to Hart's Ladder of Participation	**PPT Slide 62**
	Lunch 45 minutes		


Photo: Tasfiq Mahmood

5. Detailed facilitator notes

Day 1 Session 8: Safeguarding frameworks – local context			
Total time: 60 minutes			
Purpose: To explore the impact of 'local practices' on children and young people, and how they may both protect or harm an individual. The purpose of this session is not to provide participants with a definitive list of local practices that cause harm. Instead, this session encourages participants to acknowledge the complexities of local practices and the need for careful consideration before making an informed judgement about whether or not a local practice constitutes or could cause harassment, exploitation or abuse.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Comment that there are many different customs and practices concerning children and young people throughout the world. Most of these are based on faith and tradition, and contribute positively to young people's welfare, understanding of their history and sense of belonging to their community. • However, some traditions and customs can be harmful or abusive to children or young people, and infringe on their rights. Maintaining the balance between respecting local customs and the rights of young people to protection can be difficult. It is important for Oxfam staff and partners to understand traditional practices in order to make informed judgements about whether they protect young people or put them at risk of abuse.	Understand the role of customs and practices relating to young people	**PPT Slide 64**
	• Show **Slide 65** outlining the next activity. Explain that we are now going to break into two groups and do an exercise to deepen our understanding of local practices and their impact on young people. Give each group a copy of **Flipchart 3** and **Flipchart 4**, which each have a grid with three column headings: 'Local practice'; 'Belief (underpinning this practice)'; and 'Impact on young person'. • Explain that on **Flipchart 3** they need to consider the question: 'What local practices protect young people from harm?' and on **Flipchart 4** they need to think about 'What local practices cause young people harm?' Practices relate both to young people under 18, i.e. children, and to young people over 18 that we work with. Ask participants to separate practices relating to children and those relating to over-18s if they are different. Examples will vary from context to context, but may include things such as initiation ceremonies, early marriage, fostering and adoption. • If participants are all from one country programme, they should refer to local practices in that country. If participants are from different country programmes, encourage them to think about local practices across their programmes, and to put the country name in brackets in the column marked 'local practice'. • Tell participants that they have 20 minutes to complete this task. When finished, they need to put their flipchart sheets on the wall, with 'protect from harm' on one side of the room, and 'cause harm' on the other.	Split into two groups and complete the activity	**PPT Slide 65** **Flipchart 3** **Flipchart 4**

Day 1 Session 8: Safeguarding frameworks – local context *continued*			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
	• Tell participants that we are now going to reflect as a group on the output from this exercise. Explain that we want to establish whether participants agree or disagree with the way in which the other group has categorised 'local practices' as either 'protecting' or 'harming' children and young people. • Give each participant two red sticky dots and two green sticky dots. Explain that they need to read the answers the other group has given. On the sheet marked 'protect' they should put a green dot by the categorisation that they most agree with, and a red dot by the categorisation they least agree with. They then need to do the same with sheet marked 'harm'. • Once finished, get the participants to gather round the sheet marked 'protect'. Acknowledge where there is agreement (i.e. where there are clusters of green dots). Then reflect on where there is most disagreement (i.e. where there are clusters of red dots). Identify the categorisation with the most disagreement, then ask a participant from the group who made this categorisation to explain their rationale. Then ask one or two people who put a red dot against this categorisation to explain why they disagree. Once these points have been heard, ask participants from the group who did the original categorisation for their feedback. Do they still hold the same view, or have they changed their minds? • Repeat these steps for the sheet marked 'harm'. It is important to carefully manage time for this session. If a lot of debate is generated about a particular categorisation, acknowledge this and explain that we will have more time for discussion tomorrow.	Read the activity answers given by the other group and apply sticky dots as per instructions Gather round the flipcharts and actively contribute to the feedback discussion	**Sticky dots** (2x green dots and 2x red dots per participant), or red and green markers if sticky dots not available
	• Conclude by acknowledging that some local practices may be more easily categorised as protecting children and young people or causing them harm, than others. The purpose of this exercise was not to provide participants with a definitive list of local practices that protect versus causing harm. Rather it was designed to get us thinking about the thought processes we might apply in order to make informed judgements about local practices (i.e. the importance of considering impact). Explain that tomorrow morning we will have 1 hour 30 minutes to explore case studies, when we will put into practice our learning from Day 1 and explore how we reconcile different frameworks for identifying what does or does not constitute abuse of young people. • **(Important note: you may need to adapt one or two of the case studies planned for Day 2 if they do not take into account a local practice covered in the feedback session that was particularly contentious).**	Understand how to make informed judgements about local practices	

5. Detailed facilitator notes

Day 1 Session 9: Safeguarding frameworks – domestic law			
Total time: 45 minutes			
Purpose: To broaden understanding about country-specific law on harassment, exploitation and abuse as it relates to young people; specifically, how the law defines abuse and how it is applied in practice. This session has two options: the first will give participants an in-depth understanding of the law in the workshop's host country; the second will give participants an overview of the law in a variety of countries.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• This section can be run in one of two ways, depending on the make-up of the participant group. Both options require preparation at least two to three weeks in advance.		**PPT Slide 66**
	• **Option 1:** If the workshop is being run with participants from one country programme, it is recommended that you identify an external expert to talk on the following topics: 1. How is a 'child' defined in local law? 2. What does the law define as child abuse? 3. What (if any) laws are in place to protect children and young people? 4. How are these laws applied in practice? 5. What legal reforms (if any) are planned? 6. Questions and answers.	Listen and ask questions at the end	**Option 1** External speaker
	• **Option 2:** If there is a mix of participants from different country programmes, it is recommended that you ask participants to come pre-prepared with a short presentation on 'Safeguarding children and young people and the law' in their home country, based on the questions above. This exercise will not give participants an in-depth understanding of the local laws in any one country. However, it will broaden their understanding about the variety of different laws that safeguard children and young people, and their application. • You have 45 minutes for this session; you can decide how you will use this time. • For example: if you have 20 participants, with five people from four different country programmes, you could ask each country to prepare a joint presentation or to nominate one person from their country programme to do the presentation. • Alternatively, if you have a small group of people from different countries then you might ask everyone to prepare a 5-minute presentation, allowing 5 minutes for questions afterwards. • Encourage participants to avoid using traditional presentation methods, and to think creatively about their presentation (e.g. using posters, videos etc.)	Listen and ask questions at the end	**Option 2** Pre-prepared participant presentations
	Break 15 minutes		

5. Detailed facilitator notes

Day 1 Session 10: Oxfam policies			
Total time: 60 minutes			
Purpose: To familiarise participants with Oxfam policies on child and youth safeguarding.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Tell participants that we will be looking at policies that govern our organisations' work on safeguarding children and young people. • Explain that in our agreements between Oxfam and partners, we should have a clause that outlines each side's expectations in terms of safeguarding. • Where partners do not have many policies and procedures in place, Oxfam undertakes to support them in implementing safeguarding practice. • However, partners that do have safeguarding policy and procedures in place are considered accountable for implementing safeguarding and following up on safeguarding concerns. • If they do not do so despite having capacity, Oxfam has the option of terminating the agreement. • If partners are aware of any safeguarding concerns, they should report these through Oxfam's reporting systems. • Partners can also hold Oxfam to account if they think that Oxfam is not appropriately implementing its own safeguarding policies and procedures.	Understand why Oxfam has policies in place	**PPT Slides 67 to 68**
	• Briefly talk through the policies that Oxfam staff and partners need to know about. • These include the Child Safeguarding Policy, PSEA Policy, Youth Safeguarding Policy and the Digital Safeguarding Policy, which are One Oxfam documents. This means they apply to all Oxfam programmes worldwide. • Share that there are also a number of policies in development, including a Survivor Support Policy.	Understand what the policies are	**PPT Slide 69**
	• Show **Slide 70** and outline the activity on the slide. • Participants need to split into three groups. Each group will be given a different section of the Youth Safeguarding Policy. Groups should answer the questions listed on the slide, writing their answers on flipchart paper. They have 20 minutes for this session. • Spend 10 minutes in plenary discussing their answers. • Show **Slide 71** and outline the activity on the slide. • Participants should work in pairs. • Provide each pair with a copy of Section 9 of the Child Safeguarding Policy 'Contact with children'. Groups have 10 minutes to consider the questions on the slide. • Spend 10 minutes in plenary discussing their answers.	Answer questions in pairs and discuss in plenary	**PPT Slides 70 to 71** **Flipchart paper**
	Signpost participants to (or print and hand out) copies of the One Oxfam Child Safeguarding Policy (**Handout 5**), One Oxfam Youth Safeguarding Policy (**Handout 6**) and the One Oxfam PSEA Policy (**Handout 7**).		**Handout 5** **Handout 6** **Handout 7**

5. Detailed facilitator notes

Day 1 Session 11: Consent			
Total time: 5 minutes			
Purpose: To ensure participants understand what is meant by the term 'consent'.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Show the video 'Tea and Consent' on YouTube at https://www.youtube.com/watch?v=pZwvrxVavnQ (2 mins 49 seconds). • Ask participants if they have any questions about the video. • Remind staff that sex between staff and community members or children, or between a line manager and their staff is a violation of Oxfam's Code of Conduct and safeguarding policies.	Understand what consent is Watch video	**Slides 72 to 73** (on Slide 73 there is a box that says 'Consent' and the video – click play)

5. Detailed facilitator notes

Day 1 Session 12: Questions and close			
Total time: 10 minutes			
Purpose: To close Day 1 and reflect on the day's learning.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Tell participants that we have nearly reached the end of Day 1. We are just going to spend a few minutes reflecting on our learning before we finish. • Show **Slide 75** outlining the next activity. • Ask participants to spend a few moments reflecting by themselves. Ask them to think about a useful thing that they learned today, and one thing that they will do to take care of themselves that evening. Allow participants a few minutes to think. • Ask participants who feel comfortable doing so to share their thoughts. • Once everyone who wants to has shared their feedback, finish by answering this question in your capacity as the facilitator of this workshop.	Reflect on the day and self-care for the evening	**PPT Slides 74 to 75**

5. Detailed facilitator notes

Day 2 Session 1: Welcome, Day 1 recap			
Total time: 15 minutes			
Purpose: To ensure everyone is clear about what is going to be covered during Day 2.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Welcome participants back showing **Slide 3**. • Remind participants of what was discussed yesterday, listed on **Slide 4**. Say that yesterday we discussed four different frameworks we might use to guide our behaviour towards young people. Ask participants to shout out what these are: international law, domestic law, Oxfam policy and local context. • Explain that today we are going to begin by exploring how we might use these four frameworks to decide whether or not a scenario constitutes harassment, exploitation or abuse. We will spend the rest of the day discussing the management of safeguarding reports and allegations. Show **Slide 5** and talk participants through the agenda for the day. • Ask participants if they have any questions, and answer any questions posed.	Shout out the answers to the question Ask any questions they have about the agenda	**PPT Slides 1 to 5**

5. Detailed facilitator notes

Day 2 Session 2: Case studies – is the scenario abuse?			
Total time: 60 minutes			
Purpose: To consolidate learning from Day 1, by asking participants to apply the four different frameworks for defining what constitutes harm to specific case studies. This exercise will also help participants to explore how to reconcile differences between these four frameworks (e.g. when international law defines a practice as child abuse, but local custom believes the practice is in the child's best interests).			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Show **Slide 7**. Explain that we are now going to begin our case study activity. Split participants into three or four groups. Give all participants a copy of **Handout 8** with the case studies, and also 3x template answer sheets, **Handout 9**. Explain that there are three case studies and the groups have 30 minutes to answer the following questions for all the case studies (i.e. 10 minutes per case study): - What impact does this scenario have on the young person? - How would international law, domestic law, Oxfam policy and local context categorise this scenario? - Taking into consideration the above points, would you (as a group) categorise this as harassment, exploitation or abuse, or not? • Explain that once finished, we will reconvene to discuss the answers as a group. They do not need to identify one person to present back. Instead they should all make a note of the answers on their individual feedback sheets.	Split into groups to answer questions	**PPT Slides 6 to 7** **Handout 8** **Handout 9**
	• Have **Flipchart 5** ready for when participants finish. This shows a grid, with the scenario numbers along the top and the group numbers along the left-hand side. Ask the groups to say whether they classified each scenario as abuse of young people (write 'yes') or not abuse of young people (write 'no'). Facilitate a discussion for each scenario. • Begin with scenario 1. If all the groups have given the same answer, ask one participant from any of the groups to share their rationale. When they have finished, ask the other participants if they would like to share any additional reasons. If different groups have given different answers, ask for a volunteer from one group who classified the scenario as 'harassment, exploitation or abuse' and one volunteer from a group who classified it as 'not harassment, exploitation or abuse' to share their rationale. When finished, ask if the other participants have anything they'd like to add. • Repeat this process with scenario 2 and scenario 3. It is important to carefully manage the timings for this exercise. 60 minutes has been allocated in total, including 30 minutes for feedback.	Shout out each group's answers Share their rationale for the answers given	**Flipchart 5**

5. Detailed facilitator notes

Day 2 Session 3: Barriers to reporting			
Total time: 30 minutes			
Purpose: First, to get participants to recognise the barriers that both adults and young people face in reporting harassment, exploitation or abuse perpetrated by those working for or on behalf of Oxfam or partners. Second, to build participant awareness about what action they can take to help young people and adults overcome these barriers.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Explain that we are going to spend the rest of the day talking about the management of safeguarding allegations, beginning with reporting. Show **Slide 9**. Comment that Save the Children (in its 2008 paper, *No One to Turn To: The under-reporting of child sexual exploitation and abuse by aid workers and peacekeepers*) identified under-reporting as one of the biggest challenges to addressing child abuse perpetrated by NGO workers. (In the experience of those working in the sector, this is equally applicable to abuse of over-18s.) • For this reason, it is particularly important that Oxfam staff, youth leaders and partners understand what barriers young people may face to reporting abuse, and how these can be overcome.	Understand barriers to reporting	**PPT Slides 8 to 9**
	• Show **Slide 10** outlining the first activity. Ask participants to get into pairs and to spend 5 minutes discussing the following question: 'What barriers do people face when reporting harassment, exploitation or abuse perpetrated by those working for or on behalf of Oxfam?' • Get participants to shout out their answers and write them on flipchart paper. Explain that if participants do not feel comfortable sharing their points in plenary, they don't have to. Encourage them to share points with you after the session instead, so that they can be added to Oxfam's learning. • In facilitating this feedback, it is important to acknowledge the additional barriers faced by children/ under-18s.	Get into pairs and discuss the question Shout out answers	**PPT Slide 10** **Flipchart paper**
	• Show **Slide 11**, which provides a summary of under-reporting. Pick out some of the key points from the table on the slide if they weren't already covered or outlined during the plenary of the previous activity.	Understand why people don't report	**PPT Slide 11**

Day 2 Session 3: Barriers to reporting *continued*			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
	• Show **Slide 12** outlining the next activity. Ask participants to get into different pairs and to spend 5 minutes discussing the next question: 'What might help people to overcome these barriers to reporting abuse perpetrated by those working for or on behalf of Oxfam? Are these different for children, young people or adults?' Once finished, again get participants to shout out their answers and write them up on flipchart paper. It will be important to again make the point about child vulnerability and the additional measures needed for under-18s.	Get into pairs and discuss the question Shout out answers	**PPT Slide 12** **Flipchart paper**
	• Finish by showing **Slide 13**, which summarises the main ways in which Oxfam staff, youth leaders and partners can help children, young people and adults to overcome barriers to reporting harassment, exploitation or abuse. • Explain that later in the training we will be practising 'active listening', a core skill required of Oxfam staff and partners in order to motivate and enable children, young people and adults to report child abuse concerns.	Understand how to overcome barriers to reporting	**PPT Slide 13**
	Break 15 minutes		


Photo: Tasfiq Mahmood

5. Detailed facilitator notes

Day 2 Session 4: How to report a concern			
Total time: 15 minutes			
Purpose: To provide clear reporting mechanisms for Oxfam staff and partners.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
	• Talk through **Slides 15** to **18**. Explain the importance of reporting, why it is everyone's responsibility, and what the impact could be on staff, partners and the organisation if people didn't report. • Talk through the reporting mechanisms available in the country where you are delivering the training. • If the training is being delivered regionally, ensure you highlight regional reporting pathways and contextualise the information for the right Oxfam affiliate and reporting channel. • If you are unsure about reporting mechanisms, contact the OGB Safeguarding Team (safeguarding@oxfam.org.uk). • Ask staff whether they have any questions about reporting.	Understand how to report a concern at Oxfam	**PPT Slides 15 to 18**

Photo: Tommy Trenchard

5. Detailed facilitator notes

Day 2 Session 5: Responding to an allegation			
Total time: 60 minutes			
Purpose: To ensure participants understand what happens when a report is made to the Safeguarding Team. Participants should also understand what Oxfam means by survivor-centred, and be clear on what zero tolerance means for Oxfam.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Explain that we are now going to look at what happens when a report comes into Oxfam. Oxfam and partners may have slightly different procedures when dealing with reports, but the basic process is the same. Be clear with participants that they are not expected to do any of this themselves – any reports should be referred immediately to the Safeguarding Focal Point or appropriate staff member. The purpose of this exercise is to familiarise staff with what happens to a report once it is referred. • Show **Slide 20** outlining the activity. Ask participants to get into two groups, and give each group **Flipchart 6**. Explain that each group needs to complete a flow chart of Oxfam's procedure for managing safeguarding reports. To make things a little easier we have filled in the first and last steps, the headings for each stage and the number of steps required at each stage. • We have also given them a pack of **Cards (Appendix 2)** containing the steps. • Tell participants that they have 20 minutes to identify the correct steps from the pack of cards and to place them in the right order on the flow chart.	Split into two groups and complete the activity	**PPT Slides 19 to 20** **Flipchart 6** **Cards (Appendix 2)**

Day 2 Session 5: Responding to an allegation *continued*			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
	• When participants have finished, ask the two groups to swap their flow charts. Show **Slide 21** with the correct flow chart. Ask each group to award 1 point for a correct step being included somewhere on the flow chart, and another 1 point if it is in the correct position on the flow chart. Get the groups to shout out the total scores, and award the group with the highest score some sweets. • Remind participants that partner organisations are not required to adhere to the same procedures; however, they should have robust procedures in place. Add that Oxfam recognises that many partner organisations will not have the experience or resources to investigate such reports. For this reason, Oxfam will always assist a partner's investigation by providing guidance on best practice and (where possible) identifying an Oxfam investigator to lead or assist the investigation, if required. • Ask participants if they have any questions about the reporting procedure. Take as many questions as you can in the time available. Any questions about gossip, informal concerns and anonymous reporting should be deferred to the afternoon session, when they will be covered in the case studies. If you run out of time, ask participants to shout out their questions, write them down on a piece of flipchart paper, and explain that you will write the answers up over lunch and stick them to the wall for people to read. • Share information on referral pathways for young people locally – information needs to be obtained from your local point of contact.	Give feedback on the activity and gain clarity on the reporting process	**PPT Slide 21**
	• Show **Slide 22** and spend some time exploring what Oxfam's survivor-centred approach means. Ensure that participants understand the difference between being survivor-led and survivor-centred. • Clearly explain how and where the survivor is kept up to date during an investigation, and what their rights are as part of the investigation process. • Conclude by showing **Slide 23**, which highlights the five key principles of a survivor-centred approach. • Explain that the Oxfam Survivor Support Policy is in the process of being finalised and will be rolled out across the confederation soon.	Understand what Oxfam means by survivor support	**PPT Slides 22 to 23**

Day 2 Session 5: Responding to an allegation *continued*			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
	• Discuss the term 'zero tolerance' with participants. Ask what they think zero tolerance means within Oxfam. • Clarify the information outlined on **Slide 24** and explain that zero tolerance means zero tolerance to no response and to no survivor support. Elaborate that it can sometimes cause confusion when an allegation is reported and it seems that the subject of complaint is still freely walking around the office or working on a project. Being survivor-centred means that the Safeguarding Team will seek the consent of a survivor to continue an investigation, but that in some cases the investigation may have to be discontinued if it is too risky for the survivor. In other cases, the outcome may be a verbal or written warning; however, reporters are not provided with an update on the case due to confidentiality requirements, so can sometimes feel disempowered because it appears that no action has been taken. • Spend time ensuring that participants fully understand Oxfam's concept of zero tolerance, and ask whether they have any further questions.	Understand what Oxfam means by zero tolerance	**PPT Slide 24**


Photo: Tommy Trenchard

5. Detailed facilitator notes

Day 2 Session 6: Responding to disclosures			
Total time: 30 minutes			
Purpose: To make sure participants understand how to respond if they receive a report of harassment, exploitation or abuse perpetrated by Oxfam staff and partners.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Explain to participants that we are now going to explore 'what' you need to do when you receive a report of harassment, exploitation or abuse perpetrated by Oxfam staff or partners, and also 'how' you should respond. • Show **Slide 26** outlining the next activity. Ask participants to turn to the person next to them and spend 5 minutes discussing the following question: 'When did you last feel actively listened to, and why?' • Ask participants to shout out their answers and write these up onto a blank piece of flipchart paper. Summarise that 'active listening' requires the listener to do more than sit quietly and listen. Show **Slide 27**; this gives two definitions of active listening, both of which emphasise the importance of two-way communication in active listening. Then show **Slide 28** summarising the benefits of active listening.	Understand what to do when receiving a report, and how to respond	**PPT Slides 25 to 28** **Flipchart paper**
	• Explain that you are now going to talk through the four key principles of active listening. Comment that after lunch we will be asking participants to apply this learning through role plays, so it's important that they pay attention and take notes if needed. • Talk through **Slide 29** titled 'Paraphrasing'. Then ask for a volunteer to paraphrase what you just said. • Next, talk through the **Slide 30** titled 'Summarising', and again ask for a volunteer to summarise what you just said. Then talk through **Slide 31** titled 'Open and closed questions'. Ask for a volunteer to give an example of an open and a closed question. • Before showing **Slide 32**, ask participants what percentage of a conversation is influenced by behaviour compared to words and tone of voice. Reveal the answer and then refer back to any examples of 'good behaviour' shared during the earlier pair activity. • Ask participants to shout out some typical examples of behaviour that people demonstrate when they are not actively listening.	Understand four key principles of active listening	**PPT Slides 29 to 32**
	• Write two headings on flipchart sheet: 'Dos' and 'Don'ts'. Ask participants to shout out what they think you should and shouldn't do when receiving a safeguarding allegation. Once finished, distribute **Handout 10** and show **Slide 33** which specify best practice guidance (irrespective of organisation).	Shout out answers to the question posed	**PPT Slide 33** **Flipchart paper** **Handout 10**
	Lunch 45 minutes		

5. Detailed facilitator notes

Day 2 Session 7: Role play – receiving a disclosure			
Total time: 60 minutes			
Purpose: To consolidate the learning from the morning sessions. This will be done with role plays, which will give participants an opportunity to practice 'what' to say when receiving a safeguarding disclosure and 'how' to say it.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Explain to participants that we are now going to put into practice what we learnt before lunch by doing role plays, in which participants will practice receiving a disclosure of harassment, exploitation or abuse by another Oxfam/partner staff member or youth leader. • Before you begin, remind participants of our discussion at the start of Day 1, when we explored the different emotional responses that people may have when discussing emotive subjects like safeguarding. It may be that these discussions/activities bring things up from their own experience. Make it clear that participants can leave the room for a break at any time if needed. • Show **Slide 36** outlining the activity. Split participants into groups of three people. • Tell participants we will be doing two role plays, and each participant will have a go at playing two different roles. • In their groups of three, ask participants to decide whether they want to be the complainant, the staff member receiving the disclosure, or the observer. The role play will last for 10 minutes. At the end of the role play, each member of the group will have an opportunity to debrief. • Give each group a different role play (**Handout 11**). There are three role play scenarios to choose from. It doesn't matter which group has which role play. • Provide **Handout 12** (observer and feedback form) to participants who will be observing.	Split into groups of three people Read the role play scenario and observer form and then begin the role play	**PPT Slides 35 to 36** **Handout 11** **Handout 12**
	• After 10 minutes, or when it seems the group are tired of the role play, bring it to a close. Show **Slide 37** and allow participants to spend 10 minutes debriefing. The slide has prompt questions for the complainant, the staff member and the observer	Share learning	**PPT Slide 37**
	• Ask participants to change roles for the second role play (**Slide 38**). • Ask groups to swap their role play scenario card with another group so they have a different role play to the first activity. • Provide the new observers with an observer form to complete (**Handout 12**). • Participants again have 10 minutes for the role play, which will be followed by a debriefing activity.	Split into groups of three people Read the role play scenario and observer form and then begin the second role play	**PPT Slide 38** **Handout 11** **Handout 12**

Day 2 Session 7: Role play – receiving a disclosure *continued*			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
	• After 10 minutes, or when it seems the group are tired of the role play, bring the second role play to a close. Show **Slide 39** and allow participants to spend 10 minutes debriefing. The slide has prompt questions for the complainant, the staff member and the observer.	Share learning	**PPT Slide 39**
	• Conclude by showing and talking through the rights of survivors, as outlined on **Slide 40**.	Understand what the rights of survivors are	**PPT Slide 40**
	Break 15 minutes		


Photo: Kalpesh Lathigra

5. Detailed facilitator notes

Day 2 Session 8: Complex cases			
Total time: 60 minutes			
Purpose: To build participants' confidence to handle safeguarding concerns that are not received directly from the survivor, e.g. concerns from a third party, an anonymous complaint, gossip/rumour and personal suspicion.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Comment that the role plays in the last session were premised on the survivor or another member of staff reporting harassment, exploitation or abuse directly to an Oxfam or partner member of staff. In reality, it is unusual for a concern to be received directly. • Ask participants to shout out the reason why most concerns are reported indirectly. Explain that barriers to reporting mean that concerns are often brought to our attention indirectly. This could be by a concerned third party (e.g. a friend of a young person discloses to a partner organisation, which then tells Oxfam), an anonymous complaint, gossip/rumour and personal suspicion. • Explain that it can be much harder to know what action to take when a concern is raised indirectly. For this reason, we are going to spend the rest of the afternoon reviewing a case study that deals with this issue. • Show **Slide 43** outlining the activity. Go around the room and give everyone a number from 1 to 3, splitting participants up into three groups. Give each participant a copy of **Handout 13**, which has one case study on it. Explain that for the case study they need to answer the question: 'What needs to happen next and who needs to do what to address the concerns raised in the case study?' • Encourage groups to write their answers on flipchart paper to present back during plenary. • Tell each group that they have 30 minutes to complete this task.	Work on a case study as a group	**PPT Slides 42 to 43** **Handout 13** **Flipchart paper**
	• Ask each group to share what they thought needed to happen next. Each group should have around 5-10 minutes. • Talk through what you would do in the scenario, and make sure the survivor has been factored into any decisions taken.	Give feedback on case studies	

5. Detailed facilitator notes

Day 2 Session 9: Questions and close			
Total time: 15 minutes			
Purpose: To ensure participants are given the opportunity to briefly review their learning from the day.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Tell participants that we have nearly reached the end of Day 2. We are just going to spend a few minutes reflecting on our learning before we finish. • Show **Slide 45**. Ask participants to spend a few minutes reflecting by themselves. Ask them to think about a useful thing that they learned today, and one thing that they will do to take care of themselves that evening. • Ask participants who feel comfortable doing so to share their thoughts. • Once everyone who wants to has shared their feedback, finish by answering this question in your capacity as the facilitator of this workshop.	Reflect on the day and self-care for the evening	**PPT Slides 44 to 45**

5. Detailed facilitator notes

Day 3 Session 1: Welcome, Day 2 recap and Day 3 agenda			
Total time: 15 minutes			
Purpose: To ensure that everyone is clear about what is going to be covered during Day 3.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Welcome participants back with **Slides 1 to 3** showing the workshop title and welcome. • Remind participants that yesterday we spent most of the day discussing the management of safeguarding reports where the perpetrator is an Oxfam staff member or partner. Explain that this approach to safeguarding is often referred to as the 'Deterrence Model', as when an allegation is upheld, disciplinary action is taken against the perpetrator. Show **Slide 4** with a recap of Day 2. • Explain that today we are going to look at a second approach to safeguarding, the 'Prevention Model'. As the name suggests, this is about attempting to prevent harassment, exploitation or abuse perpetrated by Oxfam staff, youth leaders and partners, rather than responding to an incident that has already happened. • Show **Slide 5** and talk participants through the agenda for the day. Explain that we will begin by identifying safeguarding risks in their respective programmes, discuss risk mitigation strategies and then develop a plan of action that they can take back to their programmes, in order to strengthen safeguarding in the organisation. • Conclude by saying that the success of this workshop ultimately depends on whether or not participants apply what they have learnt when they return to their programmes. Say that for this reason, the final session, in which we develop action plans, is arguably the most important session of the workshop. • Ask participants if they have any questions, and answer any questions posed.	Ask any questions they have about the agenda	**PPT Slides 1 to 5**

5. Detailed facilitator notes

Day 3 Session 2: Assessment of child protection risks			
Total time: 60 minutes			
Purpose: To get participants to conduct a risk assessment of their programme in order to better understand how well child beneficiaries are protected from the risk of child abuse perpetrated by Oxfam staff or partners.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Explain that we are beginning with an exercise from the *Keeping Children Safe Toolkit*. Highlight that although this tool is focused on child safeguarding, it is also applicable to youth safeguarding. • At this point it's important to acknowledge that most Oxfam staff, youth leaders and partners are very committed to their work with young people and pose no risk of harm. However, sadly perpetrators of abuse exist and actively seek jobs that involve work with more vulnerable people. This means that occasionally we may have an Oxfam staff member, youth leader or partner who deliberately abuses their position of trust with young people. • Show **Slide 7** outlining the activity. Distribute **Handout 14** and **Handout 15**, which take participants through a series of questions that will help them assess potential areas of risk. Explain that the handouts include a sample risk assessment form, to help guide their thinking. • Explain that they have 30 minutes to complete this task.	Complete the handout	**PPT Slides 6 to 7** **Handout 14** **Handout 15**
	• When participants have finished this exercise, ask them to reconvene as a group. Show **Slide 8**. Go around the room and ask each participant to share the one area that they think is the highest risk, based on their evaluation, and the reason why. • Write answers up on a flipchart. Where participants give the same risk put a tick against it, so the frequency of this response is clearly visible. • Make any relevant observations about the output from this exercise (e.g. is one risk particularly prevalent across multiple programmes?) and link these to the exercises that we'll be doing later today. • Conclude by commenting that one of the best ways to protect young people is to be aware of the risk that they are exposed to. As we work for an organisation that is mandated to improve people's lives, it can be difficult to conceive of Oxfam staff, youth leaders or partner staff causing people harm. However, it can be very dangerous to think 'it can't happen here' and that we are immune. We need to be observant and transparent about the risks of harassment, exploitation and abuse, as we are then in a strong position to take preventive action.	Answer the question posed	**PPT Slide 8** **Flipchart paper**

5. Detailed facilitator notes

Day 3 Session 3: Digital safeguarding and online safety			
Total time: 45 minutes			
Purpose: To build awareness of the risks of online activities involving young people, and what we can do to prevent them.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Explain that Oxfam has recently published a Digital Safeguarding Policy and Digital Safeguarding Guidelines for Youth Programming to address the risks inherent in online activities. • Many of our programmes involve online activities, especially on social media platforms, and we need to be aware of safeguarding risks and how to mitigate them. • Split participants into groups according to what programme they work on (if there are not enough participants working on any particular programme, they can join other groups). • Give each group a flipchart paper and pen and show **Slide 10**. Ask them to spend 10 minutes listing the opportunities and risks of the social media platforms they use in their programme (e.g. to connect with young people involved in programmes, to bring youth activists together, to enable groups working together to communicate). Examples include WhatsApp, Facebook, Instagram, Twitter, etc. • Have a discussion through plenary. What are the risks? What are the opportunities? Emphasise that communicating through social media has the same risks as face-to-face communication, and contact with and between young people should have the same safeguards in place. This includes staff conduct. Bullying, harassment and abuse by staff and youth leaders is prohibited online, as it is face-to-face. • Show **Slide 11** outlining key risks in the online space. Discuss the 'three Cs' – content, contact and conduct. These are all categories of risk to which young people may be exposed through their online activities. Find out if any of these issues are new to the participants or if they can add anything to the list. Show **Slide 12** and have a discussion about technology-based gender-based violence. Ask participants if they have come across this in their programmes or activities, and what they think needs to be done to help mitigate such risks.	Understand the opportunities and risks of online technology	**PPT Slides 9 to 12** **Flipchart paper**

Day 3 Session 3: Digital safeguarding and online safety *continued*			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Tell participants we will now be doing a short quiz. Participants don't have to split into groups, they can call out the answer after each question. There are seven questions in total. • Ensure you (as the facilitator) have read the Digital Safeguarding Policy and Digital Safeguarding Guidelines for Youth Programming. At the end of each question, elaborate on the answers and the rationale behind them. For example, the minimum user age for Facebook, Instagram and WhatsApp is 13. This is not because of security measures to protect children, but because in the US, where the companies are registered, it is illegal to advertise to children under 13.	Shout out the answers to the quiz questions	**PPT Slides 13 to 26**
	• Show **Slide 27**. Briefly describe what is contained within the Digital Safeguarding Policy and the Digital Safeguarding Guidelines for Youth Programming. Explain that Oxfam has been working on these for a number of years and that a designated policy was deemed necessary in order to consider the specific risks that young people are facing online. • Show **Slide 28**. Explain that the Digital Safeguarding Guidelines for Youth Programming have been designed as a guidance tool to help participants think about opportunities and risks online, and to consider what measures need to be put in place to mitigate these risks. The slide has some prompt questions that participants should consider when designing any programme with an online component. Participants should ensure that at all stages of the programme management cycle, considerations, risks and mitigation measures are discussed and implemented. • Show **Slide 29** and provide a recap of the session. Ask participants whether they have any questions. • Distribute **Handout 16** Oxfam's Digital Safeguarding Policy and **Handout 17** Digital Safeguarding Guidelines for Youth Programming.	Know more about Oxfam's Digital Safeguarding Policy and Digital Guidelines for Youth Programming	**PPT Slides 27 to 29** **Handout 16** **Handout 17**
	Break 15 minutes		

Day 3 Session 4: Risk mitigation – employee life cycle
(Option 1*)

*In workshops for youth leaders/participants, this will be replaced by Session 4 (Option 2): Safe workplace.

Total time: 75 minutes

Purpose: To get participants thinking about the different entry points in the employee life cycle for safeguarding. This will cover recruitment and selection, onboarding and orientation, performance management and employee relations, talent management and career progression, and exit.

Timing	Information for facilitator	What the participants do	Resources
00.00	• Explain to participants that for the rest of the day we are going to look at two frameworks for preventing harassment, exploitation or abuse perpetrated by Oxfam staff and partners. One looks at risk mitigation within the employee life cycle, the other within the programme life cycle. Comment that from now until lunch we will focus on the employee life cycle, and will move on to the programme life cycle after lunch. • Note that this session covers procedures that are internal to Oxfam, but the principles covered can be applied to volunteer youth leader posts. • Bring up **Flipchart 7**, which contains a blank 'employee life cycle'. Ask participants to shout out what they think the start of the employee life cycle is. The answer is 'recruitment and selection' and should be written in the first box, at the top of the circle. Ask participants to shout out what comes next, and keep doing this until the circle is complete. • The answers are (**Slide 32**): recruitment and selection, onboarding and orientation, performance management and employee relations, talent management and career progression, and exit. If participants challenge the employee life cycle (e.g. if they think a section is missing), acknowledge that there are lots of different versions of this tool, and this is just one version. • Comment that at every point of the employee life cycle there is an opportunity to prevent Oxfam staff and partners from knowingly or unknowingly abusing child beneficiaries. Explain that we are going to begin with 'recruitment and selection'.	Shout out answers to the question	**PPT Slides 31 to 32** **Flipchart 7**
	• Give all participants **Handout 18**. The left column shows each stage of the 'recruitment and selection' process. The right column is headed 'Prevention mechanism'. Show **Slide 33** outlining the activity. Number participants from 1 to 3, and then ask them to split up into three groups. • Tell them that for each stage of the recruitment/ selection process they need to explain how it prevents the hiring of someone who may harass, exploit or abuse others. Comment that when they come to 'interviews' they need to come up with at least one sample interview question. Explain that they have 20 minutes to complete this task.	Understand prevention mechanisms in recruitment	**PPT Slide 33** **Handout 18**

Day 3 Session 4: Risk mitigation – employee life cycle *continued* (Option 1)			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Explain that we are now going to review the output from the last exercise. Ask Group 1 to begin by sharing their feedback for the first stage, 'job profile'. Check if Groups 2 or 3 have anything to add. Ask Group 2 to share feedback on the 'job advert' stage. Ask Group 3 to share feedback on 'application process stage' and so on, until all areas have been discussed. • Explain that the majority of these prevention mechanisms became mandatory in Oxfam when the new Recruitment Policy was published in early 2013. Comment that it is to be expected that a determined abuser will seek to overcome these prevention mechanisms (e.g. by lying on their CV, giving a model answer at interview, etc.). However, there is still merit in having these prevention mechanisms in place. Ask participants to shout out the reasons why. • Explain that a professional abuser will want to work for an organisation where their misconduct is most likely to go unnoticed. If an organisation like Oxfam talks about safeguarding in its job adverts etc. it sends out a message that the organisation takes safeguarding seriously. As a result, it becomes a less appealing target for a perpetrator of harassment, exploitation or abuse.	Participants share feedback on the activity	
	• Show **Slide 34** outlining the activity. Ask participants to split into four groups, one per table. • Put a piece of flipchart paper on each table. Assign each table one stage of the employee life cycle (except recruitment and selection, which was covered in the last round). For example: Table 1 = onboarding and orientation, Table 2 = performance management, Table 3 = talent management, Table 4 = exit. • Explain that each group has 4 minutes to write down as many ideas as they can for how youth safeguarding can be incorporated into that particular part of the employee life cycle. • After 4 minutes, groups rotate clockwise and do the same for the next section of the employee life cycle; however, they can't repeat any of the points written down by the last group. This continues until every group has written something on every piece of flipchart paper. • This works well if the facilitator uses a loud alarm (e.g. on your phone) to call time at the end of each round.	Split into four groups and complete the activity, moving from table to table	**PPT Slide 34** **Flipchart paper (one per table)**

Day 3 Session 4: Risk mitigation: employee life cycle *continued* (Option 1)			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Ask participants to reconvene as a group. Comment that in order for youth safeguarding prevention mechanisms to be effective they need to be implemented. Acknowledge that Oxfam staff and partners are often very busy. If a manager has a long list of safeguarding activities to fulfil with each staff member (in addition to everything else they have to do), it is unlikely that these things will get done. It can therefore be helpful to prioritise a list of minimum actions. • Give each participant four dots. Explain that there is one dot for each of the four sections of the employee life cycle. Ask them to put a dot by the activity they think should be prioritised (e.g. because it will have the most impact, or it will be the easiest to integrate into existing processes, etc.). • Once everyone has put up their dots, identify which prevention activity has the most dots on each flipchart sheet. Write these four prevention activities (one for each section of the employee life cycle) on a piece of flipchart paper. Ask participants if they think they could start applying these prevention activities when they return to their programmes. Try to seek a consensus whereby everybody agrees to take these prevention activities forward as an action after the workshop. • **Note that you will need to skip Slides 35 and 36 before starting Session 5, as you will not be running the 'Safe workplace' session.**	Put one dot on each of the four pieces of flipchart paper, as instructed	**Sticky dots**

5. Detailed facilitator notes

Day 3 Session 4: Safe workplace
(Option 2*)

*In workshops for Oxfam staff and partners, this will be replaced by Session 4 (Option 1), 'Risk mitigation: employee life cycle'.

Total time: 75 minutes

Purpose: To enable youth leaders and youth participants to know what to expect from Oxfam and partners in terms of a 'safe workplace' – specifically, one that is free from harassment, exploitation and abuse. It is also to ensure youth leaders and youth participants know how to report concerns involving themselves or their peers.

Timing	Information for facilitator	What the participants do	Resources
00.00	• **Note for facilitator: the purpose of this session is to discuss what youth leaders and youth participants should expect from Oxfam and partners, and how to report any concerns. This session is not designed to elicit disclosures from participants. However, facilitators should be aware that disclosures frequently arise from workshop sessions such as these, either during or after the session. The facilitator should be prepared for and experienced in receiving disclosures, and should be fully briefed on how to refer disclosures, whether they are internal to Oxfam or partners, or relate to safeguarding incidents in the wider community.** • **Note that you will need to skip Slides 32 to 34 before starting this session, as you will not be running the session on 'employee life cycle'.** • Explain to participants that this session will examine how they can feel safe in their work with Oxfam and partner staff. We will be discussing issues that may sometimes be sensitive, so remind participants that they can step out or take a break at any point if they need to. Remind them also that any real-life examples they discuss in this workshop should leave out any identifying details • Divide participants into groups of four or five and give each a flipchart sheet. Tell participants that we are going to explore what makes a safe and respectful workplace. We know that not all of our work takes place in an office; here the term 'workplace' refers to everywhere that you do work with Oxfam or partners, and interact with Oxfam and partner staff. This could be an office, a community centre or an outdoor space. Anywhere where you are conducting activities in relation to your project work. • Give each group 20 minutes to list the factors they think go into making a safe and respectful workplace. • Share findings in plenary.	In groups, discuss what makes a safe workplace	**Flipchart paper**

Day 3 Session 4: Safe workplace *continued* (Option 2)			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Share **Oxfam's Code of Conduct** with participants. Explain that this Code of Conduct covers all Oxfam staff, and partners are requested to sign up to the Non-Staff Code of Conduct **(Oxfam Friends Code of Conduct)** when they join as a partner. • Ask them to have a look, and see if it covers anything they listed on their flipcharts. Draw their attention to the following clause: 'I will… treat all people with respect and dignity and challenge any form of harassment, discrimination, intimidation, exploitation or abuse'. • Explain that all Oxfam affiliates and partner organisations have policies in place that cover staff conduct in the workplace. Relevant policies usually include: safeguarding policy, code of conduct, anti-bullying and harassment policy, health and safety in the workplace policy. • Tell participants that they can ask to see any of these policies, and can hold Oxfam or partners to account for implementing them. If participants from youth partners don't have such policies in place, have a discussion to see who they should talk to, to rectify this.	Review Oxfam's Code of Conduct	**Oxfam's Code of Conduct**
	• Tell participants that while it is one thing to talk about holding organisations to account, it can be another thing actually doing it. • Ask participants to divide into pairs, and think about a time when they considered reporting or complaining about something but did not do so. This can be in any sphere of life – e.g. complaining about bad food in a café. • Ask participants to share their example in their pairs, explaining what their reasons were for not reporting/ complaining. Each pair takes it in turns to discuss each person's examples. • Ask participants to share the reasons why their partner in the pair did not report. They do not have to provide details, but examples could be: not wanting to upset anyone, fear of retaliation, thinking you will not be believed, not knowing how to report, not thinking anything will happen as a result, not being able to report (too young, physical barriers such as location, etc.). • Explain to participants that these barriers also often prevent people from reporting harassment, exploitation or abuse. Remind participants that we discussed these barriers earlier in the course and looked at practical ways of overcoming them. • Show **Slides 35 and 36**. • **Note to facilitators: depending on your affiliate and country location, you may need to adapt the reporting information on Slide 35 to ensure it is country-specific.**	Discuss in pairs	**PPT Slides 35 to 36**

Day 3 Session 4: Safe workplace *continued* (Option 2)			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Tell participants that if anyone has experienced harassment, exploitation or abuse either in the workplace or in other parts of their life, it is important to look after themselves and get any support they might need. • Ask participants to reform into their pairs from the previous exercise and spend 5 to 10 minutes discussing where people can get support for dealing with difficult issues. This can be informal support (friends, family etc.) or through formal services. Encourage participants to share details of any services they know of that can help, and how to contact them. Each group should write these up on a flipchart. • Ask participants to display the flipcharts on the walls. • Share details of local services (see 'Preparation by the facilitator'). These should include GBV and PSHEA services in the countries that the participants are from.	Discuss in groups	**Flipchart paper**
	Lunch 45 minutes		

5. Detailed facilitator notes

Day 3 Session 5: Risk mitigation – programme life cycle			
Total time: 60 minutes			
Purpose: To get participants thinking about the different entry points in the programme life cycle for safeguarding, and to encourage them to think about youth participation and safeguarding in the programme life cycle.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Show **Slide 39** outlining the next activity. Ask participants to line up in alphabetical order. When in place, ask participants to turn to the person next to them to form a pair (you may have one group of three if there is an odd number of participants). • In pairs, participants should discuss: 'What can an Oxfam programme do to make a young person feel safe when engaging with us?' Participants should think of as many unique answers as possible within their pair. They have around 5 minutes to complete the activity.	Generate ideas for safer programming	**PPT Slides 38 to 39**
	• Show **Slide 40** outlining the next activity. Explain that we are going to divide participants up into the three groups listed on the slide. Participants should self-select, with the facilitator evening things up if there is a low number of participants in any of the three groups. • Tell participants that their group will be presented with a scenario on the next slide and they should respond accordingly. They have 30 minutes for the activity. • Show **Slide 41**. The slide explains the scenario and question foreach group to discuss. The facilitator should move between groups, checking on their progress and answering any questions. Encourage participants to think about youth participation approaches **as well as** safeguarding measures within their responses.	Split into three groups and complete the activity	**PPT Slides 40 to 41** **Flipchart paper (one per group)**
	• When finished, each group has 5 minutes to present their scenario and responses to the wider group, followed by a further 5 minutes of questions or comments from the other participants. • Finish by explaining that this session was designed to inspire participants to think about the different ways in which they could engage young people in safeguarding.	Present back on the activity	

Day 3 Session 6: Personal action plan			
Total time: 45 minutes			
Purpose: To enable participants to create an action plan for strengthening child protection activities in their programmes.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Comment that we've nearly reached the end of the workshop. Our last activity (before reflecting on the past three days) is to formulate an action plan for activities that participants can do to strengthen safeguarding in their programmes. Show **Slide 42** ('Personal action plan'). • Give participants **Handout 19** and **Handout 20**. Explain that the first handout is a checklist to help them identify gaps in their current safeguarding mechanisms. The second handout is a template document to help shape their thinking about what actions they could take to address some of these gaps, and which of these actions to prioritise on their return. • Ask them to spend 25 minutes completing the handouts by themselves, and then to get into pairs and spend a further 10 minutes sharing their ideas and discussing any challenges to implementation and how they might overcome these. • Once everyone is finished, comment that even if participants only act on one of their proposed activities, then they will have taken one step forward in strengthening youth safeguarding in their programmes. • Conclude by going around the room and asking each participant to share what 'one' action they commit to doing as a minimum following this workshop.	Complete Handouts 19 and 20 alone When finished, find a partner to discuss their answers with Answer the question posed	**PPT Slide 42** **Handout 19** **Handout 20**

Day 3 Session 7: End of workshop			
Total time: 20 minutes			
Purpose: To ensure that participants are given the opportunity to review their learning from the workshop and to provide the facilitator with feedback on the workshop.			
Timing	**Information for facilitator**	**What the participants do**	**Resources**
00.00	• Show **Slide 43**, which says 'Hopes and fears'. Revisit the 'Hopes and fears' flipchart from Day 1 of the workshop. Read out what participants had written on Day 1, and ask whether their hopes for the course have been fulfilled, and if their fears have subsided. Ask participants to share any general reflections on how they felt at the start of Day 1 compared to how they feel now, at the end of the workshop.	Revisit their hopes and fears from Day 1	**PPT Slide 43** **'Hopes and fears' flipchart from Day 1**
	• Show **Slide 45**. Ask participants to spend a few moments reflecting by themselves. Ask them to think about the most useful thing they have learned from the workshop, and how confident they now feel about safeguarding young people in their programmes. • After a few minutes, ask if any of the participants would feel comfortable sharing their reflections. • Tell participants that we have one last reflection exercise before we conclude. Show **Slide 46**. Explain that we want to continually improve the training packages that we offer, so we are keen to get their feedback on this workshop. Give each participant **Handout 21** (the 'end-of-workshop questionnaire') and ask them to spend 5 minutes completing this before putting it in a box at the back of the room. • Conclude by thanking everyone for their participation. Remind participants that if they have any follow-up questions on returning to their programmes, these should be addressed to either their Country/Regional Safeguarding Focal Point or their respective Safeguarding Team at Oxfam. Display **Slide 47**, on where to go to with concerns. Finish with a big thank you on **Slide 48**.	Complete the feedback form Answer the questions posed	**PPT Slides 44 to 48** **Handout 21** **Box for forms**

6. Example energisers

Time	Description of energiser
5 minutes	**Life Boat** • Get a large sheet of fabric and lay it down on the floor. The aim of the game is for all participants to always fit onto the piece of fabric. You may want to remove shoes before completing the activity. • Ask everyone to stand around the outside of the fabric and think about how they will all fit onto it. Participants have 30 seconds to discuss. All participants need to be fully on the fabric with no limbs (hands/feet) on the floor outside of the fabric. • Round 1 – Ask everyone to stand on the fabric (they will usually all fit on, depending on the size of the fabric). Once everyone has fit onto the fabric, ask them to get off again. • Round 2 – Fold the fabric in half. Ask participants to spend 30 seconds discussing how they will still all fit on the piece of fabric. Ask everyone to stand on the fabric again. • Round 3 – Fold the fabric in half again. Repeat until all participants can no longer fit. • Purpose: highlights teamwork and the need to strategise together before embarking on a project; it also represents the shrinking of civic space and resources in many contexts where Oxfam and partners work. *This activity usually involves some form of physical contact. If participants aren't happy with this they can opt out of the activity, or you can use a different energiser.*
5 minutes	**Turn Over** (similar to Life Boat) • Collect a series of irregular pieces of fabric or paper and lie them randomly on the floor. Do not tell participants what you are doing, but ask them to stand around whichever piece of fabric/paper they are most drawn to. • Tell each group that they now need to stand on the piece of fabric/paper. No part of them should touch the floor. • Tell each group to turn the piece of paper/fabric over, without touching the floor. • The first group to successfully turn the paper/fabric over is the winner. • Purpose: highlights teamwork – following a process to reach a desired outcome – and helps with problem-solving. *This activity usually involves some form of physical contact. If participants aren't happy with this they can opt out of the activity, or you can use a different energiser.*
5 minutes	**Fruit Salad** • The facilitator asks the group 'Who likes bananas?' Everyone who says yes forms a group. They then ask, 'Who likes mangoes?' and these participants form a group. They continue assigning fruits until all participants are in a group (this works well with about four to five different 'fruit' groups of uneven numbers). • Participants all take a seat in a circle, with the facilitator standing in the middle. • The facilitator calls out the name of a fruit group (e.g. 'I like bananas'), and all those who are in the 'banana' group have to stand up and swap chairs. The facilitator's aim is to take one of the chairs, thus leaving one participant standing. • The participant who is left standing replaces the facilitator and asks the next question, e.g. 'Who likes mangoes?' All those who like mangoes have to stand up and switch chairs, with the new facilitator trying to take a chair. • If the person standing in the middle (the facilitator) shouts 'Fruit salad', everyone has to stand up and switch chairs. • Purpose: active listening and a bit of fun.

6. Example energisers

Time	Description of energiser
5 minutes	**Tangled Knot** • The facilitator splits the group into smaller groups of four or five people. • Each group stands in a circle facing each other. • Each person in the circle puts their right hand forward and takes the hand of someone else (not the person next to them). • Each person in the circle puts their left hand forward and takes the hand of someone else. • They are now in a tangled knot. • The winner is the first group to untangle (this involves everyone ending up holding hands but facing out of the circle). • Purpose: teamwork, strategising, problem-solving.
5 minutes	**Chaa! Zaap!** • The facilitator splits the group into two groups, which line up facing each other (this requires even numbers). • One line is called Chaa! The other line is called Zaap! • The facilitator stands between the two lines, at one end. • Each group member holds hands along their line, and in each line the person closest to the facilitator holds hands with them too. • Everyone must look away from the facilitator. • When the facilitator squeezes the hand of the first people in both lines, they squeeze the hand of the person next to them, and so on – until the hand squeeze is passed down the line. When the person at the end of the line receives the squeeze, they shout Chaa! Or Zaap! depending on which line they are in. The first team to shout out is the winner. • The person at the end of the line then comes up to the facilitator end and joins the start of the line. The game repeats… • Purpose: building trust and responding quickly.
	Further energisers can be found in: *100 ways to energise groups: Games to use in workshops, meetings and the community*, International HIV/AIDS Alliance, 2003.

Appendix 1: Flipcharts to prepare in advance

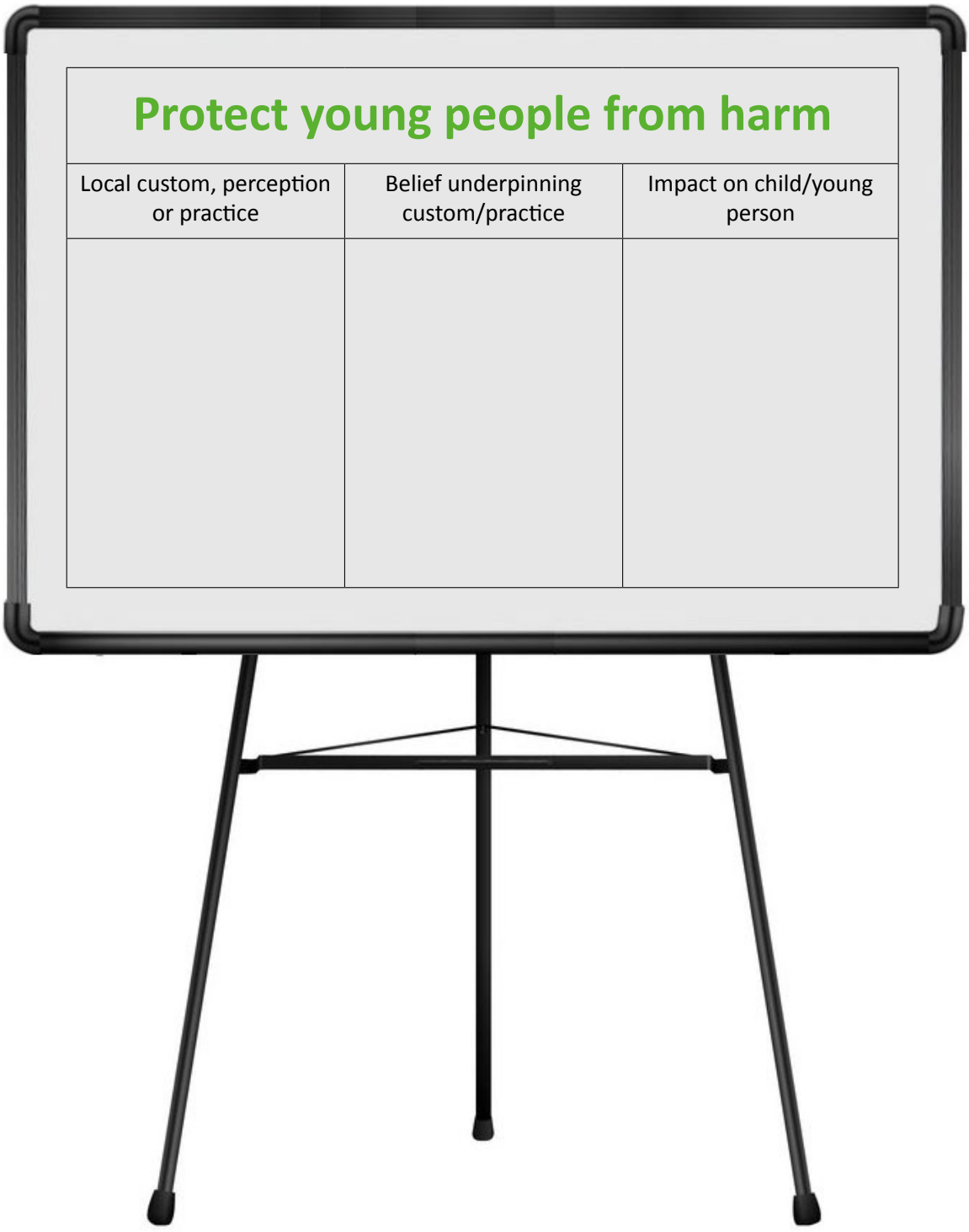
Day 1: Session 5
Vulnerability and power

Flipchart 1

Flipchart 2

Day 1: Session 8

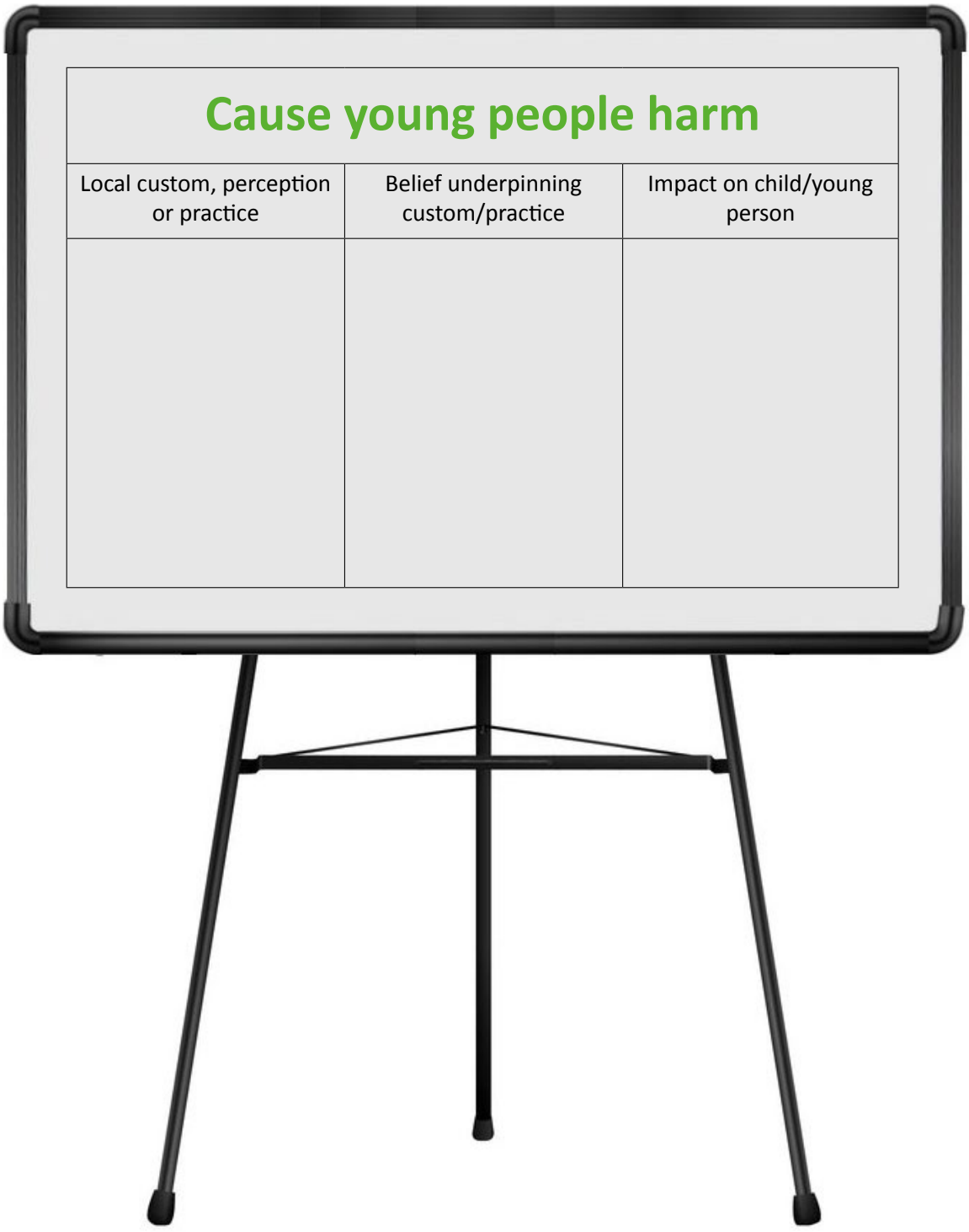
Safeguarding frameworks: local context



Flipchart 3

Day 1: Session 8

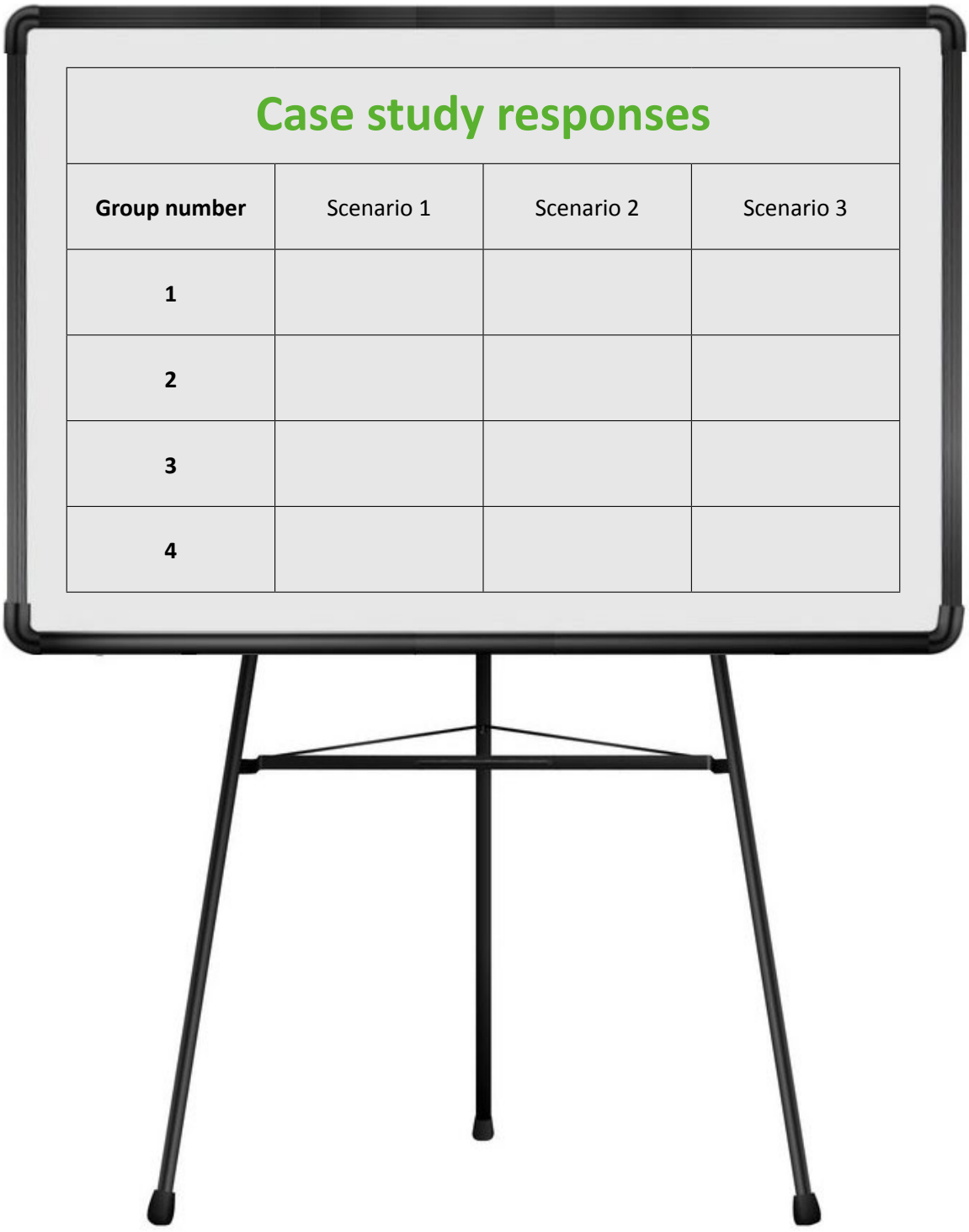
Safeguarding frameworks: local context *continued*



Flipchart 4

Day 2: Session 2

Case studies: is the scenario abuse?

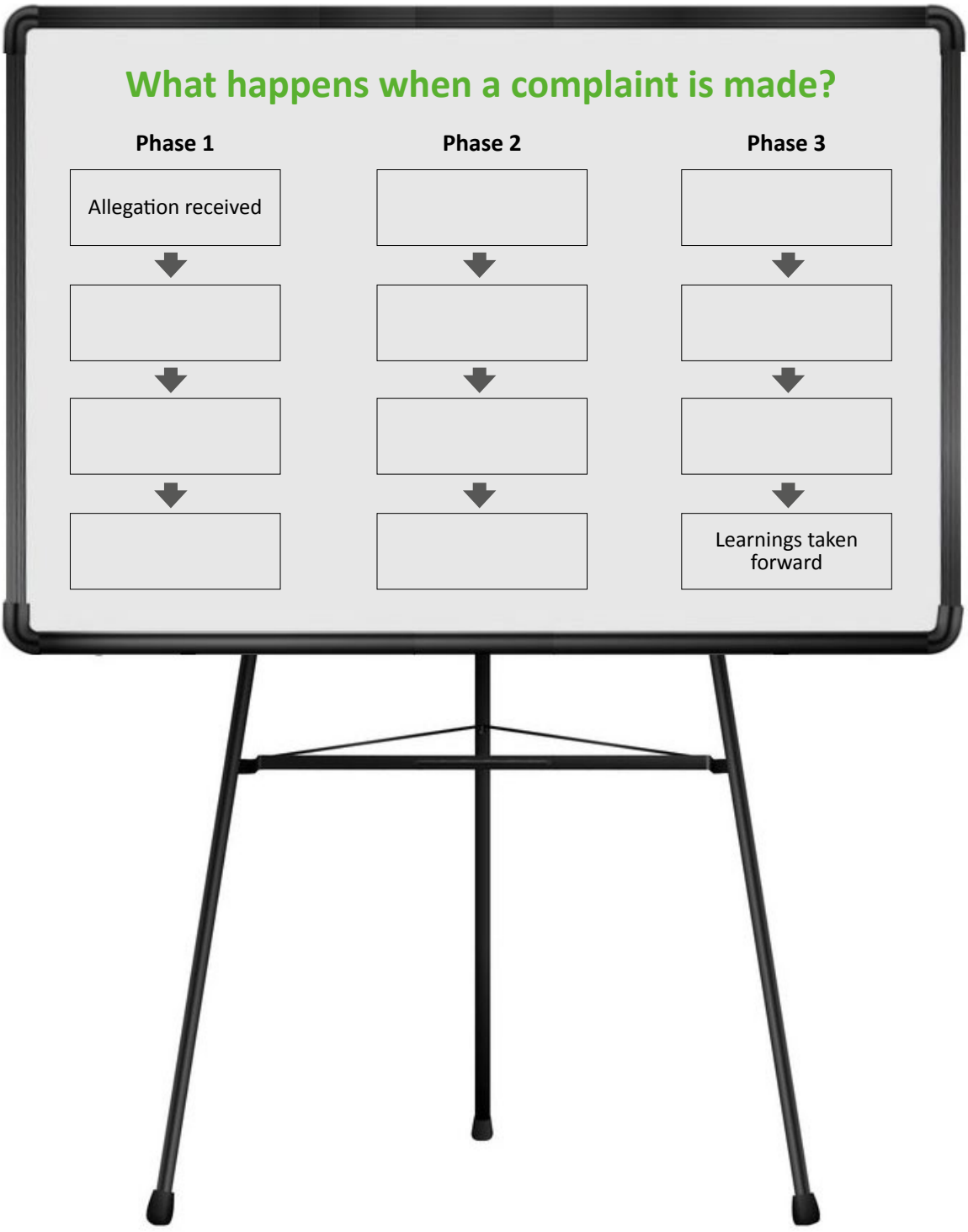


Case study responses			
Group number	Scenario 1	Scenario 2	Scenario 3
1			
2			
3			
4			

Flipchart 5

Day 2: Session 5

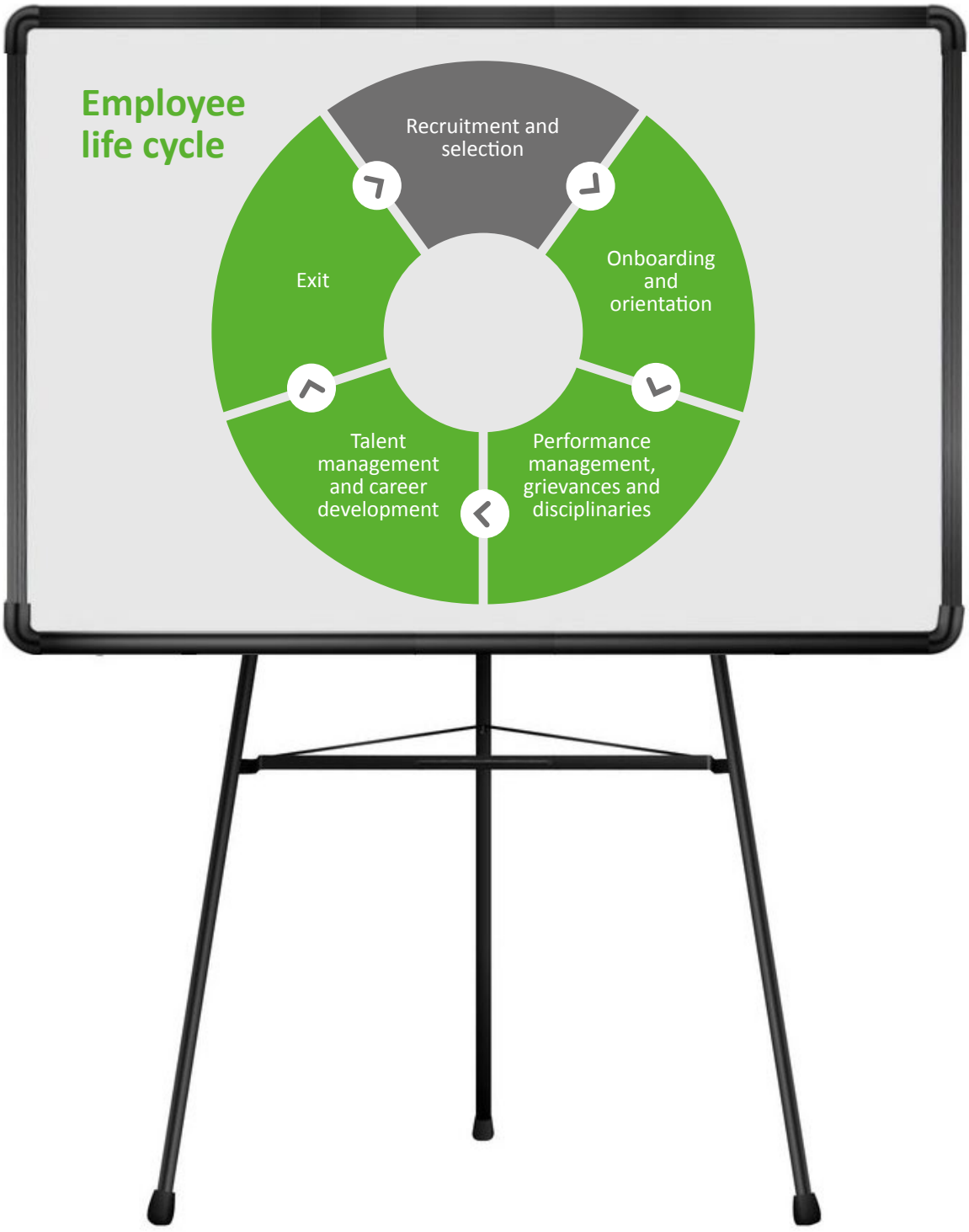
Responding to an allegation



Flipchart 6

Day 3: Session 4

Risk mitigation tools: employee life cycle



Flipchart 7

Appendix 2:
Cards to print for Day 2, Session 5

Initial engagement with survivor(s)

Case conference

Terms of Reference

Investigation plan

Interviews with survivor(s), witness(es) and collection of evidence

Interview with subject of complaint

Final report produced and shared with relevant parties

Decision taken on recommendations made

Possible outcome
Disciplinary hearing

Possible outcome
Disciplinary action

Possible outcome

Engagement with external authorities