

# Safeguarding in International Contexts

Session 1



Creating safer places. Together.

# Introductions



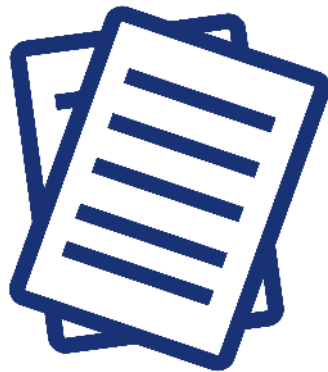
## Poll:

Which of the four 'at risk' groups are most relevant to your project/s?





**2.5 hours  
2 short breaks**



**Link for slides and  
handbook**



**Webcam and  
microphones**



**Sensitive and  
confidential**



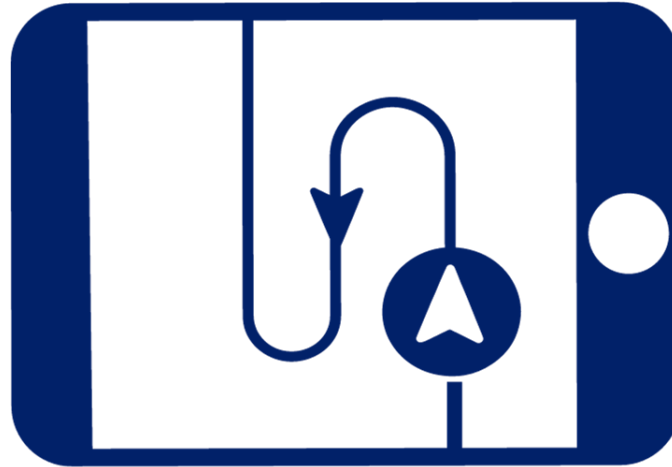
**Get support**



**Chat facility**



**(+44) 01322 517817**



**0303 003 1111 - Option 2**  
**[helpline@thirtyoneeight.org](mailto:helpline@thirtyoneeight.org)**





# Safeguarding



# Safeguarding



# Our learning journey:



Hot food



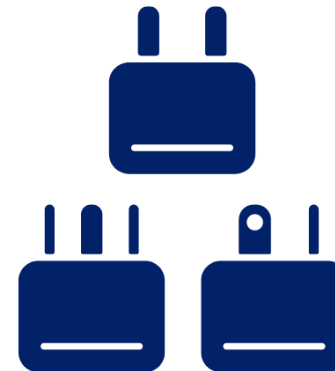
3-pin plug



Rice cooker



Plug adaptor





Violence: 1 billion



Sexual abuse: 50%



Risk of abuse



Fear of abuse: 50%



Murders: 5 every hour



Physical/sexual abuse: 1 in 3



Forcibly displaced



Risk of exploitation & racial abuse



# A 'tragic and hopeful story'

"I have knocked on many doors asking for help, but no-one has heard my voice," she says. "Where is the support? Don't I deserve freedom as a woman?"

- Child bride, BBC News



## Survivor Voice:

“

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Please, if you see something wrong happening ...be their voice, be their protector, and help them find the light again.

---

”

International  
Safeguarding:  
Shared Principles

Hot food



## In this module:

- Identify shared safeguarding principles
- Identify the recognised 'at risk' groups
- Understand categories of abuse

# Safeguarding: A shared space?



# Safeguarding: A definition

what we do

The prevention and responses

why we do it

to exploitation and abuse

of 'at risk' people in all contexts.

who it's for

# Categories of harm and abuse

physical

emotional

neglect

sexual

exploitation

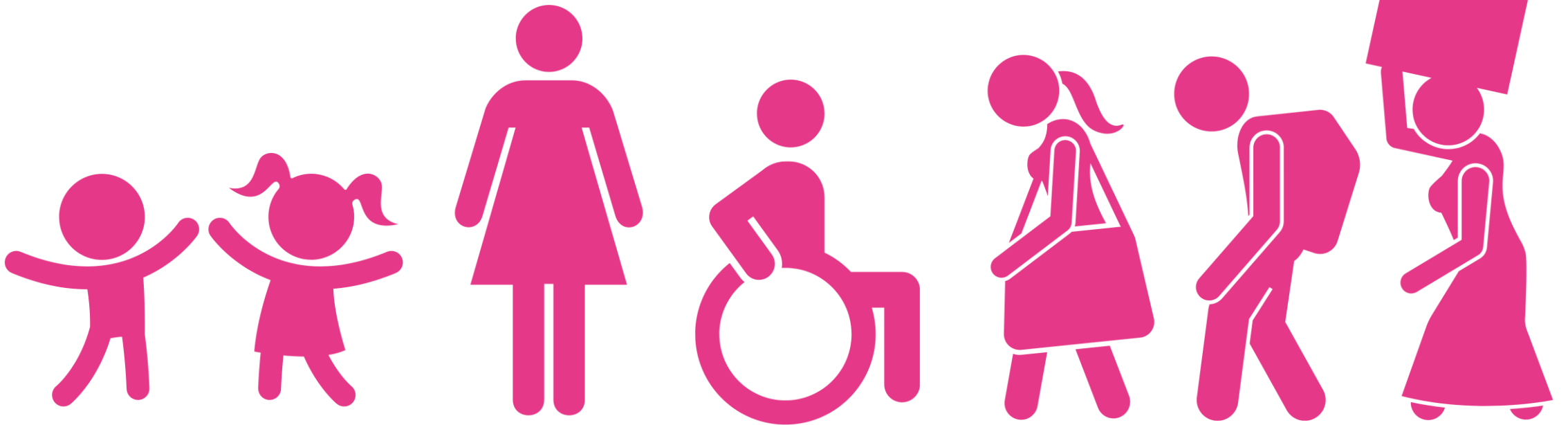
# Discussion: Who are YOU safeguarding?

Who is 'at risk'?

What forms of exploitation and abuse are you responding to?



# Who are we safeguarding



Children

Women and girls

Those with disabilities

Asylum seekers and refugees

Those 'at risk'.



# Who are we safeguarding



Staff, volunteers and their families\*



The wider work



**5:000**

# Case Scenarios

1. Who is at risk of exploitation/abuse?
2. How could the organisation have prevented this, and/or how should they respond?
3. What are the shared safeguarding principles? What's specific to the culture/national context?

## Scenario - Katy

- Short term team supporting workers in creative access locations
- Unwanted physical contact
- Isolated and 'doesn't know where to turn'

## Scenario - Mawar

- Cleaners as staff bonus
- Mawar looks young. She's doing more and more work
- You discover she's not the older woman's daughter

## Scenario - Sergio

- Care leaver with learning disability
- Work placement an aspect of the project
- Losing weight and food withheld

## Scenario – Naima

- Language study for asylum seekers in Europe
- Limited English ability
- Possible victim of domestic abuse
- Has 4 children



# Shared laws, agreements and conventions

[Organisations] **'Do  
no harm'**

**'Live free from harm'**

**'Right to participate'**

Preventative  
Safeguarding:

UK Best Practice

3-pin plug



## In this module:

- Understand UK 'minimum standards'
- Identify essential policy documents
- Explore people-focused practices

**Pause and consider:**

Where does your UK work overlap with your international contexts?



# ‘Minimum standards’

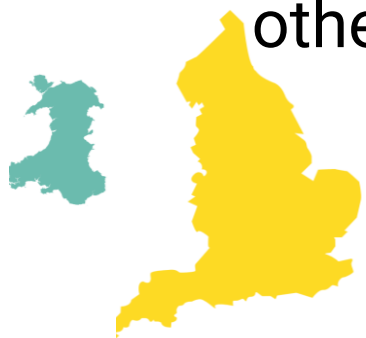
Further [safeguarding] work is required to deliver transformative change...Typically, where there are greater risks, **trustees will need to invest more effort in order to discharge their legal duties.**

– Charity Commission, Safeguarding in international aid:

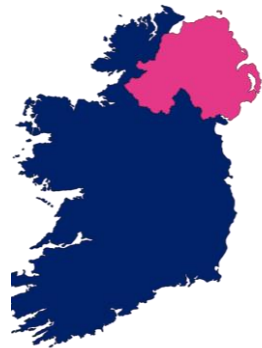


# Charity regulators' guidance

Apply the same practices... and comply with any extra requirements of the other country



Safeguarding is a vital issue for all charities, not just charities working abroad.



These elements of good governance and good practice are not specific to international charities.



# Minimum standards: Realistic expectations

“...make all **possible** checks.”

“Charities should ensure that they have **reasonable assurance....**”



# Essential policy documents



**Safeguarding policy:** Relevant for all your project locations



**Code[s] of Conduct:** One size doesn't have to 'fit all'



**Whistleblowing:** Concerns can be shared without fear of

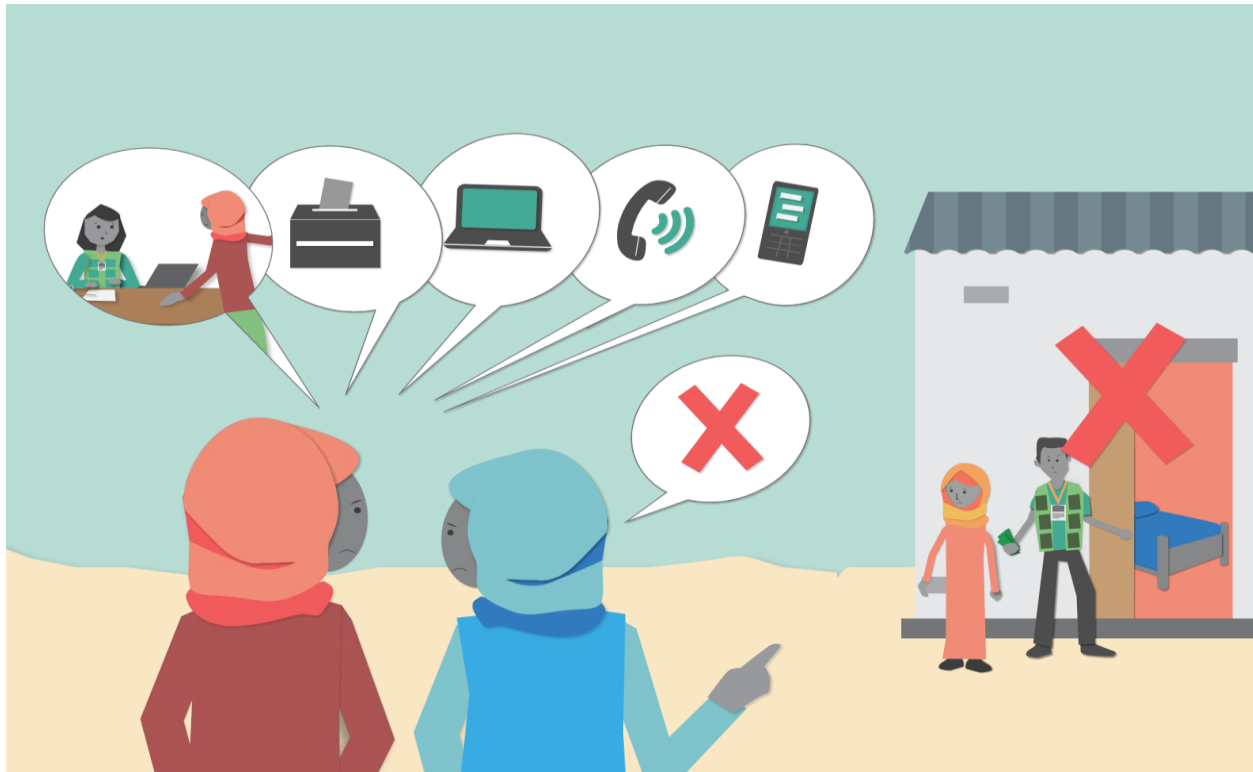
“I told them what the soldier did to me. But they never told me what happened to him.

Until I know what happened to him, I will never have peace.”



# Discussion: Barriers to access

What barriers is this image seeking to overcome?





**5:000**

# People-focused practices



**Safer Recruitment:**  
Relevant for all  
your project  
locations



**Risk Registers:**  
Increase  
awareness and  
offset avoidable  
risk



**Training:**  
Proportionate to  
role and  
responsibility

# People-focused practices: Safeguarding Leads

Pause and consider:

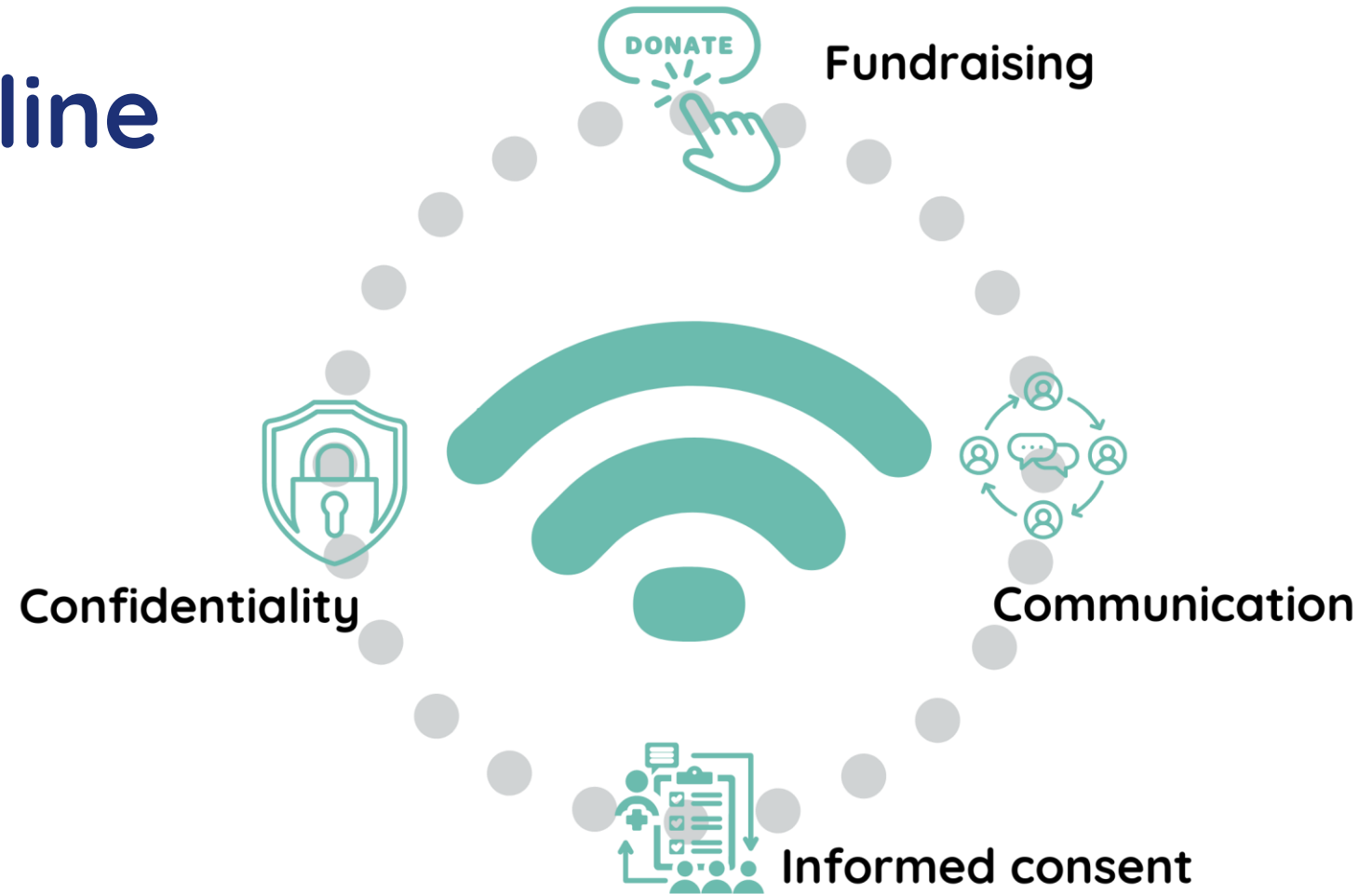
How do you manage the international aspect of this essential role?



# Case Scenarios continued:

1. From a UK side, what policies may have helped prevent this situation?
2. What people-focused practices would have helped?
3. How could support and debriefing help going forward?

# Operating online



## Survivor Voice:

“

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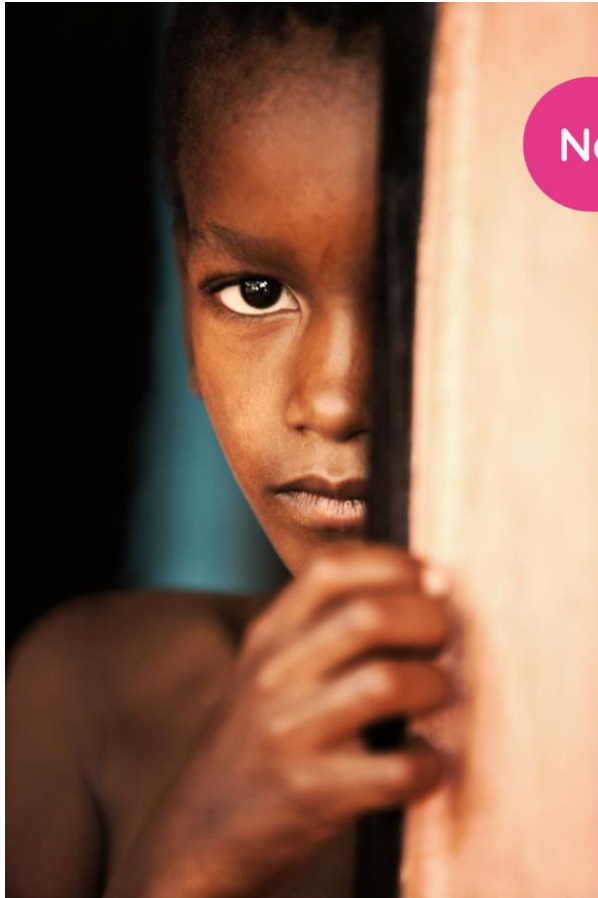
There is a fear for many children that they would be sent away if they told the guardians that they had done this. There would be a lot of shame.

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”



# Operating online



Not recommended



Recommended

End of session 1



# Safeguarding in International Contexts

Session 2



Creating safer places. Together.

# Take a moment:

What was helpful?

What was unclear?

What are you hoping to gain from session 2?



Contextualised  
Safeguarding:

Project locations

Rice cooker



## In this module:

- Understanding local systems
- Understanding local challenges
- Utilising cultural norms

## Pause and consider:

As well as crossing national boundaries, many international projects cross other boundaries as well.

Can you think of any?



# Local systems: Importance of culture

What we believe

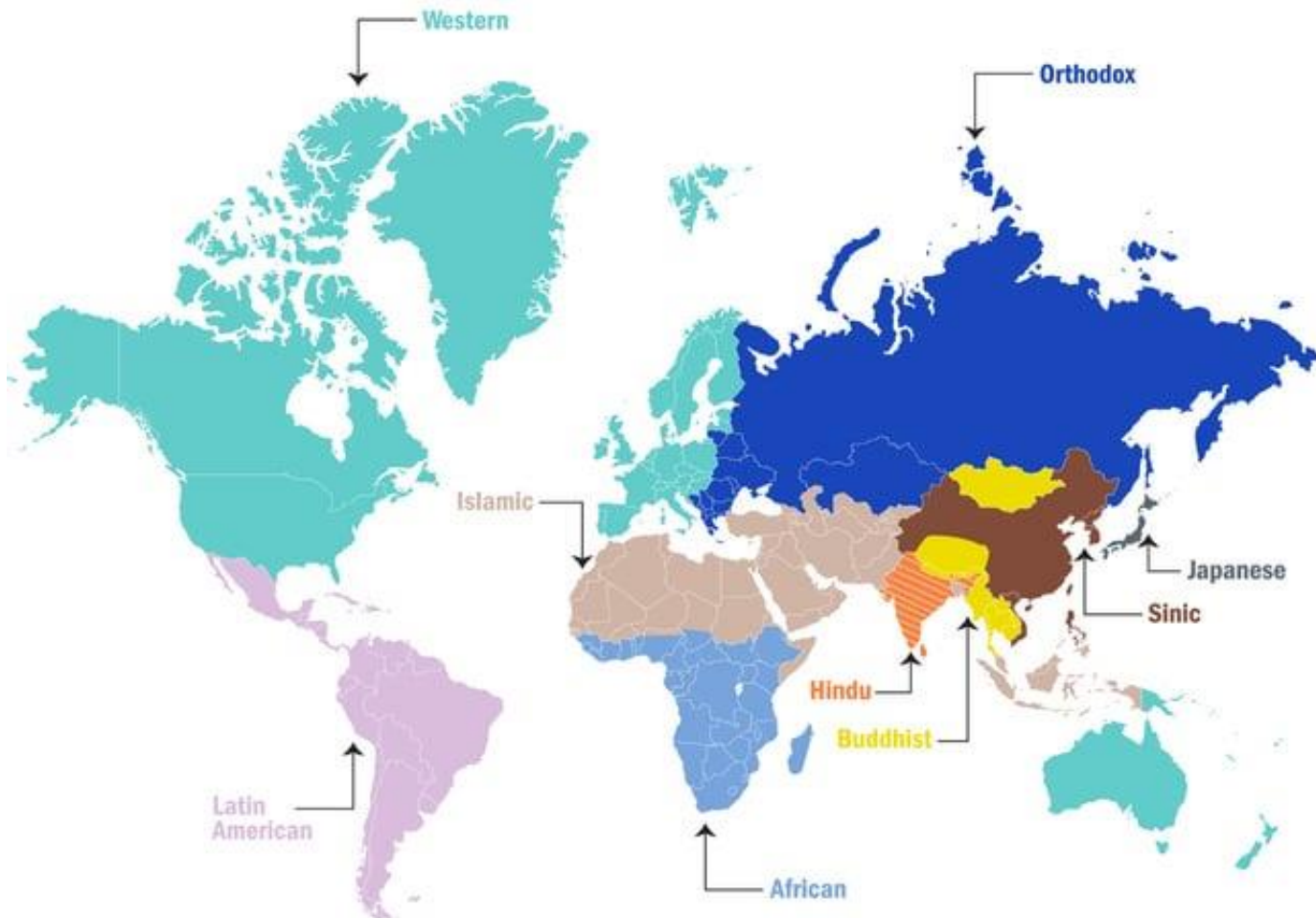
How we express ourselves

How we behave towards each other

It's our normal



# Local systems: Culture spheres





# Local social systems

What social status do the following groups have in the local context[s] where you work?

Are any groups unintentionally excluded from your Safeguarding processes?

Child	Elder
Male	Female
Rich	Poor
Dominant...	Minority...
Manual labour	Mental labour
Urban	Rural

# Safeguarding and abuse in local systems

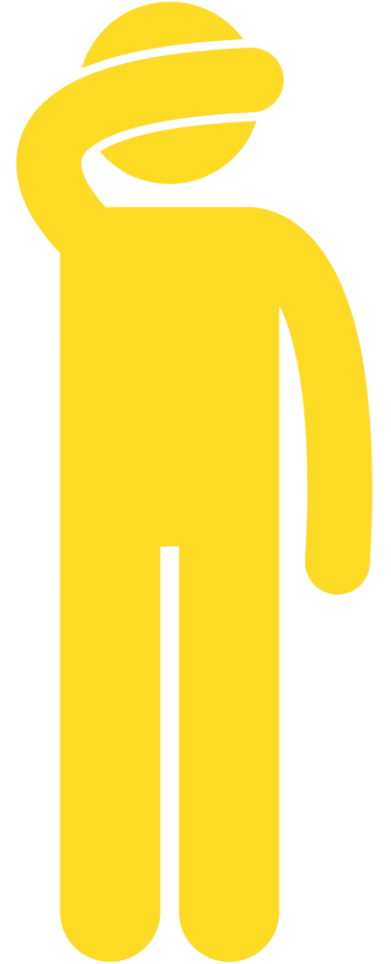
Non-  
recognition



Non-  
reaction



Non-  
existence



# Local safeguarding systems



**Laws and policies:** What legal protections exist?



**Statutory systems:** What reporting, welfare and criminal systems



**Public awareness:** What stories are evoking a mass emotional

# Local safeguarding systems

“

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...these tragic cases were turning points,  
which had a significant effect on  
[safeguarding].

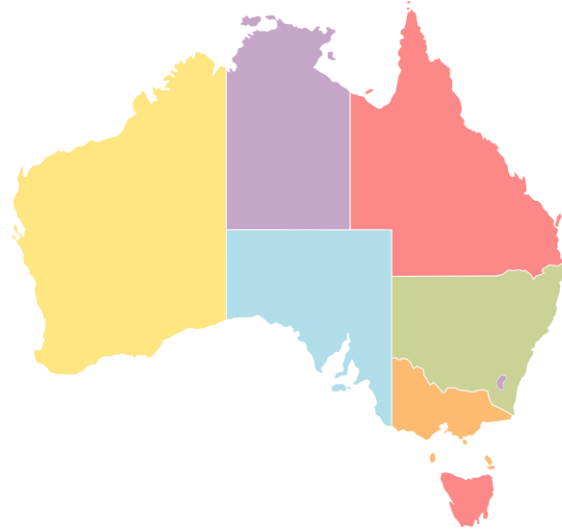
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# Local safeguarding systems - specific considerations



Mandatory reporting



Federal form of government



Ages of consent/marriage



Multi-ethnic policies



**5:000**

# Intra-familial vs. extra-familial abuse

“For Italian society, this [late discovery that abuse can happen within a family, not just outside of it] was a shocking discovery.”

**Intra-familial:** Occurring with a family

**Extra-familial:** Occurring outside of the family





# Understanding local challenges



Literacy



Geography



Technology

OR BE WORRIED THAT  
THE MEDIA WILL PUBLISH  
PERSONAL INFORMATION

AS A MATTER OF  
FACT, THIS FEAR  
CAME TRUE BECAUSE  
THE SAME THING  
HAP



# Understanding local challenges

History of foreign involvement.

Current responses to foreign involvement.



## Experts through lived experience:

“

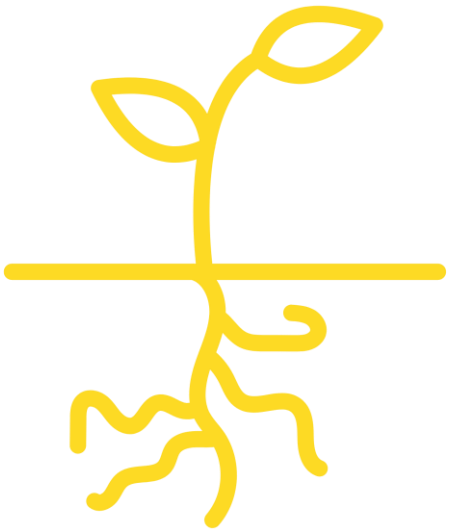
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Local partners are the experts in safeguarding where they work – they should be shaping the agenda.

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”

# Utilising local norms



Grassroots initiatives



Community cultures



Comfortable forms  
of communication

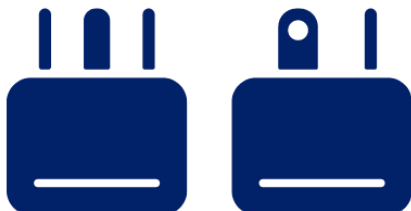


Local Safeguarding  
champions

Intercultural  
Safeguarding:

Fusion of cultures

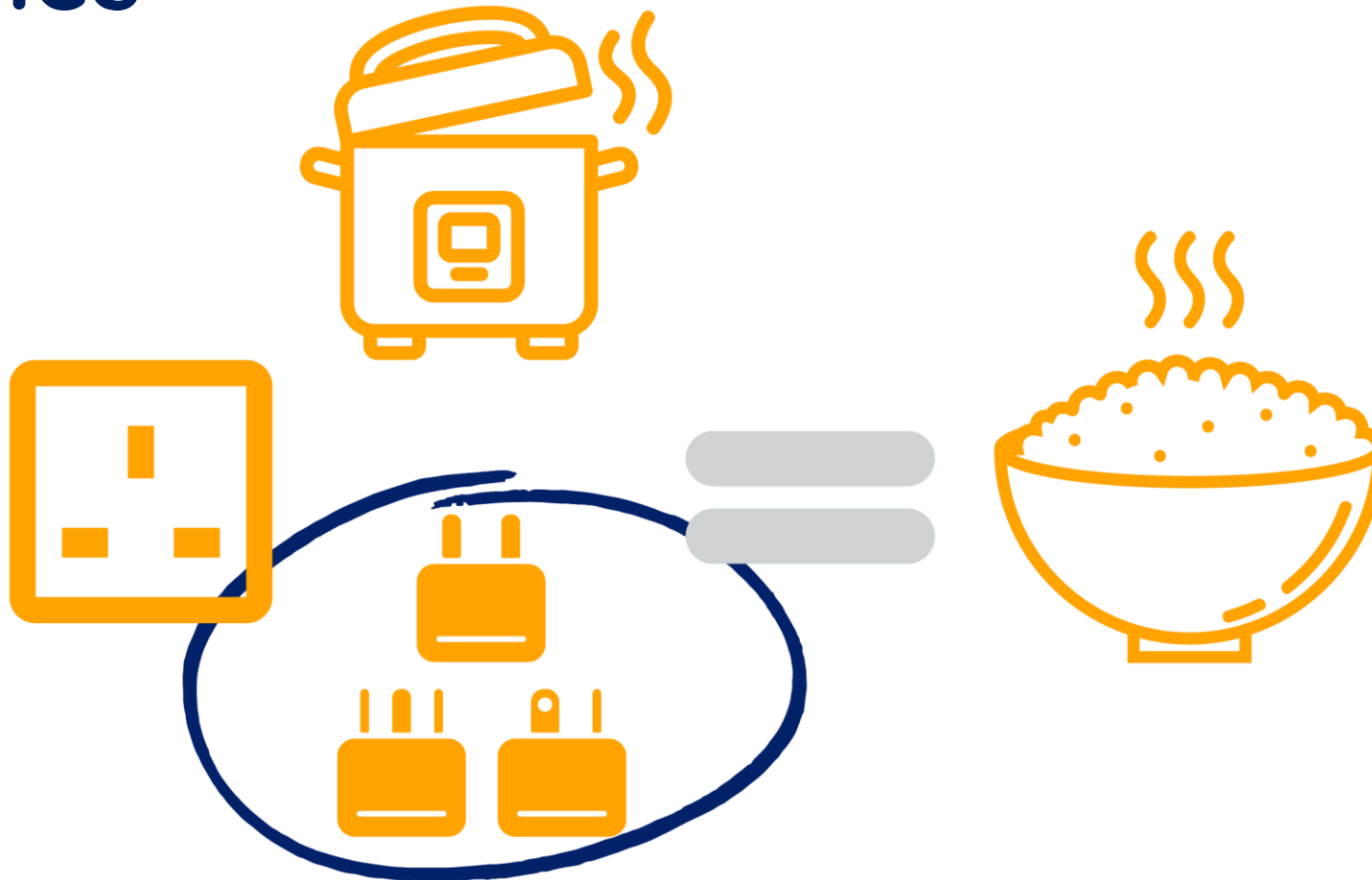
Plug adaptor



## In this module:

- Dialogue with partners aka listening well
- Power, inequalities and accountability
- Supervision and care
- Create an action plan

# The realisation of our shared principles



# Dialogue with partners





# The voice of project participants

“...people can just pick them up and we can show them what we wanna say.”

- Child project participant, discussing participating through art



## Pause and consider:

How can you engage in helpful dialogue with your partners and project participants?



# Dialogue with partners - non-negotiables

Discuss and decide what's non-negotiable on both sides.

Communicate clearly.



# Dialogue with partners – suggestions and compromises

What is open to negotiation?

What innovative solutions can you find?

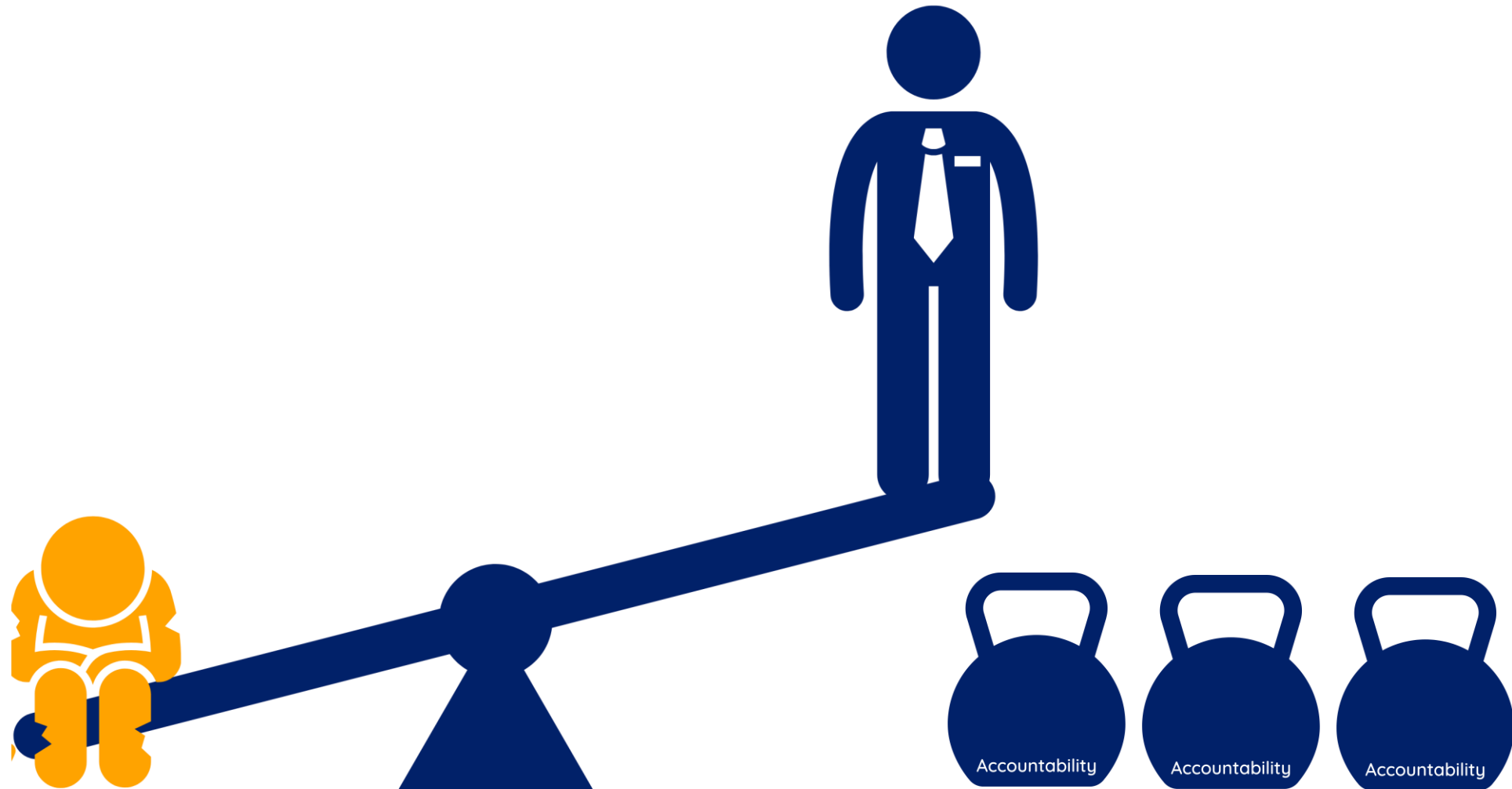
Shared Safeguarding policy /  
Memorandum of Understanding [MOU]





**5:000**

# Power, inequalities and accountability



# Reporting



In-country &  
local police



Criminal  
Record Lists



Charity  
Regulators



# Supervision and care

Proportionate

Intentional

Organical



# Creating an inter-cultural action plan

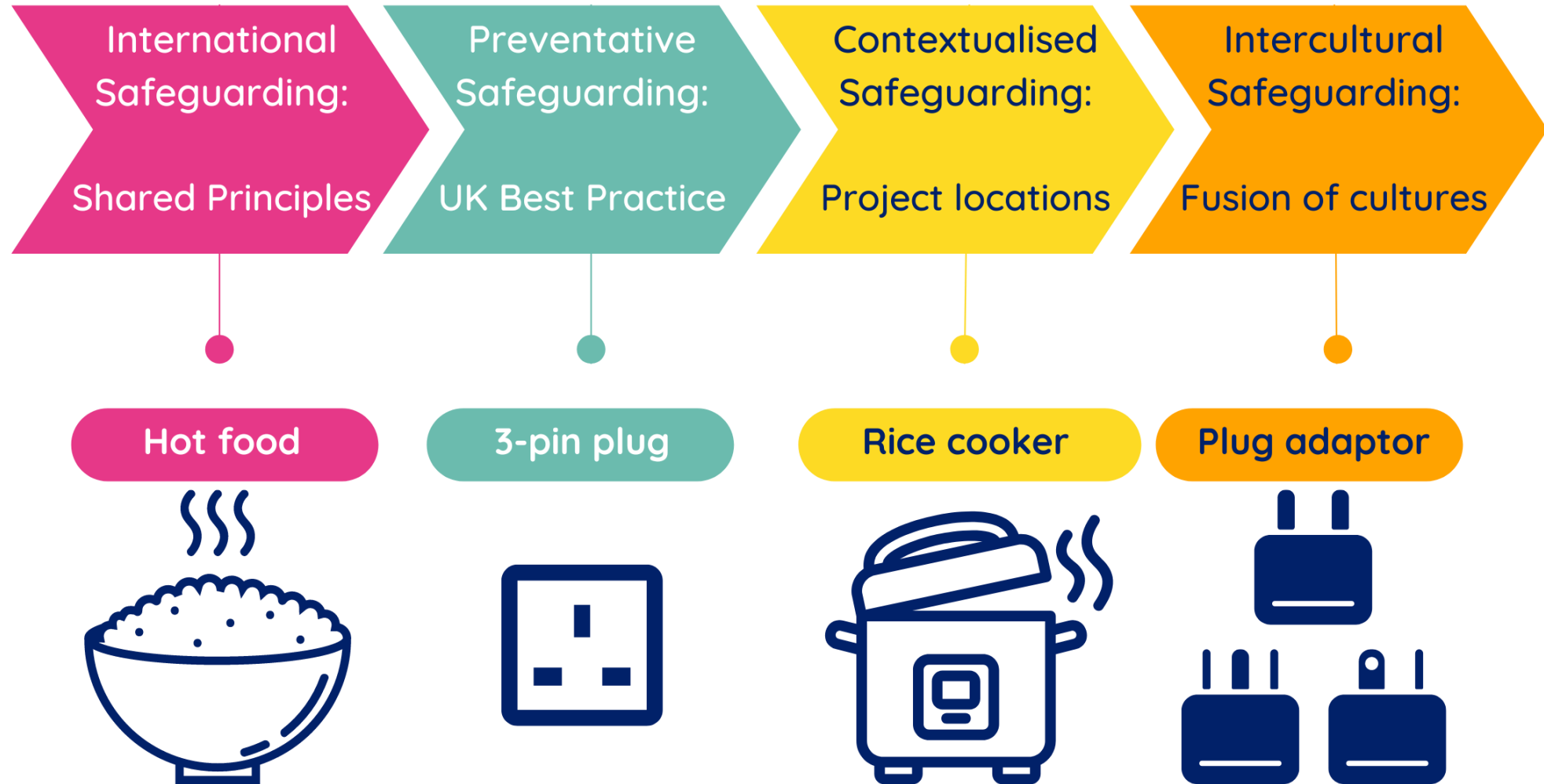


# Case Scenarios revisited:

Imagine the individuals in the case studies at the beginning were part of your project.

Do you believe your safeguarding processes would keep them (the victim-survivor) at the centre?

# Prioritising: What needs doing next?



**Your feedback is  
important to us**





**thirtyone:eight**

Creating safer places. Together.