

**Community Consultations for Safeguarding**  
**AKF Afghanistan Session Plans**

**Module one**

| Time                       | Session  | Session plan   |
|----------------------------|--|--|
| 00.00-00.15<br><br>15m     | Introduction   | Participants and facilitator introduce themselves<br>Ground rules and housekeeping<br>Presentation: Introduction to the AKF/InterAction project<br>Questions in plenary  |
| 00.15-00.40<br><br>25m     | Safeguarding in AKF  | Presentation: Overview of AKF's approach and policies regarding safeguarding<br>Reminder of AKF Community Safe Programming Guidelines<br>Questions in plenary  |
| 00.40-00.01.30<br><br>50m  | Case management  | Distribute HO1 AKF's procedure on Dealing with Reports to participants.<br>Allow five minutes to read through<br>Exercise: Ask participants to divide into small groups. Distribute HO2 case studies. Allow participants 20 minutes to discuss these questions: <ul style="list-style-type: none"> <li>Is this a safeguarding concern?</li> <li>How should the AKF procedures be applied?</li> </ul> Feedback in plenary |
| 01.30-03.00<br><br>1hr 30m | Offline exercise: safeguarding challenges in Afghanistan context | Suggested session plan:<br>Divide participants into groups. Ask them to discuss common challenges and issues in safeguarding in the location where they work<br>Ask the groups to feedback in plenary. Talk through the challenges with them, and how they can be addressed  |
| 03.00-03.30<br><br>30m     | Check-in   | Discussion: Addressing any outstanding issues raised in offline exercise   |

## Module two

| Time                   | Session  | Session Plan   |
|------------------------|--|--|
| 00.00-00.15<br>15m     | Introduction   | Welcome back<br>Recap on previous day  |
| 00.15-01.05<br>50m     | Community-based complaints mechanisms                                      | Presentation: Introduction to CBCMs<br>Questions in plenary<br>Exercise: Ask participants to share some common types of CBCMs (add some if participants do not suggest any)<br>Divide participants into groups, and ask them to discuss: <ul style="list-style-type: none"> <li>What are the advantages and disadvantages of each CBCM</li> <li>Could it be used for sensitive safeguarding reports</li> </ul> Feedback in plenary |
| 01.05-01.30<br>25m     | Survivor-focused approach  | Presentation: What do we mean by a survivor-focused approach<br>Plenary discussion: How can we apply a survivor-focused approach to CBCMs and reports handling?  |
| 01.30-03.00<br>1hr 30m | Offline exercise: What are the barriers to reporting safeguarding concerns | Suggested session plan:<br>Divide participants into groups. Ask them to discuss what the barriers might be to reporting sensitive safeguarding issues. Ask the groups to feedback in plenary. Talk through the challenges with them, and how they can be addressed.  |
| 03.00-03.30<br>30m     | Check-in   | Discussion: How can CBCMs be designed to overcome barriers to reporting?   |

### Module three

| Time                  | Session                                 | Session Plan  |
|-----------------------|---|---|
| 00.00-00.15<br>15m    | Introduction                            | Welcome back<br>Recap on previous day   |
| 00.15-00.40<br>25m    | Designing consultations on safeguarding | Presentation: What to consider when designing community consultations for safeguarding<br>Plenary discussion: What can be the challenges of community consultations?  |
| 00.40-00.01.30<br>50m | Designing consultations on safeguarding | Introduce HO3 the draft questions for focus group discussions<br>Exercise: Write the questions on flipcharts or similar. Ask participants to consider the questions, and re-word them in a way that would be appropriate for communities and groups they will be consulting with. This can be in local language.<br>Feedback in plenary |

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| 01.30-03.00<br><br>1hr 30m | Offline exercise: practicing focus group discussions<br><br>MERL team to assist facilitation? | Suggested session plan:<br>Divide participants into groups, to practice focus group discussions. <ul style="list-style-type: none"> <li>• Each group decides one person to facilitate, and another to take notes.</li> <li>• The group then spends 10 minutes practicing a focus group discussion.</li> <li>• When the time is up, another two group members take a turn and facilitating and note taking – until each group member had had an opportunity to practice</li> <li>• The discussion does not have to be on safeguarding, it can be on a neutral topic, but needs to be similar to the questions the group developed in the previous exercise. For example ‘how satisfied are you with your child’s education? How would you complain if you had some concerns? How could this be made easier for you?’</li> <li>• Real notes will need to be taken, as we will be practicing analysing them tomorrow</li> </ul> |
| 03.00-03.30<br><br>30m     | Check-in  | Reflection on focus group discussion practice  |

## Module four

| Time                  | Session                                      | Session Plan   |
|-----------------------|--|--|
| 00.00-00.15<br>15m    | Introduction                                 | Welcome back<br>Recap on previous day  |
| 00.15-00.40<br>25m    | Analysing results of focus group discussions | Presentation: how to analyse results of focus group discussions<br>Questions in plenary  |
| 00.40-00.01.30<br>50m | Handling disclosures                         | Presentation: how to deal with a safeguarding disclosure<br>Exercise: Divide participants into pairs. Distribute the role play handouts HO4 & HO5 <ul style="list-style-type: none"><li>• Ask participants to decide who will play the person reporting, and who will play the person receiving the report.</li><li>• Participants practice the role play for 15 minutes, then swap so they get a turn to play the different role.</li></ul> Feedback in plenary on how they found the exercise, and what were the challenges. |

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| 01.30-03.00<br><br>1hr 30m | Offline exercise: Analysing results of focus group discussions<br><br>MERL team to assist facilitation? | Suggested session plan:<br>Divide participants into same groups as yesterday. Ask groups to use the notes that they took yesterday to analyse the trends in the focus group discussions. Bring all the groups together, and ask them to share their findings. Identify any key trends that are emerging.<br>Ask participants to consider: 'how would they use this analysis to design complaints mechanisms for their child's education?' |
| 03.00-03.30<br><br>30m     | Conclusion  | <ul style="list-style-type: none"> <li>• Reviewing analysis of focus groups discussions</li> <li>• Any outstanding questions</li> <li>• Plans for next steps</li> </ul>   |