



The Open
University



Safeguarding in the International Aid Sector

Training Toolkit

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Safeguarding in the International Aid Sector: Training Toolkit

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Glossary

Bullying	Behaviour directed either against an individual or a group of individuals that creates a threatening or intimidating environment.
Child	Anyone under the age of 18 years old.
Harassment	Unwelcome verbal, non-verbal or physical conduct that is related to a person's characteristics, whether they are actual or perceived.
Identify	Indicator or factors that might put someone at risk of harm.
Prevent	Measures put in place to minimise risks.
Report	When someone raises their concerns about someone else's behaviour which they find concerning and believe that person or someone else may be in danger of harm because of that inappropriate behaviour.
Respond	How organisations can effectively respond to safeguarding concerns that have been disclosed or reported.
Risk	A hazard that exposes someone to danger or harm.
Safeguarding	Measures put in place by organisations to prevent and respond to harm perpetrated by its people or activities.
SEAH	Sexual exploitation, abuse and sexual harassment.
Subject of Complaint	Person who is being complained about.

Vulnerable adult or adult at risk	Anyone aged 18 or over who is unable to protect themselves from abuse, harm or exploitation due to age, gender, sexuality, mental or physical disability or circumstances such as poverty, displacement or status.
Whistleblower	Someone who discloses information or activity within an organisation that they believe to be illegal, illicit, unsafe, or an abuse of power or resources.

Introduction

Safeguarding refers to ‘promoting the safety and welfare of people involved in the delivery or receipt of humanitarian aid and development assistance, protecting them from harm, including all forms of exploitation, abuse and harassment (Scotland’s International Development Alliance, n.d.). Over the course of the last few years, it has become increasingly important that safeguarding people from harm is considered an organisational risk delivered by a variety of national and international actors.

This toolkit has been designed for those who are responsible for safeguarding in organisations which work in development or humanitarian contexts. The activities included here have been taken from the Massive Open Online Course (MOOC)-1:

Introduction to Safeguarding in the International Aid Sector

(<https://www.futurelearn.com/courses/introduction-to-safeguarding-in-the-international-aid-sector>) and MOOC-2:

Implementing Safeguarding in the International Aid Sector

(<https://www.futurelearn.com/courses/safeguarding-implementation-in-the-international-aid-sector>) to enable Safeguarding Leads to deliver

safeguarding training or other forms of support for their organisations. It could also be used outside formal training for discussion in meetings and planning interventions. It is not assumed that you will have access to the MOOCs. Consequently, the toolkit provides all the information facilitators need. The MOOCs provided learners with a good understanding of sound safeguarding practice in the international aid sector. This toolkit is a consolidation of that learning to support Safeguarding Leads and focal points in the training and development of others and to operationalise key messages.

The toolkit has been developed as a resource to help those who use it to internalise, practise and deliver key safeguarding messages using the activities contained here sourced from MOOC-1 and MOOC-2.

The key objectives of this toolkit are that you as learners will be able to:

- Understand and promote good safeguarding practice across your organisation

- Identify the risks for sexual exploitation, abuse and harassment by those associated with your organisation and know how to reduce those risks
- Be aware and understand the indicators of various forms of harm
- Feel confident in responding to any concerns and know where and how to report concerns you have
- Adopt a survivor-centred approach in responding to abuse
- Review, learn and implement improvements following an incident of abuse to improve safeguarding across the organisation and/or programme.

At the core of both MOOC-1 and MOOC-2 is the safeguarding cycle which outlines the journey that organisations should take to embed good safeguarding practice. MOOC-1 introduces the safeguarding cycle and its policy framework while MOOC-2 explores how to implement the safeguarding cycle in different programmatic or other contexts. Together, the MOOCs address how to develop good safeguarding measures in organisations and how to review and refine those measures. This toolkit draws out the key learning that will support you when delivering training or when supporting staff and those who are associated with your organisation, such as volunteers, partners, contractors and suppliers.

Assumptions

It is assumed that those who use this toolkit (referred to as 'you' here) would already be familiar with both MOOCs as a learner. The activities in the toolkit are designed to help you deliver messages to any audience (usually staff or those associated to your organisation) with diverse experience and responsibilities, within manageable demands. All those participating in these activities should find them useful and enable them to understand their roles and responsibilities better.

Structure of the toolkit

The safeguarding cycle provides the basis for mutual learning with participants. The five parts of the safeguarding cycle are Identify, Prevent, Report, Respond and Learn, as shown in the diagram below. It is these parts

around which the toolkit pivots as these are essential in developing good safeguarding practice within your organisation and the sector as a whole.

Figure 1 The safeguarding cycle



The safeguarding cycle sets out how organisations should cultivate good safeguarding practice and organisational cultures. The toolkit will delve into each part of the cycle.

Four activities are provided in each chapter of this toolkit, two activities are adapted from MOOC-1 and two activities are adapted from MOOC-2, whilst there are three activities in the introductory chapter. The safeguarding cycle guides us in ensuring we have robust policies and procedures in place and ensuring sound implementation practices.

Some activities provide opportunities to explore the norms, values, customs and practices of staff and partners which influence their perspective on safeguarding. These might be different from those of the Focal Lead/Safeguarding Officer. Safeguarding is not only about challenging the harmful behaviours of individuals but influencing the attitudes, norms,

power relationships and working cultures within organisations. This is often known as a safeguarding culture.

Guidance is provided on how to facilitate activities with participants and, where necessary, extra support is given on the approach such as for brainstorming. All activities are designed to take between 30 and 45 minutes, but they can usefully be extended to consolidate and build learning. Feedback and key messages are provided to support you in drawing out the key learning from participants' responses to the activities.

When managing safeguarding in a programme or project, stakeholders have a lot to think about. Most organisational policies tend to only talk about 'top lines' regarding organisational expectations, leaving those working in the field to interpret these expectations into realistic actions within their context to ensure programmes are safe. This toolkit aims to support that interpretation, build good instincts, and a clear understanding of policies, processes and actions that are deliverable within the space/community they work in.

Using the toolkit in a classroom/online setting

The toolkit can be used to develop a range of training sessions, which can be delivered either as a one-off session or a series depending on the roles of participants. The higher the role, the greater the responsibility, and therefore more time will need to be invested to equip them.

It is not expected that you will use all the activities in the toolkit, rather that you will select those that deliver the necessary learning for participants and dependent on the purpose and focus of the session. For example, you may want to build an initial understanding of safeguarding rather than addressing how to implement it, in which case you only need look at the first two activities in Chapters 2-6, which cover MOOC-1. In contrast, for a group of experienced development and humanitarian practitioners you may want to build their skills to implement safeguarding, in which case you will draw on activities 3 and 4 in Chapters 2-6, which cover MOOC-2.

Activities 1 and 2 in Chapters 2-6 are adapted from MOOC-1

Activities 3 and 4 in Chapters 2-6 are adapted from MOOC-2

The activities in the toolkit have been developed for face-to-face training. Remember that this space should be in a conducive and safe environment for learning and comfortable to accommodate all participants. If the activities are carried out online, you will need to find a time slot and an online platform that works for everyone with good connectivity and remember to keep the training slots to half a day or less as online engagement is more demanding than face to face delivery.

Also remember that participants learn in different ways using their different senses, so it's a good idea to include a variety of different methods in the training session to keep their attention. In Step 6.3 of MOOC-1, we learnt that there are four main types of learning drawing on our senses. They are:

1. Visual – learn from images/drawings
2. Auditory – learn from listening
3. Kinaesthetic/Physical – learn by doing
4. Theorists – learn by reading.

Participants should be encouraged to explore their own experiences where this isn't upsetting for them, to discuss the learning together, and to actively think about and plan for how they will apply their learning in a safeguarding context. Here's a [helpful resource](https://www.arukahnetwork.org/post/020320) (<https://www.arukahnetwork.org/post/020320>) to think about when putting together a training programme.

As the facilitator, it is also a good idea to assess the level of understanding, experience and skills of your participants. This will have a bearing on your planning when creating the workshop or other support. A short pre-training questionnaire sent to participants asking about previous safeguarding

training, knowledge and understanding should be undertaken. It is also useful to ask about expectations of the training and relate these to the roles and responsibilities of partners. This can also inform the learning objectives of the session.

Secondly, you could identify a variety of different activities to use. It is not expected that you will use all four activities in each chapter but rather select the activities that best suit the context, roles and responsibilities and the learning needs of your participants as well as the time available. You should also be prepared to adapt the activities to suit specific contexts. The hope is that as the Safeguarding Lead or workshop facilitator, you will customise the learning for participants by selecting and mixing the activities to suit their knowledge, skills and experience as well as the needs of the organisation or programme that you are delivering for. Also take into consideration the time and method of delivery and language needs of participants.

Thirdly, it is really important to create a 'safe space' for both participants and facilitators. The content in videos, audios and training sessions could be a 'trigger' to past abusive behaviour encountered by those involved, therefore do provide people space to think and reflect safely. Also do provide trigger warnings prior to showing videos or talking about abuse in case anyone requires a 'time out'. Self-care should be addressed throughout the training and participants may choose to withdraw from some of the sessions, which should be respected. To enable a 'safe space' please reinforce that participants should feel free to talk about concerns they may have come across, but confidentiality should be kept at all times, so no identifying factors should be revealed. Also, if participants need to report a concern, they should speak to the Designated Safeguarding Officer or you, as the facilitator, if that is also the role you hold.

Finally, a glossary is provided at the beginning of this publication, of the terms used in the toolkit. You can read the definition of the term by using 'Ctrl and click' on the hyperlink provided.

Chapter 1 What is safeguarding?

This chapter provides activities to introduce safeguarding to participants and how it is everyone's responsibility irrespective of their role.

Activity 1.1 What is safeguarding?

Purpose

The sources of this activity are Steps 1.9–1.11 and Step 2.4 MOOC-1. It will enable you to explore the level of existing safeguarding knowledge and understanding among participants who you may be training.

Guidance

The activity is run as a brainstorming session where you ask questions of the whole group and encourage the sharing of existing knowledge in a safe environment. It is best undertaken face to face but could be adapted for online delivery.

What is brainstorming?

'Brainstorming' is a way of getting quick feedback on a specific subject among a group.

How to do it?

- Encourage participants to think freely about the subject at hand, without judgement and capture their ideas on a flip chart, whiteboard, or online tool (such as Padlet or Jamboard).
- Ask questions that start with who, what, when, where, why and how – to provide a wide consideration of the subject.
- Sift through the responses to collaboratively examine the different points of view to find alignment.

Learning output

- Summarise the points selected and focus in on those which are relevant.

Feedback and key messages

Q1. What does safeguarding mean to you?

The term 'safeguarding' is used to mean the measures put in place by the organisation to prevent, report and respond to various forms of harm that could occur through the actions or inactions of your organisation through all activities.

Q2. When we talk about 'safeguarding people', who exactly are organisations seeking to safeguard from harm?

Participants may focus only on [children](#) (defined as 'any person below the age of 18 years'), so you will need to build their understanding to include '[vulnerable adults](#)'. A vulnerable adult is anyone 18 or above who may be unable to protect themselves from abuse, harm or exploitation due to their age, sex or sexual orientation, ethnicity, displacement, disability, poverty, or being in need of care and support or other criteria. Another term used, particularly in the UK, is '[adult at risk](#)'. We are also safeguarding our own staff and those associated with our organisation, such as volunteers, visitors, members, consultants, partners, etc.

Q3. Who are we protecting children and vulnerable adults from?

We are protecting them from harm through direct or indirect contact with our staff and others associated with our organisation, as well as everything that we may do, including programme activities. It is also important that we respond to harm that may be experienced by beneficiaries in the communities we work in.

Q.4 Whose responsibility is it to safeguard?

This includes all staff, whether international or national, paid or unpaid, full or part time. This also includes volunteers, a Board of Directors (or trustees), consultants, contractors, suppliers and other associated personnel of partner organisations. They can also be media, donors and celebrities when they visit our projects, as well as the staff of partner organisations. Those associated with our organisation have a duty to protect and care for the communities they work with.

Q.5 Why is our sector particularly attractive to people who want to exploit and abuse others?

The main reason is because of the power imbalances between communities receiving support and international aid organisations providing that support. Those who are in positions of power and privilege must exercise this appropriately and be accountable for their action when they cause harm through abuse, exploitation or even neglect.

Some organisations may work in emergency or complex situations where support may be needed quickly. Rapid recruitment or deployment does mean that sometimes background checks are not appropriately met.

Survivors are prevented from disclosing their concerns as they may blame themselves, experience shame and fear stigma from their community. This means they stay silent, which allows the perpetrator to continue to abuse or exploit others.

Activity 1.2 Exploring the full range of people associated with our organisation

Purpose

This activity is taken from Steps 2.4–2.6 MOOC-1. It helps participants dive deeper to appreciate the wide range of people associated with the organisation and its work and the safeguarding risks, where [risk](#) is defined as a something that exposes someone to danger and/or harm.

Guidance

Ask participants to work in pairs to classify whether the following personnel are likely to have a direct or an indirect association with your organisation. Also think about whether these people have direct or indirect contact with children, vulnerable adults, or others within the organisation (hence the possible risk of harm ensuing). Ask them also to think about the specific risks people in each role may present:

- Staff (head office and/or field based)

- Board members
- Consultants
- Donors
- Volunteers
- Staff and associated personnel of partner organisations
- Sponsors
- Contractors and suppliers
- Security guards
- Freelance photographers
- Support staff like carers
- Celebrities who may be ambassadors.

Feedback and key messages

Direct staff are likely to be:

- Staff, drivers, security guards, field staff, support staff like carers.

Those with an indirect association with our organisation are likely to be:

- Board members, consultants, donors, volunteers, associated personnel of partner organisations, philanthropists, sponsors, suppliers and contractors, freelance photographers, celebrities.

The main learning from this activity is to establish the wide range of people for whom the organisation has a responsibility to ensure they are aware of safeguarding expectations and act appropriately. Participants may have a somewhat different classification, and it would be interesting to hear their reasons for this. They should also share whether these people have contact (direct or indirect) with children, vulnerable adults or others when working with the organisation and consider the related risks so as to explore the type of risk each presents.

You should finish with the message that safeguarding is everyone's responsibility even when they are off duty and/or outside office hours, a point that should be highlighted in an organisation's Code of Conduct.

Activity 1.3 Let's bust some safeguarding myths

Purpose

This activity draws on Step 1.12 MOOC-1, which is the quiz you took. Myths and assumptions about abuse, exploitation and harassment can prevent us from taking the appropriate safeguarding measures.

Guidance

Working in pairs, ask participants to take the quiz. Here are the ten questions. Participants need to answer true or false. Allow participants to discuss and debate their responses.

Q.1 It is unlikely that your organisation would cause harm to those you support or serve such as children and vulnerable people.

True or False

Q.2 Only men could cause harm to others.

True or False

Q.3 Only sexual exploitation and abuse is considered harmful.

True or False

Q.4 Reporting abuse is likely to make things worse.

True or False

Q.5 Children and adults with disabilities are less likely to be harmed.

True or False

Q.6 Men and boys are less likely to be sexually abused.

True or False

Q.7 A faith leader would never abuse a child, vulnerable adult or another staff member or volunteer.

True or False

Q.8 Victims such as women and children are likely to lie about experiencing sexual abuse, exploitation and harassment (SEAH).

True or False

Q.9 A 'zero tolerance' policy on SEAH means that if there are concerns about staff's behaviour, they should be fired from their jobs immediately.

True or False

Q.10 Organisations must have their safeguarding policies and procedures in place to prevent harm to children, vulnerable adults, staff and associated personnel.

True or False

Feedback and key messages

Q.1 False

Proximity to children and vulnerable groups provides organisational staff greater opportunity to abuse their position. This could be when there is direct contact or through indirect contact such when using the internet, online platforms and social media.

Q.2 False

Although men tend to make up most perpetrators of sexual abuse, exploitation and violence, women have been known to misuse their position of power and authority to cause harm.

Q.3 False

It is an organisational responsibility to safeguard children, vulnerable adults, its staff and associated personnel from all forms of physical,

emotional, sexual, exploitation, abuse, and harassment (SEAH), bullying and neglect.

Q.4 False

Always report safeguarding concerns to the Safeguarding Officer or focal point of your organisation, unless the concern is about them (in which case make your report to someone more senior or external to the organisation). If you work in an environment where reporting to law enforcement agencies is mandatory under national law, always risk assess and ensure that it is in the best interest of the victim to do so (participants will learn more about this when we learn about survivor-centred approaches).

Q.5 False

Children and adults with disabilities are more likely to be harmed since their age and disability may hinder them from understanding what is being done to them and they are less likely to report the abuse. Also, sexual abuse is not about 'attraction' but about people misusing their positions of power and trust by sexually abusing and exploiting those who may not have the ability to disclose the abuse.

Q.6 True

Reported rates for the sexual abuse of men and boys is lower than women and girls, however, they are and can be survivors of sexual abuse. This is particularly true in conflict and fragile states where sexual violence is used as a weapon of war. Similarly, in patriarchal societies, the shame and stigma attached to men and boys who are sexually abused means many cannot speak out and therefore the numbers reported are traditionally lower than for women and girls.

Q.7 False

Faith leaders have unfortunately also abused their position of authority and trust and abused those who are under their care.

Q.8 False

Raising concerns related to SEAH is very difficult for anyone since there is a lot of shame and stigma associated with such acts. Victims are afraid that there will be action taken against them which leads to under-reporting.

Q.9 False

When an organisation has a zero tolerance against SEAH it means that it will act on all concerns raised and take appropriate action proportionate to the breach of organisational policies. This may include internal investigations into the allegations of SEAH and if the findings are substantiated, these will result in disciplinary action where the [Subjects of Complaint](#) (the persons who are being complained about) could be dismissed for gross misconduct. If the staff member has been convicted of a sexual crime, these may constitute grounds for immediate dismissal (depending on disciplinary procedures).

Q.10 True

Organisations must have their safeguarding policies, procedures and practices in place to prevent harm to children, vulnerable adults, staff and associated personnel.

Summary

The aim of safeguarding is to ensure no harm comes to persons who come into contact with our organisation. This includes children and vulnerable adults and others at risk as well as our own staff teams. As such, safeguarding is different from traditional protection programmes because the focus is on preventing our own staff and activities harming beneficiaries and those associated with our organisation. Where harm is caused by others in the community not connected to our organisation, whilst also safeguarding concerns, they should be reported to the relevant authorities.

Chapter 2 Identify



Turning to the first part of the safeguarding cycle – ‘[identify](#)’ – we will look at:

- (i) Risks to vulnerable communities when organisations have contact with them
- (ii) Indicators of abuse.

It is important that participants are able to recognise risks and indicators early to help prevent exploitation, abuse and harassment, and enable them to respond appropriately if it does happen.

Activity 2.1 Identifying forms of harm in the international aid sector

Purpose

This activity is based on Step 2.8 MOOC-1. It enables participants to appreciate the extensive ways in which your staff and programmes can harm communities.

Guidance

Write on the board or flipchart the list of examples of misconduct committed by persons with a connection to your organisation below. Then write the second list of categories of harm, also below. Working in pairs, ask participants to match the example of misconduct with its category of harm.

Examples of misconduct committed by persons with a connection to your organisation

1. The children in the school that your organisation supports appear afraid of their new teacher. Some of the children also have bruises on their arms and legs which have only appeared since the teacher started at the school.
2. A Board member repeatedly humiliates an adult experiencing disability by calling them 'stupid'.
3. A worker from your organisation 'employs' a child as a house-help and refuses to pay them since they are provided food and accommodation.
4. A volunteer from your organisation deliberately does not offer a community member a service that is available and for which they are eligible.
5. A volunteer from your organisation shows another colleague pornographic material which embarrasses them and makes them feel uncomfortable.
6. A project manager from your organisation creates an intimidating atmosphere when working with community members who benefit from your organisational work by shouting and gesticulating wildly and telling them what to do.
7. A technical expert from your organisation makes threatening physical gestures at a member of the community every time they work in this community.
8. A driver working for your organisation coerces a beneficiary to sleep with him in return for a lift in the vehicle he is driving.
9. A worker from your organisation promotes female genital mutilation on young girls among the community you are working in.

10. A partner organisation's member of staff makes inappropriate sexual comments to a woman in the community.

Types of harm

- A. Commercial (economic) exploitation
- B. Physical abuse
- C. Sexual abuse
- D. Bullying
- E. Harassment
- F. Traditional harmful practices
- G. Sexual exploitation
- H. Emotional abuse
- I. Sexual harassment
- J. Neglect

Feedback and key messages

1. Whilst B is the main answer, D and H also arise
2. Whilst D is the main answer, H and J also arise
3. Whilst A is the main answer, B and H also arise
4. J is the answer
5. I is the answer
6. Whilst D is the main answer, E may arise.
7. Whilst D is the main answer, H may arise
8. G is the answer
9. Whilst F is the main answer, B and H may arise
10. I is the answer

Draw participants attention to the wide range of harms and the distinction between different harms, particularly around sexual abuse, exploitation and sexual harassment as these are often seen as different forms of sexual violence.

Also draw their attention to the difference between [bullying](#) and [harassment](#), where bullying is behaviour directed either against an individual or a group of individuals that creates a threatening or intimidating environment, whilst harassment means unwelcomed verbal,

non-verbal or physical conduct that is related to a person's characteristics, whether they are actual or perceived.

You might also discuss how participants feel about the different forms of harms. Are there some they are less confident with, around which further explanation and exploration would be helpful? Would they be able to recognise some more than others?

This gives you the opportunity to identify what needs building on in terms of your participants learning.

Activity 2.2 Identifying signs and symptoms in survivors

Purpose

This activity is based on Step 2.9 MOOC-1. It supports participants in recognising signs and symptoms of harm in survivors.

Guidance

From the table below, select two to three examples from each category of harm that occur most in your context. Working in groups of 3 or 4, ask participants to identify the signs and symptoms survivors might exhibit when experiencing each of these types of harm. A downloadable version of this table is available from the Downloads link in the course (<https://www.futurelearn.com/courses/introduction-to-safeguarding-in-the-international-aid-sector/3/steps/1351512>) and also as a separate resource at the end of this document.

Type of harm to children and vulnerable adults	Examples	Indicators (signs and symptoms) on a child and/or adult
Physical abuse	<ul style="list-style-type: none"> Smacking Caning Corporal punishment Hitting Shaking Poisoning 	<ul style="list-style-type: none"> Burning Drowning Suffocating Deliberately making someone ill
Emotional abuse	<ul style="list-style-type: none"> Restriction of movement Belittling, denigrating Threatening, scaring 	<ul style="list-style-type: none"> Discriminating Ridiculing Other non-physical forms of hostile or rejecting treatment
Sexual abuse	<ul style="list-style-type: none"> Being touched in a way that is inappropriate Being forced to look at sexual pictures or videos Being forced to watch someone do something sexual 	<ul style="list-style-type: none"> Being forced to make sexually explicit pictures or videos Sharing sexually explicit picture or videos of children or vulnerable adults Made to do something sexual to someone that may make them feel uncomfortable or wrong
Sexual exploitation	<ul style="list-style-type: none"> Gaining the trust of a child in order to sexually abuse, exploit or traffic them committed online or in person for this purpose is considered to be sexual grooming 	<ul style="list-style-type: none"> Using or paying a sex worker Trafficking Pornography
Commercial exploitation	<ul style="list-style-type: none"> Child labour Exploitation of workers 	<ul style="list-style-type: none"> Forced recruitment into armed groups
Neglect or negligent treatment	<ul style="list-style-type: none"> Deliberately not providing care of attention 	<ul style="list-style-type: none"> Failing to provide support and supervision
Traditional harmful practices	<ul style="list-style-type: none"> Early marriage Forced marriage 	<ul style="list-style-type: none"> Female genital mutilation or cutting Scarring of the face or arms
Harassment	<ul style="list-style-type: none"> Unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity 	<ul style="list-style-type: none"> Creating an intimidating, hostile, degrading, humiliating or offensive environment for them A single incident can amount to harassment
Sexual harassment	<ul style="list-style-type: none"> Unwelcome physical conduct Verbal and written harassment through jokes, offensive language, gossip and slander Visual display of posters, graffiti, obscene gestures, flags and emblems Isolation or non-cooperation at work, exclusion from social activities 	<ul style="list-style-type: none"> Coercion for sexual favours Intrusive behaviour such as pestering, spying, stalking Treating someone less favourably because they have submitted or refused to submit to sexual behaviour in the past
Bullying	<ul style="list-style-type: none"> Can take the form of physical, verbal and non-verbal conduct Physical or psychological threats Overbearing and intimidating levels of supervision 	<ul style="list-style-type: none"> Inappropriate derogatory remarks about someone's performance Legitimate, reasonable and constructive feedback of a worker's performance or behaviour, or reasonable instructions given to workers in the course of their employment, will not amount to bullying on their own

Feedback and key messages

Recognising signs and symptoms of abuse may be challenging, but the ability to recognise them is of fundamental importance in enabling a quick response

to support the survivor and stop further harm from occurring. If we fail to respond we can exacerbate the harm and potentially cause further safeguarding issues.

Impress upon participants that it is not necessary to determine if abuse or exploitation has taken place – merely that it may have taken place. If it doesn't look, sound or feel right, it probably isn't and should therefore be reported to the right person such as the Safeguarding Lead. An unexplained bruise on a child's arm (which could be accidental), a distressed or an unusually withdrawn vulnerable adult, is not in itself a sign of abuse. However, taking this into account with other indicators, it could be.

Activity 2.3 What makes children particularly vulnerable to harm?

Purpose

This activity can be found in Step 2.3, MOOC-2. As workers who have either direct or indirect contact with children and/or vulnerable adults, we not only need to be able to recognise the signs and symptoms of abuse as covered in Activity 2, but also recognise vulnerability factors that increase the risk of harm by perpetrators who misuse their power to exploit, abuse and/or harass children and vulnerable adults. We focus on children in this activity, whilst the next activity focuses on adults.

Guidance

Below is a list of risk factors that increase a child's vulnerability to harm. In groups of four, ask participants to explain why children experiencing these factors are more vulnerable:

List of factors:

- Age
- Disability
- Marginalised group
- Orphaned children
- Children infected or affected by HIV/AIDS.

- Gender
- Environmental factors (conflict, pandemic, natural disaster)
- Low economic or social status.

Ask participants to also consider what organisational factors may make a child vulnerable to exploitation and abuse?

Feedback and key messages

As well as feeding back on the answers, try to prompt a discussion around these points. You might ask, ‘What surprises you?’ and ‘What do you feel is most/least relevant for your organisation?’

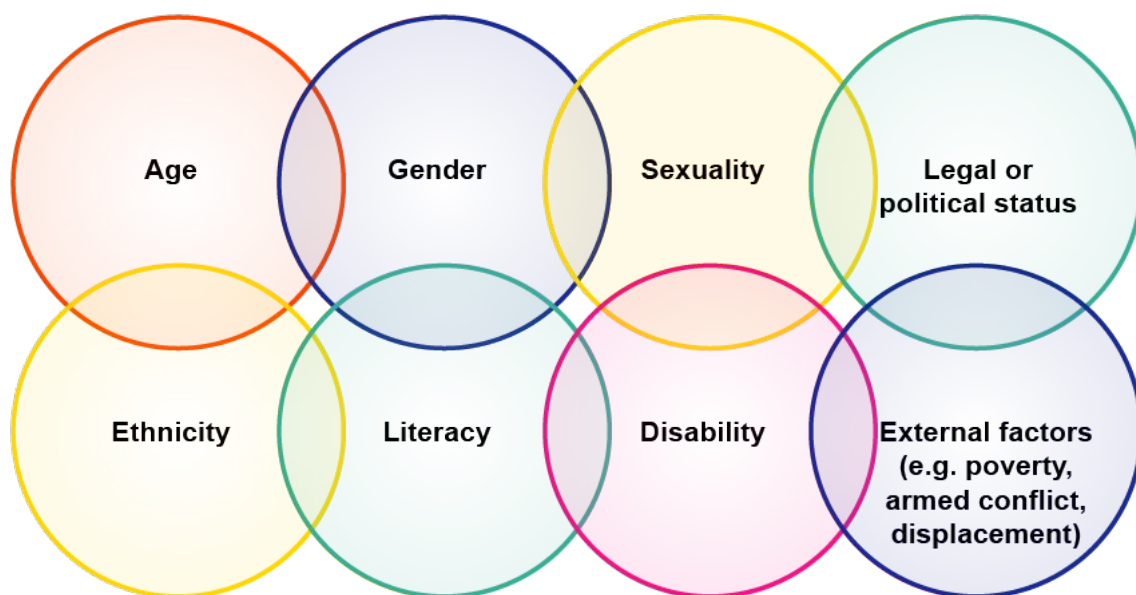
Factors that increase a child’s vulnerability to harm include:

- Age – babies and toddlers are more vulnerable than older children because of their reliance on others and inability to clearly communicate. Children are more trusting of adults who have direct contact with them. They may not understand what an appropriate or inappropriate touch is, their right to personal privacy or their right to express themselves.
- Disability – children who have a physical, mental or learning disability are more vulnerable than other children. They are in need of more personal or intimate care, which requires more direct contact. Their vulnerability may increase when they are in residential or institutional care. They can find it difficult to communicate making abuse less likely to be reported.
- Marginalised group – children from marginalised groups, for example, because of their ethnicity, may be stigmatised by the community and discriminated against – leading to their isolation. They are also less likely to be believed.
- Children who are orphaned due to parental loss or death – orphaned children are vulnerable because they may not be well cared for or supervised.
- Children infected or affected by HIV/AIDS – these children too may be shunned and ignored by the community because of the stigma and shame associated with HIV/AIDS.

- Gender – often girls are more at risk of harm because of societal perceptions that they hold a lesser status than boys. However, in certain situations (such as situations of armed conflict), boys may well be at greater risk of forced recruitment and sexual violence.
- Environmental factors – natural disasters, armed conflict, pandemics, or a combination of all these factors that displace children and adults, make children vulnerable as the protective factors that are normally in place (family, school, community) break down or no longer exist.
- Low economic status – children experiencing poverty are more vulnerable to abuse and exploitation since families may be less able to care for them.

Make the point that children can experience more than one risk factor. For example, a female child may have a disability because of being maimed in a recent conflict (vulnerability factors: gender and disability), may have lost their parents to the same conflict (vulnerability factor: orphaned) and be displaced as a result of the conflict (vulnerability factor: environmental). The intersection of many risk factors makes them highly vulnerable. You might want to show them the diagram below to make this point for Step 2.7 MOOC-2

(<https://www.futurelearn.com/courses/safeguarding-implementation-in-the-international-aid-sector/2/steps/1436762>).



Activity 2.4 What makes adults particularly vulnerable to harm?

Purpose

This activity is based on Step 2.4, MOOC-2 and focuses on harm to adults. An adult who is experiencing, or is at risk of experiencing harm, abuse or exploitation and who is unable to protect themselves against harm is known as a 'vulnerable adult' or an 'adult at risk' (of harm).

Guidance

Below is a list of risk factors that increase an adult's vulnerability to risk of harm. In groups of four, ask participants to explain why adults experiencing these factors are more vulnerable.

List of factors:

- Age
- Disability
- Sex and sexuality
- Ethnicity
- Literacy
- Gender
- Loss
- Displacement
- Poverty or low-income status.

Feedback and key messages

As well as feeding back on the answers, try to prompt a discussion around these points. You might ask, 'What surprises you?' and 'What do you feel is most/least relevant for your organisation?'

- Age – older people may be more vulnerable to abuse because of poor physical or mental health or reliance on support from others for daily activities.

- Disability – adults who have a physical, mental or learning disability are more vulnerable to exploitation and harm. They may need personal or intimate care, which often requires more direct bodily contact with others. Vulnerability may increase when they are in residential or institutional care. Adults with disabilities may also be more vulnerable to abuse because they may be less valued in their communities or have less understanding of their rights.
- Sex and sexuality – people who are or identify themselves as lesbian, bisexual, gay, transexual, queer or intersex (known as ‘LGBTQI’) are often vulnerable because of societal perceptions and discrimination against such groups.
- Ethnicity – usually those who identify as part of a minority racial group are vulnerable to abuse because of oppression and discrimination.
- Literacy – generally adults who are unable to read or write because of a lack of educational opportunities are more at risk of exploitation and harm.
- Gender – women are more at risk of harm because societal perceptions accord them a lesser status than men. However, in situations of armed conflict or in matriarchal societies, men may be more vulnerable.
- Loss – of home, family members, and/or financial and material support can render adults vulnerable.
- Displacement – because of natural disasters, armed conflict, pandemics or a combination of all these factors can increase the risk of harm.
- Poverty or low economic status – can mean adults feel unable to challenge abuse due to their lesser status.

Ask participants if there are any similarities and differences in what makes a child or adult vulnerable to exploitation, abuse and harassment? Also, how do we adapt our response to support those similarities and differences? It is important that participants are aware of the nuances and complexities of a safeguarding concern and that each case will present differently and will require a different response.

Summary

In this chapter participants identified the different types of harm, the signs and symptoms of that harm against the vulnerability of children and adults, although different forms of harm can occur at the same time.

For example, a child or vulnerable adult who is being physically abused will be more than likely to suffer emotional abuse and even be at greater risk of sexual abuse and exploitation.

Chapter 3 Prevent



The second part of the safeguarding cycle is '[prevent](#)' – how to proactively create an environment that prevents safeguarding breaches by identifying, analysing and minimising risks, and promoting effective safeguarding policies and procedures.

We will be looking at identifying safeguarding risks in the work that your organisation is involved in and putting in place preventative safeguarding measures.

Activity 3.1 Identifying risks

Purpose

This activity is taken from Step 3.2, MOOC-1. In this activity, participants will consider what can be done to reduce the risk of harm from those associated with our organisation and the delivery of the programmes themselves.

The need to keep a safeguarding culture highly visible in an organisation is fundamental in minimising risk. Safe programming and safe recruitment are central to this. Safe programming minimises the risk of harm from our activities, whilst safe recruitment involves putting in place policies and processes that ensure that prospective staff and associated personnel are prevented from harming each other or beneficiaries by considering how staff are recruited and selected in the first place.

Guidance

Ask participants to consider the following questions. Note the key points on a flip chart, whiteboard, or online tool (such as Padlet or Jamboard).

- What measures can make programmes safer?
- What measures can ensure that recruitment is safe?

Ensure that all participants have the opportunity to contribute to the conversation and draw out any vague statements with examples (without breaking confidentiality).

Feedback and key messages

Safeguarding measures prevent harm that may be caused by a staff member (or associate) because of their position of power and privilege, or the organisation's operations or programmes have failed to take into account risks and vulnerability factors. You should use this list as a guide and include any good suggestions that come from the discussion.

Safer programmes require:

- Safeguarding training for all those associated with your organisation and regular ongoing retraining.
- Ensuring organisational workers do not work alone, especially when working with the vulnerable.
- Work in open spaces where possible and keep the door open when not possible.
- Encourage a respectful working culture in your work with communities and each other.

- Effective monitoring and supervision of those associated with your organisation.
- Ensuring beneficiaries are aware of the standards of behaviour that your staff and partners should uphold.
- Responsive and reliable reporting mechanisms for disclosure or complaints.

Safer recruitment requires some of the following:

1. Robust screening of candidates before an interview to verify details on their application form.
2. Ask questions in the interview that test how a candidate would act in certain situations (scenarios are a good way to glean a more revealing answer than direct questions where candidates might just give the right answer).
3. Having a probationary period so that the organisation can observe and highlight any inappropriate behaviour and take appropriate action.
4. Background checks like criminal records for staff/volunteers/consultants and verifying references by speaking with the referees rather than writing to them and asking specific safeguarding-related questions of referees and whether there were any misconduct disclosures.
5. Those associated with your organisation sign up to the organisation's Code of Conduct which sets out clear expectations of behaviours for inside and outside the workplace and prioritises the well-being and care of all people including beneficiaries. They also need to demonstrate that they have read, understand and can relate the Code of Conduct to their role.

Activity 3.2 Communicating a Code of Conduct to communities

Purpose

This activity is based on Step 3.15, MOOC-1. It demonstrates to participants the importance of involving communities in realising safe

working by informing communities of what they can expect from your organisation and what behaviours will not be tolerated from all those connected with you. In this way we can empower communities. The behaviours we will not tolerate and those we encourage are listed below.

Guidance

Working in groups of 4, ask participants to design a poster to communicate the behaviours that are inappropriate and behaviour that we would encourage and expect. The poster should also set out how community members can make a complaint if they see inappropriate behaviour that may or has caused harm.

You will need to provide an A1-sized flipchart sheet of paper and coloured markers. Encourage participants to use diagrams to make the poster more engaging. An online tool such as Padlet or Jamboard could be used if the session is online.

Behaviours that are not tolerated include:

- Do not subject a child or adult to sexual, emotional or physical harm, exploitation, abuse or harassment.
- Do not exchange goods, money, favours or services for sex.
- Do not have sexual contact with a person receiving assistance.

Behaviours that are encouraged include:

- Do promote safeguarding in your work.
- Do raise your concerns with the focal point, even if in doubt!

Once the poster is complete, ask participants to select one member of their group to talk through the process of reporting as if they were a community member raising a concern.

Feedback and key messages

Providing this level of accountability to beneficiaries is important. When communities understand the expected behaviours of our staff, they are better placed to identify the mechanisms by which they would report. Knowledge is power – and by talking with communities about how those

associated with our organisations should behave, we take an important step in enabling reporting and overcoming barriers to reporting. Highlight where the mechanisms outlined in the poster would work well and identify where there could be issues or improvements.

The poster might be used in community meetings and focus group discussions. Ask participants whether community discussions should be in groups split by age/gender/disability, as different groups may identify different mechanisms?

Activity 3.3 Preventing perpetrators from offending

Purpose

This activity is based on Step 3.11, MOOC-2.

Knowing more about sexual abuse perpetrators, their thought processes and actions, will help us strengthen our preventative measures. However, you should use this activity carefully, as for some participants it may trigger painful memories causing further harm. We could use the Four Preconditions Model, developed by Dr. David Finkelhor (1984), to better understand a sexual offender. This model argues that there are four preconditions, which could be seen as ‘hurdles’ or ‘obstacles’ that the sexual offender must overcome to offend.

Obstacle 1 (Motivation)

This is the first precondition, where sexual perpetrators already have an intention to commit sexual abuse and exploitation.

Obstacle 2 (Internal inhibitors)

Sexual abusers know that their intended actions are wrong, and so any feelings of moral conscience must somehow be overcome as well as the fear of being caught. They often find excuses to justify their actions and what motivates them to commit abuse.

Obstacle 3 (External inhibitors)

This obstacle is when perpetrators try to access children or vulnerable adults, whether or not there are external obstacles in the way, such as robustly implemented organisational policies and procedures. Perpetrators will try and obtain jobs or volunteering opportunities in international aid organisations that provide them access with direct or indirect contact, and they will manipulate carers/parents, staff and you to obtain greater access.

Obstacle 4 (Overcoming resistance)

This is the final hurdle, where perpetrators have obtained positions of trust and gained access to their victims. At this point they would have overcome the resistance of victims as well as the adults who care for them. This is achieved through a whole range of strategies from 'sexually grooming' the individual, through force, coercion, manipulation, lying or trickery, by giving gifts, or making threats to prevent survivors from disclosing. If no action is taken against the perpetrator, they will re-offend and repeatedly perpetrate their abuse.

This model is useful, not only to provide an insight into the behaviour of those seeking to abuse, but also to use as a tool to enable us to identify gaps in our recruitment and selection of staff and associated personnel, such as consultants, suppliers, contractors or even partners.

Guidance

Ask participants what organisations can do to prevent perpetrators overcoming the four obstacles identified? Working in groups of four, ask participants to use the table below to record their thoughts. A downloadable version of this table is available from the Downloads section at the end of this toolkit.

Obstacle	How can organisations reduce the risk of harm?
1. Motivation	
2. Internal inhibitors	
3. External inhibitors	
4. Overcoming resistance	

Feedback and key messages

The groups should come back in a plenary session and share the points they have put in the table. Any omissions or differences should be discussed. The completed table below is not a model answer but provides some clear pointers to help you evaluate participants suggestions. It is available to download from the Downloads section in the course (<https://www.futurelearn.com/courses/safeguarding-implementation-in-the-international-aid-sector/2/steps/1436786>) and at the end of this toolkit.

Obstacle/ precondition	How should organisations reduce risk of harm?
1. Perpetrator's motivation	<p>Organisations could:</p> <ul style="list-style-type: none"> • be aware that they may be targeted by perpetrators who may want unfettered access to children and vulnerable communities. • take a vulnerability and risk-based approach prior to designing and implementing any activity and/or programme.
2. Perpetrator's internal inhibitors	<p>Organisations should:</p> <ul style="list-style-type: none"> • reinforce that children and vulnerable communities have a right to protection and are not 'weak' or less important due to their age, disability or other internal or external criteria. • make known their zero tolerance to SEAH and that disciplinary sanctions will be pursued if sexual or other misconduct is committed.
3. External constraints	<p>Organisations must have:</p> <ul style="list-style-type: none"> • trained staff and associated personnel to be able to identify signs of being 'groomed' and other forms of exploitation, abuse and harassment. • safe recruitment procedures which should be always followed for all staff and associated personnel. • safe programming (programmes which have mitigated against any risk of harm that may occur as a result of organisational staff or activity). • a clear and robust code of conduct which is known by staff, associated personnel and communities that we serve (particularly by those who are most vulnerable). This would include ensuring a clear 'two adults' rule whereby workers work in pairs when having direct contact with children and vulnerable adults. • an organisational culture that calls into account the behaviour of all staff and associated personnel, regardless of rank or position.
4. Overcoming resistance	<p>Organisations could:</p> <ul style="list-style-type: none"> • do more to empower children, vulnerable adults and their own staff to speak up and speak out against abuse, particularly committed by staff and associated personnel. • have in place clear, safe and confidential complaints mechanisms that are accessible for all groups of people where there are no reprisals for whistle-blowers. • cultivate an organisational culture where reports of concerns of all forms of harm are welcomed and addressed. • ensure they strengthen their investigational capacity and procedures to act immediately when misconduct is disclosed. • Ensure that disciplinary sanctions and any lawful actions are carried out regardless of rank or position of the perpetrator.

Activity 3.4 Digital safeguarding awareness

Purpose

This activity is based on Step 3.22, MOOC-2. As organisations we must ensure our staff and associated personnel understand the risks associated with using personal devices or unsupervised online contact with vulnerable communities. Alongside the huge advantages brought about by the internet and social media have come many challenges, particularly to safeguarding in the digital space. The Covid-19 global pandemic has further intensified the use of these forms of communication.

Guidance

In groups of 4, ask participants to discuss the following questions and capture their thoughts for discussion in a plenary session.

- What devices and platforms are used to connect with colleagues and communities in your organisation?
- What are some of the safeguarding risks associated with your use?
- What policies does your organisation have in place to promote digital safeguarding (for example, a Social Media User Policy, a Digital Safeguarding Policy)?

Feedback and key messages

Bringing the groups back together, note the points from each group on a flip chart and discuss any differences or unexpected responses.

We connect using social media platforms such as Zoom, Teams, WhatsApp, Facebook, Instagram, TikTok, Slack and many others. There are high safeguarding risks associated with using these platforms such as exposing personal information. We need to be clear about what is acceptable and unacceptable behaviour online. Many of us have used our personal accounts for professional purposes, particularly during the Covid-19 pandemic. Digital safeguarding is something which can be easily overlooked but has the potential to do very real harm.

Here are some mitigation actions to promote digital safeguarding:

- If possible, staff and volunteers should only use work devices to contact beneficiaries if online communication is needed for their work in communities. This is to ensure online activity can be monitored.
- Include at least one supervisor or manager on messaging apps and threads to ensure transparency and accountability, as well as safety for the worker concerned.
- Ensure organisations have included online and digital concerns in their safeguarding policies and that staff and associated personnel have all been trained and understand these policies.

The following should all be included in safeguarding digital policies:

- Always use appropriate language and behaviour online and do not share photos or videos that would make others feel uncomfortable or unsafe.
- Consider the right of privacy of individuals and ensure informed, written consent has been obtained.
- Ensure any online forums and communities have been set up safely.
- Ensure livestreaming webinars or online one-to-one sessions involving children and/or vulnerable adults are carried out safely and supervised closely.
- If online sessions are going to be recorded – always ask permission first. Similarly, do not take photos of online sessions without express consent.

Summary

In this chapter you helped participants to recognise risks to the people that we work with, and how to mitigate that risk through safer programming and safer recruitment. You undertook a participatory activity to develop a poster with communities on raising awareness of your organisational Code of Conduct. You learnt more about perpetrators of harm, their thought processes, motivations and actions, and how we could strengthen our preventative measures. Finally, participants discussed their social media

and digital practices and their safeguarding risks, together with how to mitigate opportunities for harm.

Chapter 4 Report



The third part of the safeguarding cycle is ‘[report](#)’, which is when someone raises their concerns about someone else’s behaviour which they find concerning and believe that person or someone else may be in danger of harm because of that inappropriate behaviour. Here we ask what are the common barriers to reporting, how can we overcome some of these barriers, and what our organisations need to do so that reporting mechanisms are safe, accessible, effective and responsive?

Activity 4.1 What are the barriers to reporting for children

Purpose

This activity is based on Step 4.3, MOOC-1. It uses a case study to explore the barriers to reporting for children.

Guidance

In smaller groups, allow participants to read and discuss a child’s experience.

Jacob: My friend Daniel told the teacher Mrs Obi that when he went to the doctor for help with his coughing, the doctor made him take down his trousers and he touched him, down there. He said he felt bad, he didn't like it. But Mrs Obi said that we should not say such terrible lies because the doctors come to help the children every week for free. I tried to get him to go and tell someone else, but he just stopped talking about it.

Working in groups of 4, ask participants to reflect and respond to the following questions:

- How did Jacob's friend Daniel feel about what happened?
- Why did the teacher respond in this way?
- What does this short extract highlight about the barriers to children's experience of reporting?

Then bring the participants together to discuss their points and note these on a flip chart, whiteboard, or online tool (such as Padlet or Jamboard).

Feedback and key messages

Generally, children do have difficulties in reporting abuse. This may be because of their age or their lack of ability to describe what happened to them or to others. Perpetrators of abuse will deliberately target children who are least able to report because they think it's easier to get away with what they have done.

There are also wider structural issues that make it difficult for children to report, such as norms and attitudes, which prevent children being listened to or believed, and the stigma and shame associated with sexual exploitation, abuse and sexual harassment. Children may not know how to report or who to report to – often they may raise it with someone they trust, like the teacher in this example, although unfortunately it is very common that children are not believed. Too often an immediate judgement is made regarding whether the incident has or has not taken place rather than listening to the report.

Remember it's not the responsibility of children or vulnerable adults who are survivors of sexual abuse, exploitation or sexual harassment to disclose their ordeal. You and your organisation have a responsibility to look for and recognise signs and symptoms of abuse, and to take appropriate action to ensure the survivor/victim and others are not harmed.

Activity 4.2 What are the barriers to reporting for vulnerable adults

Purpose

This activity is taken from Step 4.4, MOOC-1. Using testimony, it explores the barriers to reporting for vulnerable adults.

Guidance

Ask participants to individually read the person's account. A downloadable version for printing and distribution is available from the Downloads section from the online course (<https://www.futurelearn.com/courses/introduction-to-safeguarding-in-the-international-aid-sector/3/steps/1351547>) and at the end of this toolkit.

I think first of all it's important to declare that survivors don't owe it to anyone to report what they've gone through. They also don't owe it to anybody to explain the graphic details of their incident just so the listener can feel that it happened or that it's a valid experience. For me, the first few times I tried sharing it my friends were like, 'Oh no, I don't think it happened'. I'm like, 'I just told you it happened. What do you mean you don't think it happened?' So, there's a lot of invalidation. And the rape culture we have, there's a strong belief that if you survive sexual violence, it was kind of like your fault, like you kind of asked for it, that you are kind of to blame. This victim blaming culture that doesn't help survivors feel like they want to come forward. Also, if let's say, the attacker is the father or a boyfriend, or a friend they care about, many women are conflicted because even though they know deep down that something terrible has been done to them against their will, there's this strange other part that worries about

their attacker. And it doesn't make sense to anyone who has never experienced sexual violence.

Ask participants, working in groups of four, to answer the following questions:

- List the barriers that this survivor faced when she tried to share her experience of being sexually abused and exploited.
- List barriers that others might feel when trying to disclose their experience.

Feedback and key messages

The survivor faced not being believed and being blamed for what happened. She also acknowledged that some women worry about their attacker when they are known to them. For example, that they will be punished. They may also have conflicting emotions about reporting someone who they should trust or are fond of, for example, a family member.

Barriers that others may face include a culture which makes them feel ashamed, a lack of confidence to speak out, not knowing how to report what happened, and a fear of discrimination in their community. There is also the fear of the unknown when reporting. The reaction to someone reporting abuse is very important as the survivor needs to be listened to empathically.

Activity 4.3 Adopting a survivor-centred approach

Purpose

This activity is based on Step 4.13, MOOC-2. When implementing safeguarding measures, we should ask ourselves this question: 'Will this action be in the best interest of the survivor and other potential survivors or victims?' For example, a 'survivor-centred approach' means the needs of the survivor are prioritised.

Guidance

In groups of 4, ask participants to write a list of how they think a survivor would want to be treated when reporting. Be mindful that the points

participants include should be focused on the survivor rather than the needs of the organisation. Ask each group to share their thoughts in a plenary session.

Feedback and key messages

The survivor expects to:

- Be treated with dignity and respect instead of being exposed to victim-blaming attitudes.
- Choose the course of action in dealing with the violence instead of feeling powerless.
- Receive privacy and confidentiality instead of exposure.
- Not be discriminated against on the basis of gender, age, race/ethnicity, ability, sexual orientation, HIV status or any other characteristic.
- Receive comprehensive information to help them make informed decisions instead of being told what to do.

This approach helps to promote the survivor's recovery and their ability to identify and express their needs and wishes, as well as to reinforce their capacity to make decisions about possible interventions.

Activity 4.4 The role of the 'whistleblower'

Purpose

This activity is based on Step 4.11, MOOC-2. A [whistleblower](#) is someone who discloses information or activity within an organisation that they believe to be illegal, illicit, unsafe, or an abuse of power or resources. They may or may not be the survivor/victim of the abuse. They believe harm could come to others from not disclosing concerns, and that it is in the public interest to raise their concerns.

Within the international aid sector, many whistleblowers have exposed sexual exploitation, abuse and sexual harassment within the aid organisations they work for or used to work for or about other organisations. Some of these whistleblowers have even been forced out of

the organisations they work for because they have raised concerns and been made to sign Settlement Agreements. Whistleblowers do fear repercussions for what they have said and, therefore, it's imperative that organisations ensure that there are no reprisals against them.

Guidance

In groups of four, ask participants to consider ways to encourage, protect and support whistleblowers by developing a plan. The following questions support the drafting of a plan.

- What key elements should be in a whistleblowing policy?
- Why might potential whistleblowers be reluctant to report an issue?
- What support might a whistleblower need?
- How can whistleblowers be protected from reprisals?

Feedback and key messages

When thinking about your organisation and how it can support and protect whistleblowers, the following points are important:

- Your organisation must have a whistleblowing policy in place which guarantees that whistleblowers will be supported and protected from any repercussions because they raised concerns.
- Mandatory training on whistleblowing policy, setting out how and why to ensure the protection of whistleblowers and our responsibilities to whistleblowers. Such training should be provided to all staff, especially for new staff, volunteers, and consultants when they join an organisation, ideally as part of the induction process.
- Whistleblowing procedures should be known and accessible to all staff.
- Whistleblowers must be confident that the system will protect them from repercussions (losing their job, being passed over for career advancement, for example), as this is a barrier for many, and their protection must be supported.

You can also ask participants to clarify how whistleblowing and reporting a safeguarding concern differ from and complement each other.

Summary

In this chapter participants considered why children and vulnerable people might not report abuse. The vast majority of workers want to support and help vulnerable and at-risk people. However, sometimes the actions or misbehaviour of our staff can cause harm leading to a safeguarding concern or incident. Participants considered why being sensitive and empathic to a survivor disclosing abuse is vitally important. If organisations are to discharge their duty of care effectively, survivors need to know they will be treated well, and their concerns will be treated confidentially. This can stop further harm. The role of the whistleblower in exposing abuse and harm was also considered and participants drafted a plan to encourage whistleblowers to come forward and ensure they are protected from repercussions, as this is a major barrier.

Chapter 5 Respond



With an emphasis on the needs of survivors, the next part of the safeguarding cycle is ‘respond’ – how organisations can effectively respond to safeguarding concerns that have been disclosed or reported. Once a report is made, it is important for organisations to know what to do next.

Activity 5.1 Responding to a disclosure or report at the organisational level

Purpose

This activity is based on Step 5.3, MOOC-1. For a child, vulnerable adult or staff member to disclose that they do not feel safe because of another’s inappropriate behaviour will be difficult, and therefore those receiving those reports must respond appropriately. In this activity, we explore how to effectively respond at the organisational level to a disclosure or report.

Guidance

Working in pairs, ask participants to identify whether the following responses by the organisation are appropriate or inappropriate:

1. Our organisation does not believe these reports and deny them in the strongest terms (Appropriate or Inappropriate).
2. Our organisation's main concern is to ensure that we do not lose our funding as that will jeopardise our work (Appropriate or Inappropriate).
3. Our organisation needs to investigate these claims sensitively and robustly (Appropriate or Inappropriate).
4. Our organisation needs to initiate a support package for all survivors (Appropriate or Inappropriate).
5. Our organisation needs to cover this up quickly as it will damage our reputation (Appropriate or Inappropriate).
6. The needs of survivors and whistleblowers should always be prioritised over the reputational consequences for the organisation (Appropriate or Inappropriate).
7. Organisations should respond effectively and transparently to safeguarding concerns and uphold appropriate standards (Appropriate or Inappropriate).

Feedback and key messages

1. Inappropriate, 2. Inappropriate, 3. Appropriate, 4. Appropriate, 5. Inappropriate, 6. Appropriate, 7. Appropriate.

You might want to ask participants to put together a flow chart of the appropriate responses to consolidate their learning. Also make the point that it is not simply about taking the appropriate action but following an agreed process and staying calm.

Activity 5.2 Responding to a disclosure made to you

Purpose

This activity is based on Step 5.5, MOOC-1. It is never easy when a person discloses abuse. The person receiving the disclosure can feel out of their depth and uncomfortable. But listening empathically can go a long way to reassuring the person disclosing.

Note also that this is an activity that might trigger upsetting feelings for some participants which should be handled sensitively. Some participants may choose not to take part, and this should be respected

Guidance

In groups of four, give the list of good practice guidance below to participants. Ask participants to put the guidance in an appropriate order for receiving a disclosure.

- Don't interrupt and let survivors tell their story at their own pace.
- Listen to the survivor closely to build trust (the survivor probably trusts you as they have chosen to disclose to you).
- Focus on the survivor and remove distractions (turn your mobile phone or walkie talkie off).
- Help them open up by showing that you care (for example, adjust your body language).
- Find a safe and quiet place to talk where you won't be disturbed.
- Reflect back what they have told you to show you have understood and use the language they used to give their disclosure if possible.
- Don't jump to conclusions or offer solutions.

Feedback and key messages

1. Find a safe and quiet place to talk where you won't be disturbed.
2. Focus on the survivor and remove distractions (turn your mobile phone or walkie talkie off).
3. Listen to the survivor closely to build trust (the survivor probably trusts you as they have chosen to disclose to you).

4. Help them open up by showing that you care (for example, adjust your body language).
5. Don't interrupt and let survivors tell their story at their own pace.
6. Don't jump to conclusions or offer solutions.
7. Reflect back what they have told you to show you have understood and use the language they used to give their disclosure if possible.

The learning from the activity is to support participants to build their confidence to enable them to respond to disclosure or safeguarding reports received.

Activity 5.3 Developing a visual safeguarding aid for communities

Purpose

In Step 5.16 MOOC-2, you are introduced to the [Safeguarding Visual Toolkit \(https://www.interaction.org/resource-library/community-based-safeguarding-visual-toolkit-translations/\)](https://www.interaction.org/resource-library/community-based-safeguarding-visual-toolkit-translations/) and in Step 5.17 you were asked to think about how you might adapt the toolkit for a community you serve. This activity gives your participants an opportunity to do that. It builds on Activity 3.2 of this toolkit when participants drew a poster about behaviours communities could expect from those associated with our organisations. The visual toolkit goes further with more safeguarding messages and enables a more professional and visual representation.

Guidance

Ask participants to work in groups of 4 to adapt the Safeguarding Visual Toolkit to communicate the key safeguarding messages in a poster or leaflet to a community they are currently working with. The Safeguarding Visual Toolkit is available in a number of languages so participants should work in the language most appropriate to the community. These are available in different formats too.

Feedback and key messages

In producing their poster or leaflet, participants should think about why their approach would be appropriate and successful to hold organisational staff and associated personnel to account for what they do, particularly around the abuse of power leading to misconduct. Ideally, communities and stakeholders would be involved in the design of the poster or leaflet rather than it being presented to them later. This would provide an opportunity for collaboration and consultation with communities to ensure they understand how to hold us to account if exploitation, abuse and/or harassment occurs.

Activity 5.4 Safeguarding risks during Covid-19 pandemic

Purpose

This activity is based on Step 5.21, MOOC-2. The pandemic has impacted everyone, and international aid organisations have had to be agile to ensure that beneficiaries could still hold organisations to account during Covid-19.

Guidance

In a plenary session, ask participants to share some of the safeguarding challenges the pandemic has caused, and what approaches have been used to mitigate risks.

Feedback and key messages

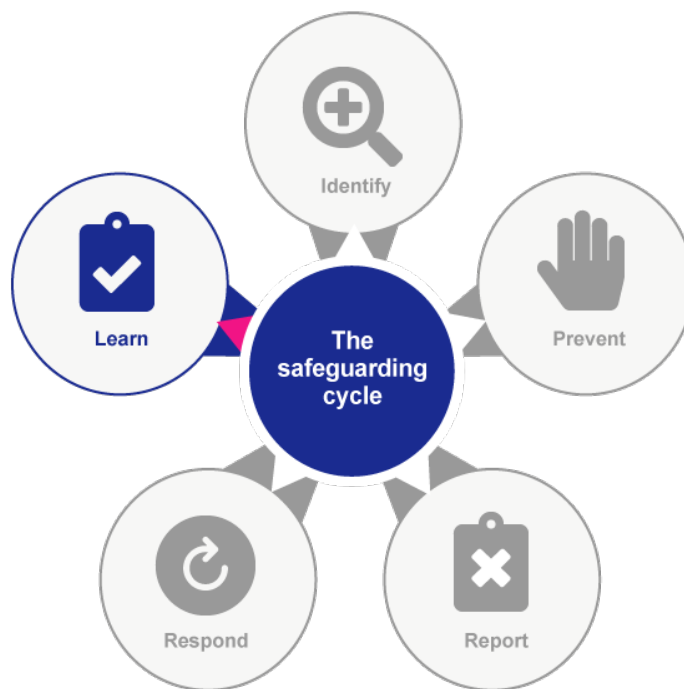
Participants are likely to mention offices closing, staff working from home, inability to check in on partners and community projects, being understaffed because of sickness, and access to reporting mechanisms by beneficiaries being interrupted. This is likely to have led to short cuts being taken which could have caused further safeguarding concerns.

Mitigation approaches might have included using community contact persons to support project activities, engaging communities through SMS and telephone calls, guiding community members in conducting assessments and introducing new reporting channels.

Participants may suggest that the pandemic has prompted a shift in power relations to beneficiaries to take greater responsibility in the shaping their own safeguarding culture.

Summary

In this chapter participants have practised responding to a disclosure or report at the organisational and personal levels. They have also developed a visual safeguarding aid for a community they are working with and considered the safeguarding risks of the pandemic and approaches to the mitigation of safeguarding risks.



The final part of the safeguarding cycle is ‘learn’ – thinking about how we can learn from our experiences when managing safeguarding concerns in our organisations. We should determine what went well and what could be improved. In this way we can build better understanding, systems and processes to more effectively prevent and respond to safeguarding concerns in the future and keep those we work with and for safe from harm.

Activity 6.1 Assessing safeguarding culture

Purpose

This activity is based on Step 6.7, MOOC-1. Part of developing a safeguarding culture in the organisation is shaping and influencing behaviour. It is therefore dynamic and shifts in response to different factors in an organisation. Trying to measure and assess it is complicated, but it should be done so that changes can be put in place to improve it.

Guidance

In groups of 4, ask participants to reflect on their organisation's safeguarding culture using the checklist below. A downloadable version of this table is available from the Downloads section in the course (<https://www.futurelearn.com/courses/introduction-to-safeguarding-in-the-international-aid-sector/3/steps/1351591>) and at the end of this toolkit:

- Column 1 – is a list of criteria that indicates a healthy safeguarding culture.
- Column 2 – has been left blank for you to complete on behalf of your organisation.
- Column 3 – has been left blank for you to record your reflections regarding what you learnt and what improvements you would make to improve your organisational procedures.

A healthy safeguarding culture is one where:	Where would you place your organisation? (Met, partially met, unmet)	What areas of improvement are there?
1. The rights and protection of beneficiaries and vulnerable groups are prioritised above all other considerations.		
2. The workforce and beneficiaries are and feel safe and valued throughout their involvement with the organisation.		
3. Individuals know who to go to with any concerns and are confident that they will be listened to and heard, without personal or professional repercussions.		
4. There is clear leadership and good governance. Management uphold their responsibilities to safeguarding their workforce and beneficiaries and lead by example.		

Feedback and key messages

Having the right organisational policies and procedures in place is imperative to preventing abuse, exploitation and harassment. However, without the right organisational culture to challenge poor or abusive behaviour, these documents will not be implemented for the purpose they were intended. To do so, we must monitor in order to gauge how well we are implementing safeguarding measures in our organisations, including how we are developing a positive organisational culture that supports safeguarding.

Activity 6.2 Evaluating your organisation's safeguarding policies

Purpose

This activity is based on Step 6.12, MOOC-1. It enables participants to reflect on their organisation's current safeguarding policies and procedures to ensure they are fit for purpose.

Guidance

Using the table below, and the learning covered in previous activities, put participants in pairs and provide them with a paper/soft copy of the existing safeguarding policy for the organisation. This will normally be 4–6 pages. Ask them whether the policy meets the criteria listed in the table. Participants should indicate whether the criteria are met, partially met, or unmet, and to make suggestions as to how to make improvements. A downloadable version of this table is available from the Downloads section.

Safeguarding policy	Met/Partially met/Unmet	Suggested improvements
The organisation is clearly described.		
Definitions in brief – what is safeguarding and why is safeguarding important to the organisation?		
A statement of the organisational commitment to safeguarding, including a zero-tolerance statement on bullying, harassment and sexual exploitation and abuse, and the consequences of breaching the organisational Code of Conduct.		
Who is bound by this policy and is to be held responsible for their behaviour?		
List of national or international laws, international standards that underpin or support the policy.		
Outline of the various ways safeguarding concerns can be reported and to whom.		
Outline of how concerns will be responded to by the organisation.		
How this policy will be implemented and monitored.		
Other policies which are connected to this safeguarding policy which exists or will be developed (see next activity).		

Feedback and key messages

Discuss with participants how well the organisation did. The safeguarding policy should be supplemented by the safeguarding procedures, which provide the step-by-step guidance of the 'how' to do something mentioned in the policy.

For example, if the policy says that the organisation will carry out safe recruitment, the safeguarding procedures will detail how that will be done. It could then have standardised templates or forms and other documents in the annexes.

Activity 6.3 Creating a safe organisational culture

Purpose

This activity is based on Step 6.3, MOOC-2. A healthy organisational culture is critical for effective safeguarding. Culture can be difficult to articulate and analysing the culture of an organisation can be particularly challenging to do from within.

Guidance

Ask participants to work in groups of 4 to determine whether the statements below either Encourage or Undermine a healthy organisational culture supportive of safeguarding:

1. Organisational culture is the way we do things around here and things don't change.
2. Monitoring and reviewing the organisational culture is pivotal to effective safeguarding.
3. The protection and well-being of everyone involved in your organisation's work must be central to everything that you do to encourage people to come forward and raise their concerns.
4. Organisational culture should include a commitment to zero tolerance to all forms of harm, particularly sexual misconduct.
5. Organisational culture has managers who lead by example and foster good relationships with their staff.

6. Organisational culture has managers who are rarely seen but dictate how things should be.
7. Have in place accessible, safe and confidential reporting mechanisms (respecting anonymity if required).
8. Take complaints and concerns seriously and put steps in place to safeguard the complainant.
9. Provide independent whistleblowing procedures that everyone is aware of, and which clearly explain how to report a concern and to whom.
10. There are few policies to mitigate against risk, prevent harm and respond effectively.
11. Provide safe spaces to challenge conscious or unconscious bias against gender, disability, age or any other discriminatory factors.
12. Make decisions in the best interests of the survivor (survivor centred).
13. Encourage open conversations about safeguarding.
14. Suspected or alleged abuse and neglect is rapidly hushed up.
15. Reputational damage is prioritised over the interests of survivors.
16. Each member of staff feels that his or her dignity is recognised and respected through an ethos of nurturing a supportive workplace and is respectful towards each other.

Feedback and key messages

Undermine – 1, 6, 10, 14, 15

Encourage – 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 16

It is important to engage the leadership of the organisation in order to influence the culture. Flag to participants that changing organisational culture could take a while, but it needs to be demonstrated at all levels of the organisation.

Activity 6.4 Case Study – bringing your learning together

Purpose

This activity is based on Step 6.5, MOOC-2, which brings together learning from across the course.

Guidance

Give participants a copy of the case study to read. Ask them to reflect and respond to the questions that follow. The case study can be downloaded from the Downloads section in the course (<https://www.futurelearn.com/courses/safeguarding-implementation-in-the-international-aid-sector/2/steps/1436851>) and at the end of this toolkit:

ABC-AID is an international NGO working with refugees and displaced populations. It has a zero tolerance toward sexual misconduct and all staff and associated personnel are requested to sign the Code of Conduct.

Pedro is a driver for ABC-AID and recently Hami, the senior medical officer, asked Pedro to bring two refugee girls from the camp to a nearby guesthouse to meet Hami. Hami is well connected with local politicians and gets on very well with senior management. Pedro complied with Hami's request, but it made him feel uneasy. Pedro was later reminded that not reporting safeguarding concerns, especially sexual misconduct, would also be a breach of the Code of Conduct, and he could get into trouble if it ever came out. He spoke to Mary, the field coordinator.

Mary, the field coordinator did not know what to do, so she emailed the deputy director. The deputy director was on leave and learnt about the driver's story when he returned two weeks later. He then informed the country director. The country director decided to do a preliminary investigation and asked Mary, the field coordinator, to 'find out what was going on'. All the senior staff working in this location live together in a shared house and get on very well together.

In the meantime, one of the girls, aged 14, who had been taken to the guesthouse, approached Ling, the co-ordinator of a gender-based violence programme, run by a different NGO. News had reached her father of her sexual relationship with an aid worker, and her father had beaten her and then thrown her out of the family home. Ling informed the United Nations High Commissioner for Refugees (UNHCR, the UN's Refugee Agency) that the girl was in need of housing and support, using the radio, as this was the only means of communication.

The UNHCR, which funds ABC-AID, reported its concerns to ABC-AID and insisted they proceed with an internal investigation immediately. When the allegations were substantiated at the end of an independent investigation, the country director did not want to start disciplinary proceedings against Hami, as Hami was well-connected to local politicians.

Reflect on the following questions:

- How did ABC-AID's managers and leaders respond to the concerns which arose?
- What role did organisational culture play in the response?

Feedback and key messages

Whilst ABC-AID had a zero-tolerance policy, staff were not trained in how to respond, and communication chains were poor. There was breakdown at multiple levels despite this being a serious concern. There was no safeguarding focal point which led to unnecessary delay and further harm.

The case study highlights the need for training to build capacity and confidence among staff around safeguarding reporting, not just providing policies and Codes of Conduct for signing. It also highlights the importance of having a healthy and strong organisational culture.

Summary

In this chapter participants considered their organisation's culture, which is critical for effective safeguarding, and evaluated their organisation's safeguarding policies and processes. They also considered the elements of a strong organisational culture for safeguarding and what could undermine it. The final activity looked at what needs to be in place for effective learning about a safeguarding concern through examining a case study.

References

- Scotland's International Development Alliance (2021) Safeguarding definitions. Available online at <https://www.intdevalliance.scot/how-we-help/old/safeguarding/safeguarding-definitions>. Accessed 14/2/22.
- MOOC-1: Introduction to Safeguarding in the International Aid Sector. Available online at <https://www.futurelearn.com/courses/introduction-to-safeguarding-in-the-international-aid-sector/3>
- MOOC-2: Implementing Safeguarding in the International Aid Sector. Available online at <https://www.futurelearn.com/courses/safeguarding-implementation-in-the-international-aid-sector/1>
- InterAction: Community-based Safeguarding Visual Toolkit – translations. Available online at <https://www.interaction.org/resource-library/community-based-safeguarding-visual-toolkit-translations/>
- Arukah Network: 11 Expert Tips for Running a Training Session. Available online at <https://www.arukahnetwork.org/post/020320>

Downloads

Chapter 2 Activity 2.2 Identifying signs and symptoms in survivors

Chapter 3 Activity 3.3 Preventing perpetrators from offending download 1

Chapter 3 Activity 3.3 Preventing perpetrators from offending download 2

Chapter 4 Activity 4.2 What are the barriers to vulnerable adults reporting abuse

Chapter 6 Activity 6.1 Assessing safeguarding culture

Chapter 6 Activity 6.2 Evaluating your organisation's safeguarding policies

Chapter 6 Activity 6.4 Case Study – bringing your learning together

Chapter 2 Activity 2.2 Identifying signs and symptoms in survivors

Type of harm to children and vulnerable adults	Examples		Indicators (signs and symptoms) on a child and/or adult
Physical abuse	<ul style="list-style-type: none"> • Smacking • Caning • Corporal punishment • Hitting • Shaking • Poisoning 	<ul style="list-style-type: none"> • Burning • Drowning • Suffocating • Deliberately making someone ill 	
Emotional abuse	<ul style="list-style-type: none"> • Restriction of movement • Belittling, denigrating • Threatening, scaring 	<ul style="list-style-type: none"> • Discriminating • Ridiculing • Other non-physical forms of hostile or rejecting treatment 	
Sexual abuse	<ul style="list-style-type: none"> • Being touched in a way that is inappropriate • Being forced to look at sexual pictures or videos • Being forced to watch someone do something sexual 	<ul style="list-style-type: none"> • Being forced to make sexually explicit pictures or videos • Sharing sexually explicit picture or videos of children or vulnerable adults • Made to do something sexual to someone that may make them feel uncomfortable or wrong 	
Sexual exploitation	<ul style="list-style-type: none"> • Gaining the trust of a child in order to sexually abuse, exploit or traffic them committed online or in person for this purpose is considered to be sexual grooming 	<ul style="list-style-type: none"> • Using or paying a sex worker • Trafficking • Pornography 	
Commercial exploitation	<ul style="list-style-type: none"> • Child labour • Exploitation of workers 	<ul style="list-style-type: none"> • Forced recruitment into armed groups 	
Neglect or negligent treatment	<ul style="list-style-type: none"> • Deliberately not providing care of attention 	<ul style="list-style-type: none"> • Failing to provide support and supervision 	
Traditional harmful practices	<ul style="list-style-type: none"> • Early marriage • Forced marriage 	<ul style="list-style-type: none"> • Female genital mutilation or cutting • Scarring of the face or arms 	
Harassment	<ul style="list-style-type: none"> • Unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity 	<ul style="list-style-type: none"> • Creating an intimidating, hostile, degrading, humiliating or offensive environment for them • A single incident can amount to harassment 	
Sexual harassment	<ul style="list-style-type: none"> • Unwelcome physical conduct • Verbal and written harassment through jokes, offensive language, gossip and slander • Visual display of posters, graffiti, obscene gestures, flags and emblems • Isolation or non-cooperation at work, exclusion from social activities 	<ul style="list-style-type: none"> • Coercion for sexual favours • Intrusive behaviour such as pestering, spying, stalking • Treating someone less favourably because they have submitted or refused to submit to sexual behaviour in the past 	
Bullying	<ul style="list-style-type: none"> • Can take the form of physical, verbal and non-verbal conduct • Physical or psychological threats • Overbearing and intimidating levels of supervision 	<ul style="list-style-type: none"> • Inappropriate derogatory remarks about someone's performance • Legitimate, reasonable and constructive feedback of a worker's performance or behaviour, or reasonable instructions given to workers in the course of their employment, will not amount to bullying on their own 	

Chapter 3 Activity 3.3 Preventing perpetrators from offending download 1

Obstacle	How can organisations reduce the risk of harm?
1. Motivation	
2. Internal inhibitors	
3. External inhibitors	
4. Overcoming resistance	

Prevention checklist

1. Have you conducted a disability-inclusive, child-safeguarding risk assessment that takes into consideration the specific risks related to children with disabilities?
2. Have you developed a clear system or procedure that is followed to make sure activities delivered are safe for children with disabilities, with steps taken before, during and after to mitigate risks and ensure the equal participation of children with disabilities?
3. Have you consulted with children with disabilities and performed additional checks to identify and remove environmental barriers to ensure that physical spaces are safe?
4. Have you identified and prepared for any financial risks to the programme implementation?
 - Have you built in any costs for risk mitigation?
 - Have you built in any costs for awareness-raising, reporting, and responding?
 - Is it possible to make revisions to existing budgets to facilitate any adjustments needed to make programmes safe for children with disabilities?
5. Have you planned for and developed a mitigation strategy in case of a medical emergency during programme delivery, particularly recognising that children with disabilities may have complex health requirements that put them at greater risk?
6. Do you seek informed consent/assent from all children, including children with disabilities, before engaging them or collecting their information, taking photos and videos?
 - Are staff aware of the risks to cause harm to children with disabilities, such as shame, hurt and offence if their information is shared in a way that they have not given informed consent/assent to?
 - Are there protocols in place to ensure that children are not portrayed in compromising situations (for example, sad, weak, vulnerable, etc.) and only in positive ways that show their agency and individualism?
7. Are staff aware that some children with disabilities can be more easily identifiable and recognised than children without disabilities because their specific disability (or assistive technology they come with) can be an identifiable characteristic?

Chapter 4 Activity 4.2 What are the barriers to vulnerable adults reporting abuse

4.4 TRANSCRIPT

WOMAN: I think first of all it's important to declare that survivors don't owe it to anyone to report what they've gone through. They also don't owe it to anybody to explain the graphic details of their incident just so the listener can feel that it happened or that it's a valid experience. For me, the first few times I tried sharing it my friends were like, "Oh no, I don't think it happened". I'm like, "I just told you it happened. What do you mean you don't think it happened?" So, there's a lot of invalidation. And the rape culture we have there's a strong belief that if you survive sexual violence it was kind of like your fault like you kind of asked for it that you are kind of to blame. This victim blaming culture that doesn't help survivors feel like they want to come forward. Also, if let's say the attacker is the father or a boyfriend, or a friend they care about many women are conflicted because even though they know deep down that something terrible has been done to them against their will there's this strange other part that worries about their attacker. And it doesn't make sense to anyone who has never experienced sexual violence.

Chapter 6 Activity 6.1 Assessing safeguarding culture

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Chapter 6 Activity 6.2 Evaluating your organisation's safeguarding policies

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How this policy will be implemented and monitored.		
Other policies which are connected to this safeguarding policy which exists or will be developed (see next activity).		

Chapter 6 Activity 6.4 Case Study – bringing your learning together

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