

# **Safeguarding Matters: Module 2**

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## **Safeguarding: Getting started with partners**

This is the second module of a five-part e-learning series on safeguarding. The series introduces key safeguarding concepts through the story of Family Health Frontiers (FHF) - a fictional national civil society organisation dealing with real safeguarding issues.

### **Introduction**

### **Writing Grant Proposals**

### **Establishment of the Programme**

### **Organisational culture**

### **Summary**

# Introduction

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## Welcome to Module 2

Here you will continue with the FHF team on their safeguarding journey.

The module will address how safeguarding is covered in:

- Writing Grant Proposals;
- Establishing a Safe Programme; and
- Organisational Culture.

**Study time: 1 hour**

## Learning Outcomes

This module will help you:

- Understand the importance of safeguarding due diligence for organisations and partners;
- Identify key safeguarding activities within the programme cycle for safe programming; and
- Recognise the need for strong leadership and organisational culture in moving towards safe practices.

## This module has 3 parts:

### **Part 1 – Writing Grant Proposals**

Learn about safeguarding standards, due diligence processes, safeguarding policy frameworks and how FHF begins to consider the needs of its downstream partners.

### **Part 2 – Establishment of the Programme**

Explore how safeguarding fits into safe programming and the different cycles of a new programme, FHF's Infant Immunisation Programme. You will also be introduced to safeguarding and the abuse of power within the workplace.

### Part 3 – Organisational culture

Recognise the importance of FHF's organisational culture and leadership; explore how safeguarding requirements influence accountability, oversight and professional practice and see the importance of organisational leaders taking responsibility for safeguarding.

If you would like a refresher of the FHF organisation, context and team:

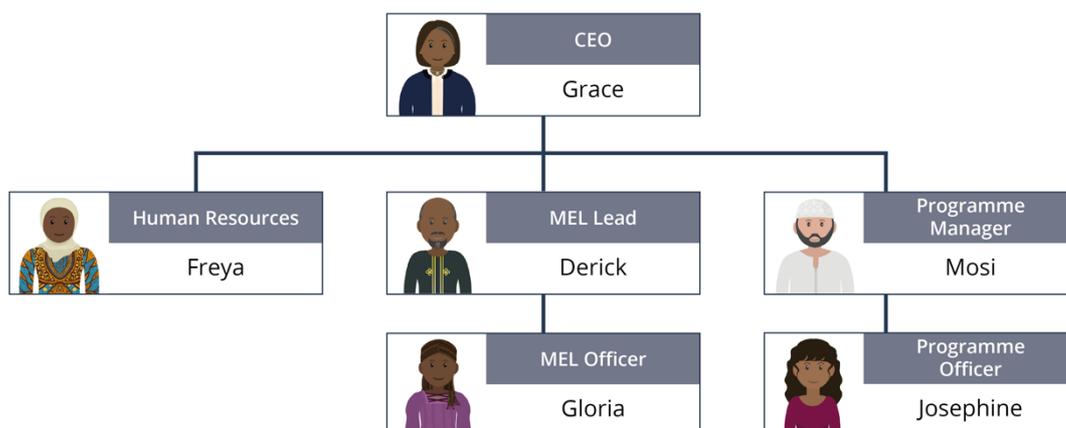
#### The Context

Family Health Frontiers (FHF) is a medium sized Civil Society Organisation (CSO), which specialises in healthcare delivery.

FHF is located in a country with significant security concerns. The country has widespread poverty and poor access to education and primary healthcare services in many rural areas. There are weak legal frameworks to protect people from Sexual Exploitation, Abuse and Sexual Harassment (SEAH). The laws that are in place are not well enforced and can be easily exploited.

#### The Team

FHF has 25 national staff. The organisation chart shows a selection of the team, especially those with safeguarding responsibilities.



# Writing Grant Proposals

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## Developing a project for grant-funding

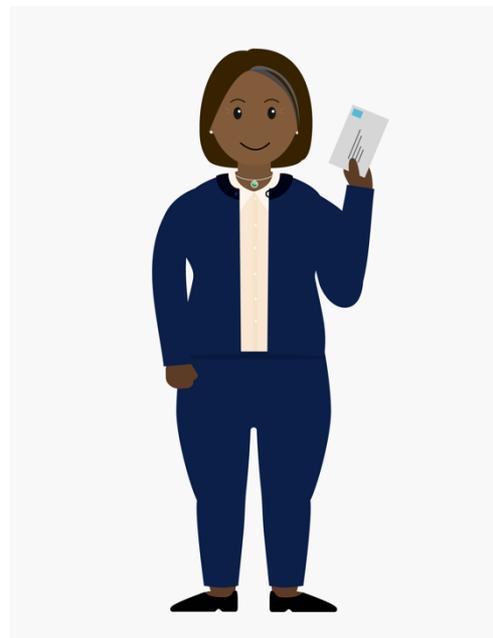
FHF often writes proposals to gain funds for programme work. It undertakes different activities as part of this process to maximise its chances of success.

FHF needs to include safeguarding in the programme and project proposals as an essential requirement to ensure that beneficiaries and staff are kept safe. This also sends out an important message to donors and funders about their commitment to safeguarding

Part 1 introduces you to safeguarding standards, due diligence processes, the safeguarding policy framework and how the FHF team begins to consider what their partners need to deliver work safely.

FHF has been invited to submit a proposal for a large grant for an Infant Health Immunisation Programme related to high infant mortality. The grant is being issued by an international donor.

Grace, the newly appointed CEO, is known and well respected by the donor, and it is for this reason FHF was invited to submit a proposal.



FHF Fundraising and Programmes teams have started to work together on the Infant Health Immunisation Programme proposal. They have recently discovered that they will need to complete a safeguarding section in the due diligence assessment. FHF has never done this before, and team members are concerned that this may weaken their proposal.

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**Remember:**

Due diligence is an assessment which gathers evidence about an organisation's capacity to deliver a programme. Due diligence for safeguarding often consists of standards or requirements that donors expect from organisations e.g. that the organisation has a safeguarding policy.

The FHF programme team has been tasked with collecting the evidence required to complete the safeguarding component of the due diligence assessment. The team is not sure what is required as this was not covered in the annual safeguarding training delivered last year. Mosi, the Programme Manager, asks Josephine, one of the Programme Officers, to lead on this work.

"This is a really good opportunity to impress Grace, the new CEO. I hope Josephine knows her stuff."



"This sounds really interesting, but we will need to get it right as it will be a high-risk project. I must talk with Freya about what needs to be in place."





"What will help us to identify evidence about FHF's safeguarding capacity?"

"I know that due diligence is based on international standards but there are multiple versions of these and they have different emphases. I think Freya might have adapted something to be FHF-specific. I need to do more research on this."



Freya has undertaken some training since she was appointed as the Safeguarding Focal Point by Grace, and she feels more confident to advise her colleagues.

Freya shows Josephine the different International Safeguarding Standards and explains that each has a particular focus.



| Protection from Sexual Exploitation and Abuse (PSEA) | Child Safeguarding  | Violence and Harassment in the World of Work | Sexual Exploitation, Abuse and Harassment   |
|--|---|--|---|
| 2003 Secretary General's Special Bulletin            | 2014 Keeping Children Safe: Child Safeguarding Standards    | ILO Convention 190, Rec-206                  | OECD Recommendation on Ending Sexual Exploitation, Abuse and Harassment in Development Co-operation and Humanitarian Assistance |
| 2016 IASC Minimum Operating Standards for PSEA       | Summary of the Keeping Children Safe Safeguarding standards |  |   |
| 2014 Core Humanitarian Standard                      |   |  |   |

Click on the links for further information on international safeguarding standards:

| Protection from Sexual Exploitation and Abuse (PSEA)   | Child Safeguarding  | Violence and Harassment in the World of Work | Sexual Exploitation, Abuse and Sexual Harassment   |
|--|---|--|--|
| <a href="#">2003 Secretary General's Special Bulletin</a><br><a href="#">2016 IASC Minimum Operating Standards for PSEA</a><br><a href="#">2014 Core Humanitarian Standard</a> | <a href="#">2014 Keeping Children Safe Child Safeguarding Standards</a><br><a href="#">Summary of the Keeping Children Safe Safeguarding Standards.</a> | <a href="#">ILO Convention 190, Rec 206</a>  | <a href="#">OECD DAC Recommendation on Ending Sexual Exploitation, Abuse and Sexual Harassment in Development Co-operation and Humanitarian Assistance</a> |

 For more information, see [Summary Brief: Global Standards on Sexual Exploitation, Abuse and Sexual Harassment.](#)

### Top Tip:

Donors expect organisations to take all reasonable steps to safeguard the people they come into contact with against Sexual Exploitation, Abuse and Sexual Harassment. This includes staff and the communities in which programmes are delivered.

Before agreeing to fund any organisation, donors often seek assurance first. This is because they want to assess risks and be satisfied that any organisation they fund can operate safely and keep people safe.

To secure funding, an organisation therefore may be asked to complete a safeguarding due diligence assessment based on international safeguarding standards. It may also need to gather and submit supporting evidence. These documents will be examined to inform funding decisions.

- ✓ Safeguarding Policy
- ✓ Whistleblowing Policy
- ✓ Code of Conduct
- ✓ Safeguarding Focal Point
- ✓ Reporting mechanism
- ✓ Risk register

Josephine finds a set of standards for FHF that Freya put together, based on the CHS Alliance Protection from Sexual Exploitation, Abuse and Sexual Harassment (PSEAH) Implementation Quick Reference Handbook. Josephine starts gathering evidence from across the different business functions of the organisation to satisfy the safeguarding due diligence requirements.

You will now learn what types of evidence Josephine needs to collect to satisfy the safeguarding due diligence requirements.

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**Remember:**

The means of verification are the documents we collect to prove that all activities were completed, objectives and outputs were achieved and the project outcome has been reached. For FHF, the means of verification requirements are the documents showing how the safeguarding standards have been met.



[CHS Alliance PSEAH Implementation Quick Reference Handbook.](#)

## 1.1 Means of Verification against FHF Standards Activity

Remember, the means of verification are the documents showing that safeguarding standards have been met.

Help FHF choose the means of verification from the drop-down menus on the left to the FHF standards shown.

### Means of Verification

### FHF Standard

Records of safeguarding training will show that all staff members have been taught their safeguarding responsibilities. Safeguarding Focal Points will need specific training to help them to understand their specific role.

A record of complaints shows that reporting mechanisms are in place, known, understood and used. Details should be anonymised if it is shown to anyone other than those involved in investigating the complaint.

Documented risk registers show that programme risks have been identified and management plans are in place to minimise these risks.

The safeguarding policy is an important part of the PSEAH policies and procedures and shows the organisation's commitment to safeguarding.

Documented case reviews demonstrate that complaints have been responded to appropriately. Due diligence would require details of the case review process, not the actual case reviews which should not be shared with anyone other than those involved in the case.

Activities and materials that raise awareness of children and communities demonstrate opportunities for them to understand the organisation's commitment to safeguarding them.

A specific role and person has been assigned as the Safeguarding Focal Point. This role should be evidenced by a safeguarding terms of reference.

To view the answers, [click here](#)

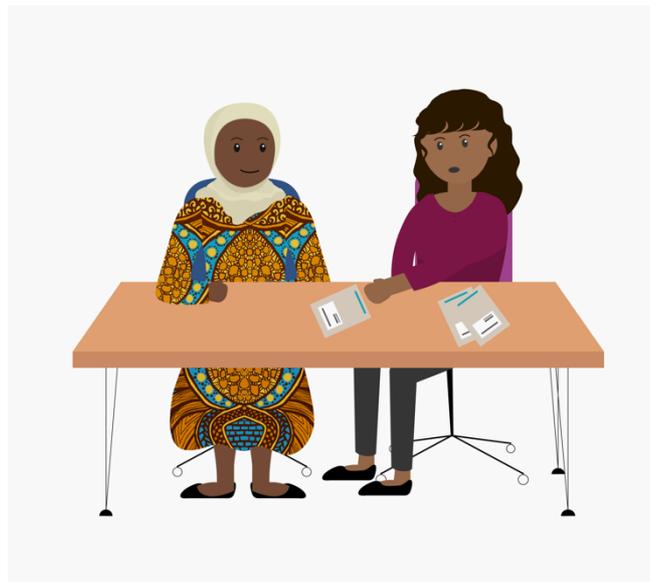
There are additional means of verification, but the successful completion of this exercise demonstrates that you have a solid understanding of what is required to ensure safeguarding standards are being met.

Remember, different donors will ask for different due diligence requirements. FHF has tried to be ready for that by developing standards that cover the work they do and the type of organisation they are.

**Did you notice there are some requirements missing in FHF standards? In the text box, write the standards you think are missing.**

To view the answer, **[click here](#)**

Josephine starts gathering evidence to satisfy the safeguarding due diligence requirements from across the different business functions. She is confident that she has solid evidence to provide means of verification across a number of the safeguarding standard areas. Josephine speaks to Freya to double check if there is anything missing. Freya reminds her that safeguarding policies need to address harm and abuse targeted at both beneficiaries, including children and adults at risk and staff within an organisation.



Josephine discovers that FHF does not have sufficient safeguarding policies, and what they do have are quite basic and require updating.

"There must be more policies than whistleblowing that relate to safeguarding of adult beneficiaries. I can't see anything that relates to partners either."



## 1.2 Safeguarding policy and procedures activity

From the following list of organisational policies and procedures, click the ones that could usefully relate to safeguarding.

|                     |                     |                   |                             |
|---------------------|---------------------|-------------------|-----------------------------|
| Anti-discrimination | Incident management | Gender            | Technology                  |
| Code of Conduct     | Anti-bullying       | Disciplinary      | Child Safeguarding          |
| Child Protection    | Complaints          | Victim / Survivor | PSEA                        |
| Sexual Harassment   | Recruitment         | Whistleblowing    | Information & Communication |

To view the answers, [click here](#)

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### Top Tip:

Organisations sometimes develop a Safeguarding Policy Framework which identifies all the different policies that are relevant. This gives staff a more comprehensive view of their workplace by setting out general guidelines that underpin the organisation's vision and values, as well as its plans for tackling these issues. It also allows staff to have a better awareness of the type of culture that the organisation is striving for; what behaviour is expected of them, and how to achieve both of these.

Josephine manages to create a comprehensive safeguarding policy framework and supporting evidence for the due diligence assessment.

Josephine is speaking with another programme officer. The colleague congratulates her about the work she has done for FHF and says:



"It is fantastic that you have pulled together all the paperwork. Well done!"

"Yeah, the challenge will be to put it into practice given that many of the policies have been on the shelf for years"



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## Remember:

To have an effective safeguarding policy, organisations must take a proactive approach towards implementation including having robust procedures; raising staff awareness through induction and training; ensuring appropriate resources such as Safeguarding Leads and establishing strong cross departmental collaboration especially with related business functions such as HR and Communications.



For more information, [see example of a safeguarding policy.](#)



FHF is delighted to get the good news that they have completed the assessment successfully and that the donor will disperse funds.

## Safeguarding due diligence with partners

To finish the section on safeguarding due diligence, it is important to understand your responsibility to assess and support partners whilst also respecting their experience and expertise.

The new Infant Immunisation Programme will be delivered in rural communities through four of FHF's partners who work in the target areas.

The programme partners are well-established health providers and have varying levels of expertise and experience on safeguarding. FHF should not assume that its partner organisations do not have safeguarding expertise.

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### Top Tip:

The expertise of partner organisations is invaluable for effective and relevant safeguarding. Partners are often the most closely connected to highly marginalised people. They have the skills, knowledge and expertise needed to tailor safeguarding policies and processes in different and relevant contexts.



For more information, see [Bond Safeguarding in successful partnership- change statement](#)

As the primary partner of the Infant Immunisation Programme, FHF has a responsibility to ensure that appropriate safeguarding standards have been shared with the downstream partners. This means that FHF should conduct due diligence assessments on the downstream partners. FHF must assess the partners' potential risks and adherence to international safeguarding standards before the contracts are signed and project implementation begins. From the start, FHF must explain clearly to partners what is expected of them. If partners cannot meet those expectations, FHF must provide support to build capacity and strengthen their safeguarding arrangements.

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**Top Tip:**

Remember, it is important to avoid making assumptions. Every organisation has a duty to check if their partner organisations are taking all reasonable steps to safeguard the people with whom they come into contact. This is a collective responsibility for us all.

Safeguarding standards describe what organisations need to have in place to ensure their programmes, operations, staff and partners are safe.



## Establishment of the Programme

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FHF is the lead agency for the new programme. It must set out clear safeguarding expectations for the downstream partners delivering the programme. FHF must show how they will support partners to implement safeguarding requirements.

The FHF team is under pressure and this affects the relationships between different team members. Power influences work relationships in different ways.

In Part 2, you will explore how safeguarding fits into safe programming and the different elements of the **Infant Immunisation Programme (IIP)** programme cycle. You will also be introduced to safeguarding and the abuse of power within the FHF workplace.

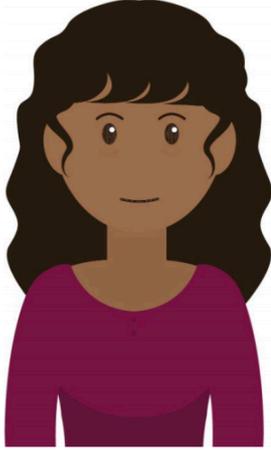
FHF has secured the grant funds and has begun to establish the **Infant Immunisation Programme (IIP)**.

Grace is delighted that FHF will be leading this flagship programme to address under-five infant mortality rates in targeted, high-risk districts of the country. She feels proud to be part of an organisation that is working on such an important Immunisation Programme for infants.

Grace has been clear with her team that she wants positive outcomes in the first year of delivery, and that FHF cannot afford to have anything go wrong.



Josephine, the Programme Officer, is working on the design and planning phase of the new programme. She recognises the need to work with the partners to ensure safe programming. Josephine arranges to meet Freya, the Safeguarding Focal Point, to get advice and support on the safeguarding requirements referred to in the recent, all-staff safeguarding training.



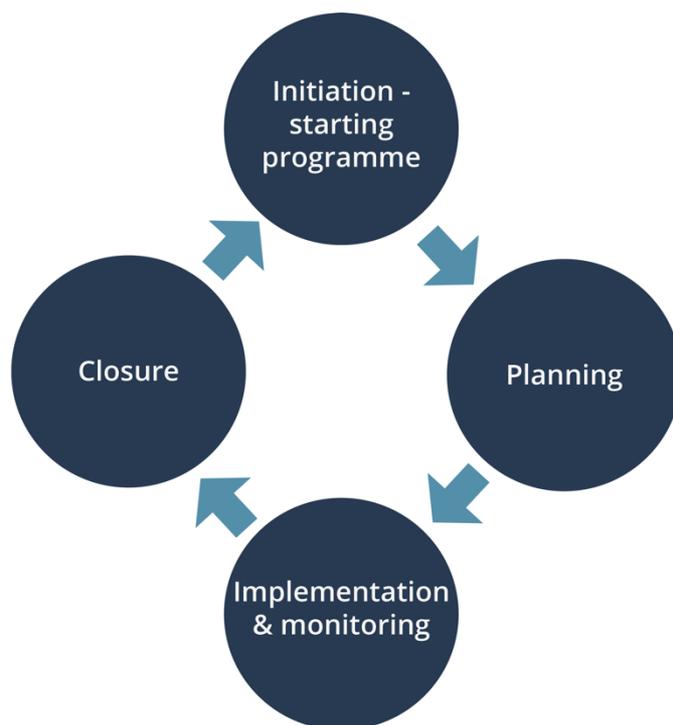
“At the moment I’m mapping safeguarding considerations into the different stages of the programme cycle to help with planning.”

“That’s great but remember to include the partners as they are critical to the delivery.”



## Programme cycle

FHF knows that safe programming strengthens and builds protective environments in which programmes, like their new Infant Immunisation Programme, can take place. This means that it needs to carefully identify and manage risks. FHF tries to design all its programmes so that it creates or contributes to a safer environment for beneficiaries and communities.



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### Remember:

It is important to consciously consider safeguarding at every stage of the programme cycle to establish a programme that safeguards against deliberate or unintentional actions that place people at risk of harm. The stages of the programme cycle are: initiation, planning, implementation & monitoring and evaluation & closure.

Not all risks are within our area of control, as they do not arise because of a programme or project. However, it is essential to include risk management in the programme design and implementation. It is also important to be prepared to not implement a programme where the risks are assessed as too high and/or where risks have not been appropriately assessed or minimised.

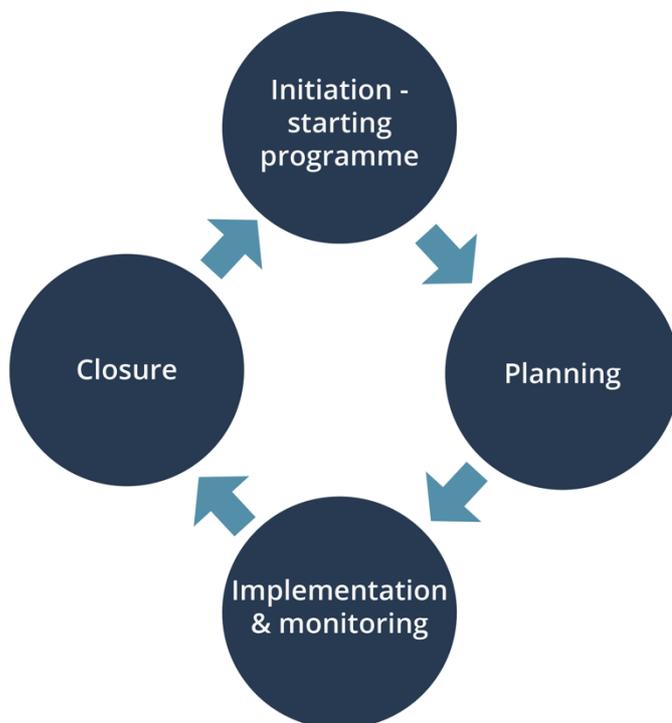
## Safe Programming

**Initiation:** Here, the programme is designed, and goals and resources are outlined.

**Planning:** Work plans and budgets are developed at this stage. Risk assessments are conducted, and monitoring and evaluation frameworks must also be developed.

**Implementation & Monitoring:** This is when the actual work of the project is performed. Required materials, tools and resources are transformed to reach the project goals. During this phase, ongoing monitoring and learning takes place to inform programming.

**Evaluation & Closure:** At the end of the programme, final evaluations are conducted and learning is collated and shared. The final reports are written and submitted.



For information on safe programmes see the [How to Note on Safe Programmes](#).

Now you know that Josephine must consider safeguarding for the Infant Immunisation Programme using the programme cycle. She must think about safeguarding in the initiation, planning, implementation (including monitoring and evaluation) and closure phases of the programme.

## 2.1 Programme Life Cycle Activity

Help Josephine to put the programme cycle actions into the four stages of the Infant Immunisation Programme cycle by clicking the drop-down menus and choosing an answer.

|   |   |
|---|---|
| Ethical code of conduct for researchers | Induction & Refresher Training            |
| Safeguarding budget                     | Community Mapping                         |
| Do no harm risk assessment              | Identify relevant safeguarding indicators |
| Review                                  | Lessons learnt                            |
| Action Plan                             | Reporting Mechanism                       |

To view the answers, [click here](#)

## Safeguarding and the Programme Management Cycle

| Stage of the programme cycle | Programme cycle actions                   | Safeguarding actions   |
|------------------------------|---|--|
| Initiation                   | Community Mapping                         | Gather information about the environment and mobilise communities to better understand the context in the programme location(s).                       |
|                              | Safeguarding budget                       | Ensure sufficient financial and human resources for safeguarding activities are in place from the start.   |
| Planning                     | Do no harm risk assessment                | Ensure safeguards are in place to keep people in contact with the programme safe and to avoid the programme design doing harm.                         |
|                              | Action plan                               | Ensure a clear programme direction with measurable objectives, timescales, roles and responsibilities to implement the programme safely.               |
|                              | Monitoring, Evaluation and Learning (MEL) | Ensure the MEL framework is designed and is mindful of any safeguarding measures relevant to the programme and ensure ethics are considered in design. |

|                             |                                |  |
|-----------------------------|--------------------------------|--|
| Implementation & Monitoring | Reporting mechanism            | Enable beneficiaries, communities and staff to raise concerns and make formal reports of harm.   |
|                             | Induction & refresher training | Ensure all staff and partners receive safeguarding training as part of their induction and have periodic training opportunities to ensure sufficient knowledge, confidence and skills. |
|                             | Monitoring & learning          | Ensure MEL and research activities are safe and ethical for all involved, that beneficiaries give informed consent for data collection and all data is stored and used securely.       |
| Evaluation & Closure        | Review                         | As the programme reaches closure, it is important to review everything including key achievements of the programme and lessons learnt.   |
|                             | Lessons learnt                 | Capture learning from the programme, including from evaluations, monitoring, safeguarding incidents, to contribute to institutional learning and continuous improvement.               |



As part of the initiation and planning phase of the programme cycle, Josephine is wondering what FHF needs to do to prepare the four partners for programme delivery. Josephine wants to use the partners' knowledge in risk assessments, planning and coordination. She is keen to involve them from the outset and values them as equal partners.

Josephine is unsure how developed the partners' safeguarding frameworks are. She is aware that they may need support to improve their safeguarding prevention and response systems. She decides to seek advice from Freya about how best to approach this with the partners.

Freya reminds Josephine of the various international safeguarding standards and shares the FHF adapted standards document. She also gives Josephine the accompanying safeguarding self-assessment tool that has been made relevant to their country and programme. Freya explains that when partners have completed this tool, Josephine will be able to identify safeguarding gaps. This will help her to develop a safeguarding plan for FHF and partners. Josephine becomes concerned about the amount of work to be done based on what she knows about the capacity of the IIP partners to fulfil these obligations.

**"I wonder what the IIP partners will say when I ask them to complete a safeguarding self-assessment tool. I don't think they will be happy."**



Partners' feelings at being asked to complete a safeguarding self-assessment may include ...

interest time impact  
distraction capacity  
gaps burden  
bureaucracy workload  
knowledge  
Resource management  
tick box exercise



[RSH safeguarding journey: steps on standards.](#)

## Safeguarding Self-Assessment

Josephine will give each partner a safeguarding self-assessment tool. This is a good way to measure how close an organisation is to meeting safeguarding international standards, and where they will need to improve. Once the partners have completed the self-assessment tool, it will also help Josephine to see what FHF might need to do to support partners strengthen their safeguarding practices.

Click on the [IASC Minimum Operating Standards: Protection from Sexual Exploitation and Abuse \(SEA\) by Own Personnel](#) document which contains standards and indicators for Protection from Sexual Exploitation and Abuse. Take a few minutes to read this guidance document.

## 2.2 Self-assessment Activity

Imagine you are one of the FHF partners, and Josephine has given you a safeguarding self-assessment tool to complete.

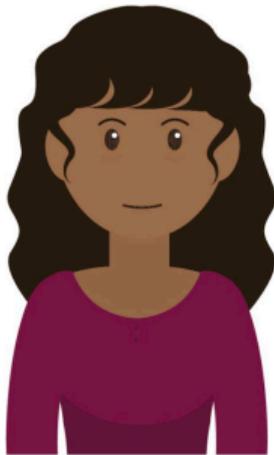
In Part 1 of this module, you were introduced to the [RSH safeguarding journey](#). You will see that this Organisational Capacity Assessment follows this journey.

**Click here** to see how close your organisation is to meeting these safeguarding standards.

It is useful to conduct self-assessments, to monitor and measure progress and to update safeguarding action plans.

Reflect: How could you use a self-assessment in your organisation to monitor and measure your safeguarding progress?

During a meeting with her line manager, Josephine raises the importance of asking partners to complete safeguarding self-assessments. The Programme Manager, Mosi, is dismissive. He believes asking partners to complete safeguarding self-assessments is too bureaucratic.



"We need to make sure the IIP partners complete a self-assessment."

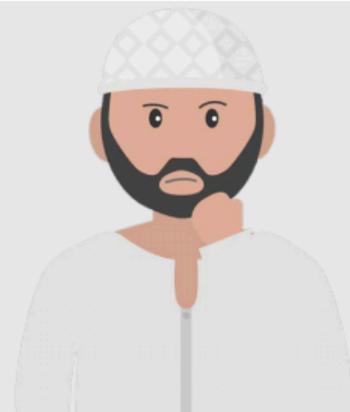
"No, that is a waste of time. We have just passed the due diligence assessment, and I'm saying let's leave it at that."

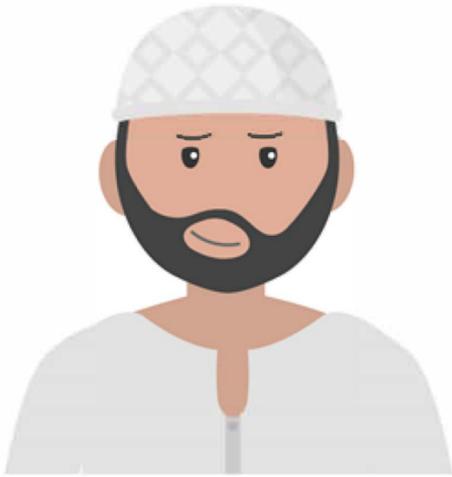


"If partner requirements were included in FHF safeguarding standards Mosi would understand that partner assessments are important."



"All these extra demands are excessive and unnecessary and so typical of a junior. Partner requirements are not even included in FHF safeguarding standards."





Mosi has a strong track record in programme management and has built a trusting relationship with the four partners over a number of years. He has even developed friendships with some of the staff.

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**Top Tip:**

Working relationships which are based on loyalty or friendship can lead to false assumptions being made about progress of critical work. Social arrangements in the workplace can unintentionally contribute to a culture of favouritism or neglecting to notice a lack in work progress. Staff need to be alert to this dynamic in the work space. .

Josephine is concerned about Mosi's expectations and reactions. She is worried that this could directly impact how she continues to carry out her programme responsibilities and how she feels about her role and the organisation.

Abuse of power can be very subtle and therefore difficult to report when it becomes a safeguarding concern. Power can be used in many different ways within and across working relationships in organisations.

## **2.3 Power Activity**

Mosi is not interested in discussing the details of the project as he sees this as the responsibility of a more junior staff member.

The statements below could have been made by Mosi when speaking with Josephine. Think about how he is using his power and how this might make Josephine feel.

**Imagine you were confronted with these statements; how would you feel?**

No no no! That's completely wrong!

I would like to see this finished by the end of the week, but at the very least it needs to make sense.

You might have put a lot of time into this, but do you really think it's good enough?

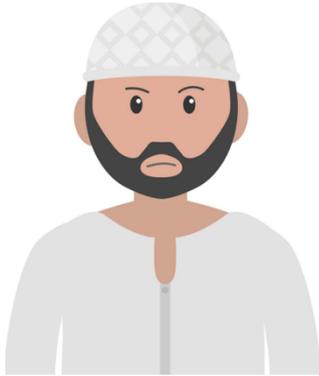
Yes, I agree this is important, however you have more time than me for these kinds of tasks. These are minor tasks that fit your level of responsibility.

The Director of Afri-CKids, our partner, will understand what is required here but I can't say the same for his staff.

To view the answers, **[click here](#)**

Another point worth considering in relation to power is that it is built into organisational hierarchies. Power can be used positively to improve, encourage and change. However it can also be exercised in many different abusive ways. Other examples related to safeguarding could include silencing colleagues who may have something to report; harassing and abusing colleagues and/or beneficiaries; and/or using one's position to groom or prepare someone for abuse inside the organisation or within the wider community.

Let's re-visit Mosi's reaction to Josephine. She needs partners to complete self-assessments and as a manager Mosi feels responsible for moving things along quickly. We can see that power is built into the FHF hierarchy. We will cover more on organisational culture in the next part of the module.



"Time is critical and we have targets to meet"

"I understand that but there might be risk in moving too fast if we have to skip things."



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### Top Tip:

In busy organisations where there is significant pressure for rapid growth or activities, the importance of protective measures such as safeguarding can be minimised, particularly in relation to checks, assessments and reviews. When talking to managers about the importance of these safeguarding measures, it is helpful to identify risks that may arise if these controls are not in place.

## Organisational culture

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As the CEO of FHF, Grace has overall responsibility for the IIP and safeguarding. She wants to be reassured that the work has started off well while also trusting the team to do its work.

In this final part of the module, you will see the importance of FHF's organisational culture and leadership. You will also explore how safeguarding requirements influence accountability, oversight, and professional practice. And you will see the importance of organisational leaders taking responsibility for safeguarding.



FHF's CEO, Grace, has taken a strong interest in the Infant Immunisation Programme and asks to be kept updated on progress. She knows there are pressures on time and delivery targets, but the donor is on her mind. Grace also wants to be supportive to the Programme team.



It is great that Grace is showing an active interest in IIP. She knows that protecting people and having safeguarding responsibilities are fundamental parts of operating a safe organisation. If things go wrong, she will be held accountable and expected to take responsibility for making things right.

With this in mind, Grace is looking out for any particular IIP safeguarding risks. She wants assurance from the Programme team that its members are taking all reasonable steps as they establish the programme to safeguard beneficiaries, staff and the communities.

"I must check if the IIP project is progressing well as I really need to be confident of the progress before talking to the donor. I will ask Mosi at the next Senior Management Meeting."



### 3.1 Safeguarding Checklist Activity

Select five areas of assurance Grace needs at this stage from the list below.

Programme Reporting Mechanisms set up

All Partners have put in place safe recruitment processes

Partner due diligence complete

Programme Risk Assessment Commenced

All partners have Safeguarding Policies and Procedures in place

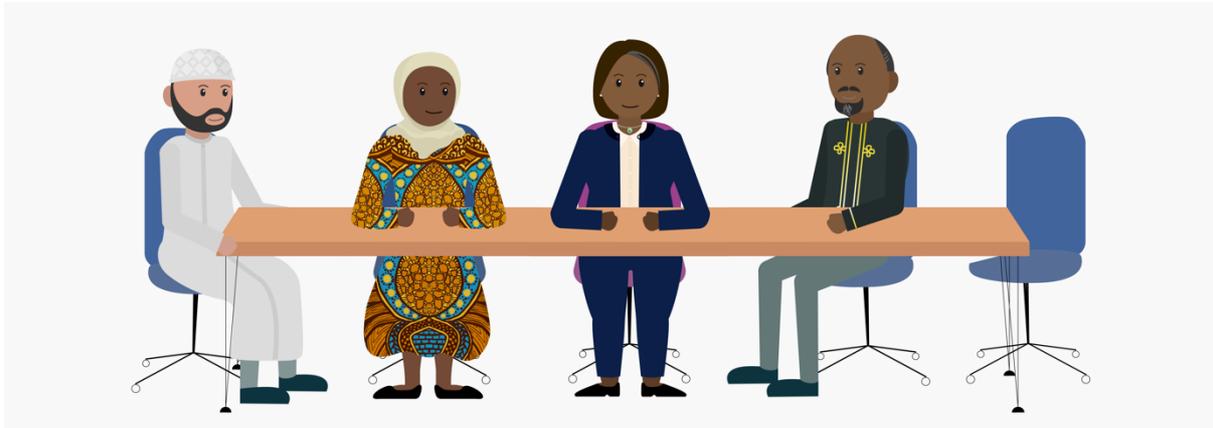
FHF Safeguarding Lead in Place

All Partner contracts include clauses on Safeguarding

Partner teams trained in safeguarding

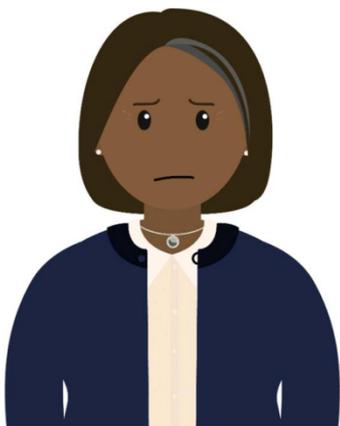
To view the answers, [click here](#)

At the next senior management team meeting, Grace asks Mosi for an update on IIP. Mosi seems uncertain, which prompts Grace to request a formal project briefing later in the week.



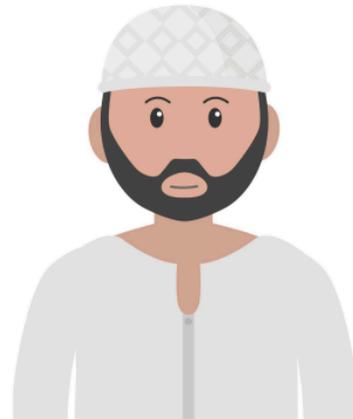
Mosi is caught off guard. He offers false reassurance as he is not sufficiently knowledgeable about the project. He suggests that it would be better to have the formal briefing linked to the next project monitoring quarterly report which gives him time.

Grace is not convinced when Mosi hesitates and seems unsure. However, she is aware that it is early days, and she is new to the organisation, so she agrees to have the formal briefing at the time he suggests.



"Okay I understand but I am expecting big things from this project, and a high-profile visit with some important people is going to happen. Nothing can go wrong as this is a flagship project."

"Don't worry Grace I won't let you down."



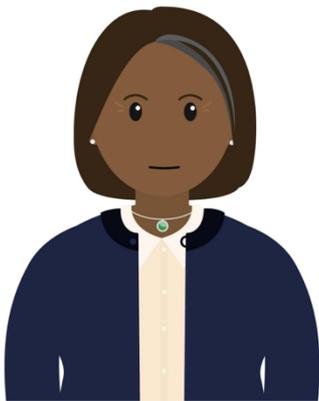
"Oh dear, I hope I have the right person for the job in Mosi as there is so much depending on this programme, and I have ultimate accountability."



"I must speak to Josephine immediately so that she can start planning this visit."

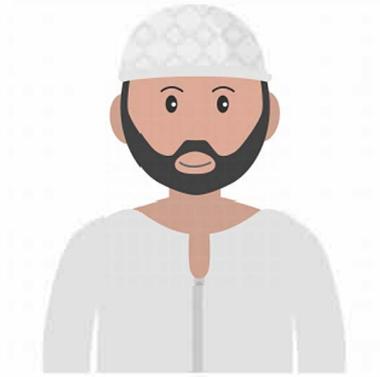


Reflect: How appropriate was Grace's response to Mosi? How could her response have demonstrated trust in Mosi while also ensuring the work gets done?



"Thanks Mosi, I know that we both want this high profile visit to be a success, do let me know if you have any concerns and we can work together to find a solution."

Following the senior management team meeting, Mosi requests a meeting with Josephine to discuss IIP. He shares the news that Grace is thinking about hosting a high-profile visit to the project. Josephine sees this as an opportunity to share the project risk log and alerts him that there are some safeguarding risks that have not been properly addressed.



"Good news! Some very important people are interested in visiting IIP. A great opportunity for us to show what we are capable of."

"Yes, that's great but we have a lot of work to do on all those safeguarding risk areas I told you about."



"RISKS !!"



Josephine is right to be concerned and to keep bringing potential risks to Mosi's attention. She knows from previous experience that the early identification of risk and challenges can often be missed.

It is great that Josephine is proactively identifying risks so that FHF can recognise, acknowledge and seek to reduce these risks where possible. She has been recording these risks in a risk log. She knows that any risk should be evaluated according to the likelihood of it occurring and its impact.

At FHF, safeguarding is everyone's responsibility, but Josephine appears to be carrying all the burden of risk. Putting all the safeguarding responsibility onto one person, even if Josephine has delegated responsibility, is poor organisational practice. FHF managers need to share the safeguarding responsibility and be aware of risks and impacts. The senior management team needs to work with Josephine to develop a clear action plan that outlines how to mitigate the risk or issue, by whom and when. This will help share responsibility and promote accountability.

Freya is the FHF safeguarding focal point. In addition, FHF must appoint a safeguarding designated lead who is a member of the senior management team. This position will ensure that safeguarding is a regular agenda item at FHF senior management meetings. By having regular discussions on safeguarding, the team will demonstrate its commitment to safeguarding and provide clear direction for it across the organisation. It will also enable it to hold managers like Mosi accountable for implementation.



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## Top Tip:

The role of senior leadership in ensuring the importance of safeguarding and an ethical and inclusive culture is crucial. Zero tolerance of Sexual Exploitation, Abuse and Sexual Harassment, and any other abusive behaviour, is critical in setting and demonstrating overall standards and embedding organisational values from the top down. In small teams, the senior management team's safeguarding lead can be the Safeguarding Focal Point. This person is responsible for the implementation of the safeguarding policies and gives advice and guidance to staff on safeguarding matters.

### 3.3 Risk Management

There are a number of programme risks that concern Josephine.



Select the correct risk which correlates to the risk mitigation statement that you think Josephine might be considering to help prevent or manage the risks on the programme.

#### Risk

#### Risk Management Statement

Established and accessible reporting channels in place to enable reports of Sexual Exploitation, Abuse and Harassment and other forms of harm.

Service mapping and psychosocial support arrangements in place.

Clear reporting procedure for downloading indecent/abusive images of children.

Involvement of beneficiaries and communities in the planning and design phase of a programme.

Robust recruitment and vetting arrangements to identify and disrupt unsuitable individuals from working with vulnerable groups.

Lead partners to conduct due diligence with partners to obtain sufficient assurance about their safeguarding arrangements.

Mosi should be focusing on managing the safeguarding risks and producing a progress report for Grace, however, he is more focused on the operational risk linked to the hiring and retaining of doctors. There have been significant recruitment challenges in these locations before. Josephine agrees that this is an important risk area but tries to bring Mosi's attention to the wider safeguarding risks on the project, including that the doctors need to be recruited safely. This is difficult for Josephine as Mosi has now moved on to more logistical concerns for the upcoming project visit.

“Josephine always has her long list and it is always about safeguarding. She clearly doesn't realise how worried I am about getting enough doctors in the field. And when I think about the work that needs to be done about the visit and getting things as Grace would want them... it's so stressful.”



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### Top Tip:

Recruitment for some jobs and in some locations can be extremely difficult. It may be difficult for a number of understandable reasons, including conflicts and disasters. In such circumstances it is particularly important to maintain robust safer recruitment measures as organisations can be targeted during these crises by people who intend to harm.

It becomes clear to Josephine that Mosi is very anxious about the project, so she suggests that they go on a field trip to meet with some of the partners and project beneficiaries. This will also give them the opportunity to monitor field activities. Mosi agrees and is pleased with the prospect of reconnecting with partner colleagues.



"What do you think about taking a field trip and checking how things are at IIP? It will help to get a better picture of what needs to be done."

"Good idea. Things can move very slowly there, and we don't want any problems during the visit."



"Great I can catch up with a few friends – they will be pleased to see me after getting this contract."



Josephine begins to prepare for the field trip and decides to speak with Gloria and Derick to get advice on criteria for monitoring and evaluating (M&E) the project.

To prepare for the FHF field visit, Josephine does as Gloria and Derek suggest. She establishes the M&E criteria to help inform the monitoring of IIP. She also produces a short briefing for Mosi outlining IIP summary information, which includes the partners' capacity and key programme issues and risks. She is careful to include safeguarding in this briefing to ensure that Mosi has sufficient information on everything before the visit.



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### **Top Tip:**

Prior to going on a field trip, it is good practice for staff to re-familiarise themselves with their organisational safeguarding policies and procedures, including code of conduct, and ensure mandatory training is up to date. Additionally, it is recommended to become acquainted with the reporting channels at field level and share this information with others joining the trip.

### **Top Tips for Conducting Safe Monitoring Visits.**

# Summary

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## What have you learned?

- To understand the importance of safeguarding due diligence for organisations and partners - You have matched safeguarding standards with means of verification and seen the necessity of due diligence for organisations and partners.
- To identify key safeguarding activities within the programme cycle for safe programming- You matched safeguarding activities with the programme cycle stage.
- To recognise the need for strong leadership and organisational culture in moving towards safe practice - You identified the assurance measures which must be in place at the start of a programme, and you identified potential safeguarding risks.

**i** **Points to consider to help prepare you for the next module.**

Considering the development of Mosi's character through the module, what do you think might get in the way of him carrying out his responsibilities as a responsible manager?

What do you think Josephine is hoping to find on the field trip to the downstream partners?

What might the downstream partners expect from FHF as the lead partner?



**Congratulations on completing Safeguarding Matters Module 2: Getting started with partners!**

We hope that you have enjoyed accompanying FHF on the start of their safeguarding journey.

We look forward to you joining Module 3 when the FHF project visit will take place. Will it all go to plan?

You can access the RSH newsletter, safeguarding resources, webinars, podcasts, and much more at the [Resource and Support Hub](#).

Next, complete your Module 2 assessment to gain your personal RSH certificate of achievement.



# Answer Sheet

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## Activity 1.1

- ✓ Focal Point Training
- ✓ Records of Complaints
- ✓ Do No Harm Risk Assessments
- ✓ Safeguarding Policy
- ✓ Case Reviews
- ✓ Awareness Raising Materials
- ✓ Safeguarding Focal Point

[Click here](#) to return to Activity 1.1

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## Activity 1.1a

- ✓ Working with partners

[Click here](#) to return to Activity 1.1a

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## Activity 1.2

- ✓ All of the listed organisational policies and procedures relate to safeguarding.

[Click here](#) to return to Activity 1.2

## Activity 2.1

- ✓ Focal Point Training
  - ✓ Records of Complaints
  - ✓ Do No Harm Risk Assessments
  - ✓ Safeguarding Policy
  - ✓ Case Reviews
- ✓ Focal Point Training
  - ✓ Records of Complaints
  - ✓ Do No Harm Risk Assessments
  - ✓ Safeguarding Policy
  - ✓ Case Reviews

[Click here](#) to return to Activity 2.1

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## Activity 2.3

- ✓ Any of the feelings identified could correspond to the power statement.

[Click here](#) to return to Activity 2.3

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## Activity 3.1

- ✓ Partner due diligence complete
- ✓ All Partner contracts include clauses on Safeguarding
- ✓ All Partners have put in place safe recruitment processes
- ✓ Programme Risk Assessment Commenced
- ✓ FHF Safeguarding Lead in Place

[Click here](#) to return to Activity 3.1

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## Activity 3.3

1. Underreporting
2. Response & duty of care
3. Information, Communication & Technology
4. Poor programme design
5. Safer Recruitment
6. Working through partners

[Click here](#) to return to Activity 3.3

## End of Module 2