thirtyone:
eight

Creating safer places. Together.

Safeguarding in International Contexts

Handbook

Introduction

Welcome to the Thirtyone:eight Safeguarding in International Contexts course. This handbook is designed to accompany the webinar and contains the case scenarios, discussion questions and polls we will be using in the webinar.

Safeguarding in International Contexts seeks to take a principle based approach to creating safer environments for those we're serving, no matter where that is in the world. Because the world is such a vibrant and varied place, you'll need to contextualise and adapt the training to fit with the national, legal, cultural and social frameworks you operate in.

This handbook has a lot of additional information, some of which will be applicable to you, but perhaps not all. It isn't designed to be read cover-to-cover. We do encourage you to use the contents page to identify the information relevant to you, and to revisit this information when you need a refresher and as things arise.

Building cultures where people are protected from harm and enabled to thrive can be challenging for all organisations - a challenge that increases exponentially when we cross national borders. We hope this training supports you as you rise to the challenge and create safer, blended cultures.

The Thirtyone:eight team

Table of Contents

Glossary

Term	Abbreviation	Meaning
'At risk'	*n/a*	An adult with care and support needs, who is experiencing, or at risk of, abuse or neglect and as a result of their care needs – is unable to protect themselves.
Child sexual abuse	CSA	UN: "The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions."
Female genital mutilation	FGM	The partial or total removal of the female external genitalia for non-medical reasons.
Focal point	*n/a*	Usually the regional designated person in a region or country that holds the regional safeguarding role. Broadly equivalent to Safeguarding Lead
Gender based violence	GBV	An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (ie gender) differences.
Mandatory reporting	*n/a*	Laws and policies which mandate certain helping professions to report actual or suspected forms of abuse.
Missionary kids / third culture kids	MKs/TCKs	The children of missionary parents. They often don't identify fully with their parents' cultures or of where they live, forming instead a "third culture."
Memorandum of understanding	MOU	A formal document that isn't legally binding but that outlines the understanding between agreeing parties.
Protection from sexual exploitation and abuse	PSEA	Processes and procedures that protect project participants being harmed by their involvement.
Sexual Exploitation, Abuse and Harassment	SEAH	A specific safeguarding approach in the international sector in response to abuses of power.

Questions and Exercises in the webinar

Throughout the webinar there will be opportunities to have discussions, share knowledge and participate in activities to apply our learning in context. These are included here for reference only. There is no need to work through anything in advance.

Module 1: International Safeguarding

Consider: What might preventative and responsive safeguarding actions look like? Think of some simple examples.

Discussion: Who are YOU safeguarding?
1) Who is 'at risk'?
2) What forms of exploitation and abuse do you respond to and/or are likely to have to respond to?

Scenarios:

- Who is at risk of exploitation and/or abuse?
- How could the organisation have prevented this, and/or how should they respond?
- What are the shared safeguarding principles here? What is specific to the culture/national context it's located in?

Children: Katy
Your church sends groups to help out at a regional retreat for on-field workers based in places where being a Christian or sharing faith is illegal, or persecution is high. A few weeks after the retreat, Katy, one of the young adults nervously asks if she can share with you something she was told on the retreat – she didn't share it before to honour the safety requirements of the region but is feeling increasingly uncomfortable about it. Katy explains that one of the kids told her an adult long-term worker regularly gets into 'tickling matches' with the young teens and that she doesn't like it. She said that he's touched her breasts several times but she can't be sure he's done it on purpose. She just wanted someone to listen to her – with communication in-country monitored, she feels isolated and doesn't know where to turn.

Women and girls: Mawar

Your projects in Malaysia have several long-term staff, both local Malays and foreign nationals. Like many working families in the country, the staff all have cleaners who come several times a week. Your charity recently decided to include this as a staff bonus – it's low cost, contributes to the local economy and is simpler for the foreign nationals who aren't always sure how to find reliable cleaners. Recently, you noticed the cleaner's daughter, Mawar, is helping a lot. She looks very young. You find out later that she's not related to the cleaner at all.

Disabled: Sergio

The charity is based across Latin America and works to support care leavers as they leave foster care/children's homes and try to find jobs. One of the young men living in the project accommodation in Bolivia is Sergio. He has a learning disability, but you're pleased to hear that he's been working on the local coffee farm with some of the other care leavers. Sergio seems to have lost weight. He tells you the boss gets angry when he's slow and won't let him eat if he 'doesn't do enough work'.

Asylum seekers/refugee: Naima

Your charity works with asylum seekers across Europe, mostly helping them with paperwork and language study. Naima is one of the women who comes to your classes here in the UK. She is originally from Somalia and has 4 children. As the weather has got warmer and her clothing a bit looser, you've noticed she often has bruises on her arms. You suspect domestic abuse, but aren't sure if she'd understand if you ask her.

Module 2: Preventative Safeguarding

Pause and consider:

Where does your UK work overlap with your international contexts?

Discussion:

UK policies and practices should be beneficial to all project participants. What barriers is this image seeking to overcome?

Pause and consider:

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

Scenarios:

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

Children: Think about the girl that spoke to Katy during the retreat- feeling isolated and not knowing where to turn, and Katy feeling concerned but unsure how to safely report.

Women and girls: Think about Mawar, who is young, working and not related to the adult she is with; and also the adult cleaner whom your organisation has employed.

Disabled: Think about Sergio, who is losing weight and not getting food when his boss feels he works too slowly.

Asylum seekers/refugee: Think about Naima, your concerns about her and her children but not being sure if she'll understand if you raise this.

Module 3: Contextualised Safeguarding

Pause and consider: Reflecting on session 1

1) What was helpful?
2) What was unclear?
3) What are you hoping to gain from session 2?

Pause and consider:

As well as crossing national boundaries, many international projects cross other boundaries as well. Can you think of any?

Pause and consider: Local social systems

Think about your safeguarding policies and your reporting processes. Are any social groups unintentionally excluded from them?

Seek to understand:

1) Does your location have mandatory/mandated reporting laws. If so, who do these apply to?

Seek to understand: (continued)

2) Is there a federal form of government? If so, what regional/provincial laws do you need to be aware of?

3) What is the legal age of consent/marriage and are there any position of trust laws you need to be aware of?

4) Are there different laws (also known as multi-ethnic policies) for different ethnicities?

Module 4: Intercultural Safeguarding

Pause and consider:

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

Pause and consider:

What can accountability look like in your projects? Does it cover everyone in appropriate ways?

5. Reinforce, review and refine your processes

4. Communicate them in a way that works for everyone TO everyone

3. Through dialogue, create safeguarding processes that work for everyone

2. Identify the systems and structures that constrain us

1. Identify the shared International principles that resonate

Creating an intercultural action plan

Approaches to safeguarding

Safeguarding in and of itself isn't a neutral concept - it's socially constructed which means it's based on the views of the members of that specific society at a given time. For the most part, how a culture approaches safeguarding will depend on things like how they view right and wrong and where that stems from, what care for vulnerable people looks like, and what rights and responsibilities people have and who holds them. The three broad approaches are:

1) Punishment based - focused on deviant individuals who need the law to prevent them doing further harm. This overlooks unintentional harm.
2) Family support based - the belief that most harm is avoidable where families are properly supported. This can fail to prevent the more serious types of harm, even where professionals are aware of risks.
3) Child rights focused - centring the 'best interest of the child', an approach that's used more and more in the international sphere. Challenges include competing adult views on what is 'best'.

The flexibility with the faith and community sector mean it's well placed to attempt to bring the best of all three into their processes and approaches.

For more on this topic see:
Errors and Mistakes in Child Protection. International Discourses, Approaches and Strategies, Kay Biesel, Judith Masson, Nigel Parton and Tarja Pösö.

Categories of harm and abuse

The way that different forms of harm and abuse are defined and categorised in law varies between countries. However, the following categories are widely recognised:

1. **Physical** - Causing physical harm, pain, injury through any means e.g. hitting, rough handling, burning, shaking, illegal use of restraint.

2. **Emotional** (this can also be called psychological abuse) - Causing mental distress, frightening, threatening, humiliating, or isolating.

3. **Neglect** (also called acts of omission) - Allowing for context, resources and circumstances, neglect and negligent treatment refers to a persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in serious impairment of a child's healthy physical, spiritual, moral and mental development.

4. **Sexual** - For children, any sexual physical contact or touching, whether or not the child is aware of what is happening. Rape, attempted rape, sexual assault. Non-consensual touching or sexual involvement of any kind, including sexual photography, indecent exposure etc. Any sexual activity someone lacks ability to consent to. The specific acts that are considered illegal will change between countries.

5. **Exploitation** – for children, this refers to when an individual in a position of power and / or trust takes or attempts to take advantage of a child for their own personal benefit, advantage, gratification, or profit. It may take different forms: physical, sexual, financial, material, social, military, or political. Exploitation may involve remuneration in cash or in kind to the child or to a third person/s. **Sexual exploitation** refers to any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes, including but not limited to profiting monetarily, socially or politically from the sexual exploitation of another. It includes transactional sex, solicitation of transactional sex and exploitative relationships.

Categories of harm and abuse (continued)

If something you encounter means you are worried that someone is experiencing, or is at risk of experiencing, one of these forms of harm- tell your safeguarding lead. There might be indications through things you see, things you are told, or things you notice – such as a change in behaviour, change in emotional state, change in financial capability, change in relationships etc.

However, the complexity of working internationally is that signs and indicators will differ based on cultural norms. We may be more attuned to recognise some signs and indicators and miss others because of our own cultural background and unconscious biases. We will identify some signs and indicators here, but one of our safeguarding responsibilities is to educate ourselves about the culture(s) in which we are working so we don't miss the signs that someone is experiencing abuse.

Signs of physical harm and abuse

Some indicators of physical harm include: bruises, cuts, burns, loss of hair in clumps and other marks. We all get injured in the normal course of daily life, but accidental injuries tend to occur on bony, prominent areas such as knees, elbows and forehead. Injuries to other areas of the body such as torso, back, ears and behind the knees are less likely to occur accidentally – though this may vary depending on the types of work people are involved in, clothing worn etc. Pay particular attention to physical injuries in people who aren't mobile as these are also less likely to occur accidentally. If injuries are frequent or unexplained, this is further cause for concern. An important question to ask ourselves in terms of signs of physical harm and abuse is, would we recognise injuries in people whose skin tone is different from our own?[1] It's worth noting that many Asians have a birthmark sometimes known as a 'Mongolian spot' (although this term is contested) which looks like a black/purple bruise on the buttocks and/or back.

[1] In the UK and US, lack of diversity and representation in medical education has led to poor outcomes for Black and Brown people. Research and campaigns are seeking to change this. For example, British Journal of Community Nursing - Skin tone and wound care: bridging the knowledge and care provision gap and resources have been produced such as the Mind the Gap clinical handbook: Mind the Gap — Black & brown skin (blackandbrownskin.co.uk)

Categories of harm and abuse (continued)

For example, the increased melanin pigmentation in dark skin tones can make it harder to spot the early signs of bruising that appear as red in light skin tones. Bruising might only become apparent as the colour develops into a dark purple, brown or black which is darker than the surrounding skin. If you are working with people whose skin tone is different from your own, take time to research what injuries may look like for those with whom you are working- and also other potential causes of changes in skin pigmentation- so you can pass on concerns with cultural sensitivity and awareness.

Signs of emotional harm and abuse
Signs of emotional harm and abuse can be difficult to spot as each individual is different. Our demeanour, expression, responses to situations and people can be as unique as we are. What can indicate that a person is being emotionally harmed is a change from their typical presentation. A person may become withdrawn, distressed, gain or lose weight, display low self-esteem or act differently when a particular person is present.
Cultural norms can also affect behaviour. For example, whether a child or adult makes eye contact with you, or comfortably engages in conversation, may be determined by cultural views of acceptable behaviour or social status, rather than emotional safety. Combine a caring curiosity with cultural awareness and pass on any concerns about a person's safety and wellbeing.

Signs of neglect
We might recognise neglect through changes in someone's physical appearance, deterioration of personal hygiene, unexplained weight loss, inadequate clothing and untreated injuries or medical problems. It also may be that a child or adult at risk of harm who we used to see a lot is no longer being brought to activities and events. Neglect can also include failure to keep someone safe or provide the love that they need to thrive, so we might see physical injuries through frequent accidents or a deterioration in someone's emotional wellbeing.

Categories of harm and abuse (continued)

Of course, there are reasons why we may notice some of these indicators that are not due to neglect. We know too that there are challenges and life circumstances that mean families are not able to provide for their children's needs in the way they would want, for example. We also need to balance a lack of judgement and assumption with the recognition that in different cultures certain individuals may be deemed to be of less value than others so may be more vulnerable to experiencing neglect in their homes and communities. The bottom line is that all children and adults have the right to be safe, so if you are worried, pass on your concern.

Signs of sexual harm and abuse

Depending on the work we are involved with, we may not be in a position to notice the physical indicators of sexual abuse, such as bruising to thighs, buttocks, upper arms and neck, or torn or stained underclothing. However, we may notice things like someone becoming withdrawn, looking excessively tired, seeming fearful, self-harming or uncharacteristic use of explicit sexual language or behaviour.

Cultural norms can be a barrier to identifying and disclosing sexual abuse. In some cultures, discussions about sexuality are considered taboo and may prevent people disclosing abuse. Gender roles, age of majority and cultural practices that permit child marriage may blur the boundaries between consensual and abusive relationships. However, if you are worried that someone may be experiencing sexual abuse, pass on your concern.

Signs of exploitation

Exploitation is a really wide category of abuse and may involve elements of the other forms of harm already discussed, alongside financial harm and abuse. As well as the signs and indicators of other types of abuse, we might also notice changes in someone's appearance or presentation, that someone is isolated from the community or seems under the control of others. They may become absent from activities they would usually take part in.

Categories of harm and abuse (continued)

Cultural norms such as perceived status of different groups, caste systems, what is deemed as acceptable work, levels of involvement and control in families and communities can affect what the signs and indicators may be across different cultures.

Take time to get to know the cultural norms where you are working so you can respond with awareness and sensitivity and pass on concerns that someone may be experiencing harm and abuse.

For more on this topic see:

www.ncacia.org/post/breaking-down-barriers-navigating-the-cultural-impact-on-child-abuse-cases

GLOBAL SAFEGUARDING ACTION PLAN 2022-2025,
www.pgi.ifrc.org/sites/default/files/media/document/2022-01/ifrc-global-safeguarding-action-plan-2022-2025-en.pdf

International conventions and standards

We've listed some of the most widely recognised shared international conventions and standards here for you to draw on when preparing your safeguarding policies.

Conventions:
The **Universal Declaration of Human Rights** sets out the fundamental human rights that should be protected for everyone.

Article 5 states: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Link: www.un.org/en/about-us/universal-declaration-of-human-rights

The **United Nations Convention on the Rights of the Child** is almost universally agreed and has also been incorporated into domestic law in many countries.

Article 19 states: Every child has the right to live free from violence, exploitation and abuse.

Link: www.unicef.org/child-rights-convention/convention-text
Link for children: www.unicef.org/child-rights-convention/convention-text-childrens-version

The **European Convention on Human Rights** extends many of those in the Universal Declaration of Human Rights, with a court to enforce it.

Article 3 states: Prohibition of torture - No one shall be subjected to torture or to inhuman or degrading treatment or punishment.

Link: www.equalityhumanrights.com/human-rights/human-rights-act

International conventions and standards (continued)

Standards:

The **International Child Safeguarding Standards** is a way to keep children safe worldwide.

The general principles are:
- All children have equal rights to protection from harm
- Everybody has a responsibility to support the protection of children
- Organisations have a duty of care to children with whom they work, are in contact with, or who are affected by their work and operations
- If organisations work with partners they have a responsibility to help partners meet the minimum requirements on protection
- All actions on child safeguarding are taken in the best interests of the child, which are paramount.

Link: www.keepingchildrensafe.global/wp-content/uploads/2023/09/KCS-CS-Standards-ENG-200218.pdf

Accountability to affected populations refers to the commitment by humanitarian organisations to use power responsibly. It's based on the belief that people must be empowered to guide and fully participate in projects that affect them, and that organisations must be accountable.

Link: www.equalityhumanrights.com/human-rights/human-rights-act

For more on this topic see:

www.intdevalliance.scot/resource/uk-context-and-beyond/>

International safeguarding audit tool

This tool - developed in partnership with our members - follows a three stage process. The Safeguarding in International contexts training is designed to compliment this tool, although both the tool and the training can be used independently of one another.

Stage 1 compliments module 2: Preventative Safeguarding. It looks at reviewing the arrangements of the UK organisation and the formulation of the action plan.

Stage 2 compliments module 3: Contextualised Safeguarding. It considers your partner organisations about their local context.

Stage 3 compliments module 4: Intercultural Safeguarding. This brings together the other elements and helps you to formulate an action plan.

This tool is free to use. To access it, go to:
www.thirtyoneeight.org/safeguarding-services/international-child-protection/self-audit-tool/ or to request a paper copy, call 0303 003 1111 or (+44) 1322 517817 if you're outside of the UK.

Mission and missionary kids

One group that unfortunately needs special mention because of the increased risk of harm and abuse they face is missionary kids. These are children of missionaries who are born and/or grow up in a country different to their passport country for the purpose of sharing faith and religion.

Statistically, these children are three times more likely to experience emotional abuse, more than a third had suffered three or more adverse childhood experiences, such as abuse, violence, or neglect and almost 30 percent reported some kind of sexual harm.

Barriers to reporting
1) Often working in isolated areas, these children often can't access mechanisms for reporting, or they don't exist in that location. Language and culture exacerbate this.
2) Missionaries often hold a worldview in 'which literally nothing is more important than winning souls to Christ'. Therefore, sharing what is happening means risking the reputation of God.

For more on this topic see:
www.christianitytoday.com/2022/11/missionary-kid-abuse-statistics-safeguard-prevention/
www.mksafetynet.org/content/missionary-kids-safety-net/

Online Safety

Online safety is of particular importance for those working across international boundaries because, put simply, we're much more reliant on online tools to communicate.

Being online has brought a lot of advantages, but it's also brought new potential for harm to be perpetrated through our organisations.

Organisational abuse:
The ability to share our work, raise funds and raise awareness is now often done online. But we need to share people's data mindfully - their 'data' includes things like their faces, their locations, their needs. We also need to be conscious that once we've published online, we ultimately lose control of how those images and stories could be used.

The Dóchas Code of Conduct on images and messages encourages organisations working internationally to uphold 4 key commitments. These are: 1) Authentic representation, 2) Contributor-led stories/ locally led content development, 3) Informed consent, and 4) Upholding standards and Doing No Harm. We strongly recommend that everyone within your organisation responsible for creating online material is familiar with the full guide

Link: www.dochas.ie/assets/Dochas-Ethical-Guide-D8_Final.pdf

Online Safety (continued)

Abuse by workers:

We need to have clear parameters for ALL workers regarding their online interactions.

Can short term visitors take photos?

Can they share these publicly?

Can they directly message project participants?

Can there reasonably be the expectation of equal friendship where power imbalances exist?

The answers to these questions should inform our Safeguarding policies and codes of conducts.

Community engagement and education:

It's important that our project participants are aware of what is appropriate, what they should expect and who they can talk to if things go wrong.

Some helpful links on this topic:

www.ispcan.org/mp-files/talking-to-young-people-about-online-safety.pdf/
www.ispcan.org/global-reports/child-self-generated-sexual-material-online-children-and-young-peoples-perspectives/
www.ispcan.org/global-reports/child-helpline-international-online-child-sexual-exploitation-and-abuse-global-report/

Project Participants with no/low literacy

Our paperwork is a key part of our safeguarding. However, policies are only as useful to the degree to which they can be understood, shared and followed. We not only need to ensure they exist, but also that they serve the function they're intended for. EVERYONE interacting with our project should be able to understand our policies. If they can't, we need to address this.

A well-checked translation may remove barriers for some project participants, but for those with low or no literacy, a written document in any language is not sufficient. **Low or no literacy might be because of a person's age, disability or lack of access to education in the language the document is written in.**

- What are the main barriers to written communication where you're working?
- What others means are open to you for communicating essential information?
- What are the dominant ways of communicating in the culture(s) in which you work?

Workshops, drama, songs, visual images may be ways of removing barriers to understanding.

Project Participants with no/low literacy (continued)

One resource that might be helpful is [InterAction's Community Based Safeguarding Visual Toolkit](#). This resource intentionally seeks to overcome some of the barriers that exist in our international safeguarding efforts. For example, key policy points are represented visually and, depending on the nation you select, the images present appropriate racial and religious mirrors.

These visual posters aren't for use on their own, but they may be a helpful part of your larger safeguarding process.

If you are working with children, how could you communicate your commitment to keeping them safe in age and culturally - appropriate ways? One example of this is a resource on the International Child Safeguarding Standards from [Keeping Children Safe](#). It uses children's drawings and familiar scenarios to communicate the most important points.

For the commitments in our policies to be genuine, they must be meaningful and accessible for everyone with whom we are working. It may take a little thought and creativity to communicate in a way that isn't our default, but it's an essential step that can't be neglected.

Relevant UK Guidance

If our international projects are operating under the banner of a UK registered charity, then we must comply with UK laws and guidance on safeguarding as far as possible. We've included some of the main laws and guidance here.

Safeguarding across international borders can be complex, and in our experience, the UK charity regulators welcome queries when you're unclear what should be done/reported. If you're unsure, be encouraged to ask.

England and Wales	Northern Ireland	Scotland
Charity regulator guidance		
You should apply the same practices as in England and Wales and make sure you comply with any extra requirements of the other country. www.gov.uk/guidance/safeguarding-duties-for-charity-trustees#working-overseas	Safeguarding is a vital issue for all charities, not just charities working abroad. Charity trustees are responsible for ensuring those benefiting from, or working with, their charity are not harmed in any way through contact with it. www.charitycommissionni.org.uk/news/safeguarding-summit/#:~:text=The%20high%20profile%20event%20addressed%20the%20safeguarding%20prevention	Making sure that where they are working with vulnerable children and adults, [charities] have the appropriate policies and procedures in place to make sure that everyone is kept safe…[this is] not specific to international charities. www.oscr.org.uk/news/reflections-on-the-oxfam-case-a-cautionary-tale-for-all-charity-trustees#:~:text=For%20all%20charities,%20this%20means%20making%20sure%20that
Safeguarding policy resources		
Safeguarding policy templates: https://www.bond.org.uk/resources-support/safeguarding/safeguarding-resources/ **Minimum operating standards:** www.interagencystandingcommittee.org/system/files/3_minimum_operating_standards_mos-psea.pdf **Scotland's International Development Alliance:** www.intdevalliance.scot/resource/uk-context-and-beyond/ (useful for all UK charities working in other locations)		

Risk register

Trustees in charities registered in the UK are required to manage risk as part of their duties. A written risk register helps us spot potential safeguarding issues, tells workers how to respond to them and allows us to demonstrate due diligence in relation to how we try to protect people from harm. In international contexts, we're primarily concerned with 'operational risks' to all involved in our projects.

There are several helpful tools and templates you can use to develop your own risk register. One tool developed by www.gov.uk recommend that once we identify risk, we respond with one of the 4 T's: **Transfer** the risk, **Terminate** the activity, **Treat** the risk through effective management or **Tolerate** it as unavoidable but warranted.

Some helpful links on this topic:
Risk Management Tool: www.assets.publishing.service.gov.uk/media/5a7f6387e5274a2e87db58da/Tool_1.pdf
Risk Profiler: www.keepingchildrensafe.global/wp-content/uploads/2024/05/Risk-Profiler-Short-Version-Final-Version.xlsx

Safeguarding Champions

As we explore in the webinar, one of the challenges of safeguarding in international contexts is the reality that our work not only crosses national boundaries, but also boundaries of language, culture, ethnicity, politics, economics, history and more. If we disregard these boundaries, they can become barriers, and our safeguarding efforts may not have the positive impact that we hope they will.

Awareness and understanding of local culture, systems, opportunities and challenges are essential if we are to avoid creating barriers. It can also help us identify the best ways to promote safeguarding in our project's location.

One means of promoting safeguarding that many organisations have adopted is working with local 'safeguarding champions'. Safeguarding champions are members of the community who are visible, trusted and known. They can contextualise safeguarding for a particular community or culture and, often, it's easier to be open with people who look like us, who speak the same mother-tongue and who understand the subtext of what we're saying.

WaterAid is one organisation that has noticed a really positive impact from having local safeguarding champions (their title is Safeguarding Focal Points - SFPs). In a 2024 article they explain:

"SFPs play a key role in contextualising safeguarding for their respective location. They champion preventative measures, ensure safeguarding is effectively understood and implemented by partners, and support leadership teams to reinforce and embed a safe and inclusive culture." [The benefits of investing in Safeguarding Champions | Bond](#)

Short- /mid- / long-term considerations

When it comes to international safeguarding, there is no 'one size fit's all'. It is helpful for your safeguarding considerations to be proportionate to the situation.

The following people-focused safeguarding measures should be in place for all workers, **but this should be proportionate to the length of time they're serving**:

	Pre-field orientation	Support and supervision (inc. culture shock)	Pastoral debrief (inc. reverse culture shock) / Operation debrief
Short term workers (few days - few months)	Clearly managed expectations -as agreed with hosts e.g., there to serve workers not hold babies.	Ideally, all contact to 'at risk' groups should be supervised. Daily check-ins.	When arriving back to passport country.
Mid-term (few months - 3 years)	*(as above, plus...)* Contextualised safeguarding training. Cultural awareness training.	Check-ins every 2-4 weeks.	*(as above, plus...)* one month after trip.
Long-term (3 years+)	*(as above, plus...)* language study	Annual review to assess support needs.	*(as above, plus...)* as requested for all family members.

Summary of safer recruitment

One of the key safeguarding responsibilities that our organisations have is ensuring that only safe and suitable people have access to vulnerable groups through our work. Safer recruitment is a vital mechanism for doing this. Safer recruitment refers to the process we use to bring someone into a role in our project. It will look and feel very different depending on the type of role, the context of the recruitment and the level of formality. You'll need to adapt the steps below and find alternatives in certain places, but the principles apply to most situations:

Expression of interest: A chance to find out what people are interested in and why. This can be written or verbal. Are there ways you can capture verbal expressions of interest for your records?

Role profile: A clear written description of what people will/won't be doing. This also helps set realistic expectations, particularly for short term teams, and allows people to make informed decisions about whether they have the capacity, skills and desire to take on a particular role.

Summary of safer recruitment (continued)

Interview: The formality of this will be adapted to suit the role and context, but it's important to have the opportunity to explore the role further and allow the person to ask questions. It is also a chance to connect with the person- get a sense of who they are and what they are hoping to gain.

Checks: This usually takes the forms of criminal record checks and references, which can give us an insight into past behaviour and somebody's suitability to take on a role. But again, you may need to look at what the appropriate alternative is when these first options aren't safe or available. Support and supervision: Nobody should be given a role then left to get on with it without support! All volunteers and staff should have regular check-ins with someone so they can be supported, ask questions and raise concerns.

The four 'at risk' groups

At different times of our lives, we will each find ourselves 'at risk' because of our physical, social, political or emotional situation(s). Some groups are particularly 'at risk' and are usually given additional or particular attention in international work. This could be because the possibility of severe or long-term impact of harm is higher, or because as a group they are the victims / survivors of harm and abuse more frequently. There is often a greater need for safeguarding these groups and our organisations may have particular responsibilities in terms of protection and upholding their rights.

The four groups we focus on in the webinar are: **Children, women and girls, those with disabilities, and refugees, asylum seekers and migrants**. You may well work with other 'at risk' groups, but we focus on these because they are recognised internationally as more 'at risk'.

Children
According to the UN Convention on the Rights of the Child, 'a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.'
UNICEF states that over 1 billion children experience violence every year. Their strategy for the decade up to 2030 calls on every sector of society to work together to prevent violence against children and 'put protection within reach of every child'.

The four 'at risk' groups (continued)

Women and girls
The [World Health Organisation (WHO)](#) estimates that '1 in 3 women worldwide have been subjected to either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime.' They describe violence against women as 'a major public health problem and a violation of women's human rights'.

<u>UN Women</u> delivers programmes, policies and standards to uphold the rights of women and girls. They state: 'Violence against women and girls is a human rights violation, and the immediate and long-term physical, sexual, and mental consequences for women and girls can be devastating, including death.' They have a vision for an equal world for women and girls and call on organisations across the world to help make this a reality.
The rights of women and girls to live free from violence is upheld by international agreements such as the [Convention on the Elimination of All Forms of Discrimination against Women](#) and the [UN Declaration on the Elimination of Violence against Women](#).

The four 'at risk' groups (continued)

Those with disabilities

According to WHO 'Around 15 per cent of the world's population, or estimated 1 billion people, live with disabilities. They are the world's largest minority.' 80% of persons with disabilities live in developing countries, according to the UN development programme. Research indicates that disabled people are at 3–4 times greater risk of physical, sexual, emotional abuse and neglect than non-disabled people.

The [UN Convention on the Rights of Persons with Disabilities](#) that came into force in 2006 states its purpose as "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity." Article 16 of the Convention is Freedom from Exploitation, Violence and Abuse and states "Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence and abuse."

The four 'at risk' groups (continued)

Refugees, asylum seekers and migrants
"As of the end of 2023, there were 117.3 million forcibly displaced people worldwide, including refugees, asylum-seekers, internally displaced persons, and others in need of international protection." Refugees, asylum seekers and migrants are at risk of human trafficking and other forms of exploitation. Many face daily racism, xenophobia and discrimination.

A **refugee** is someone who has been forced to leave their home because it is no longer safe for them, perhaps they are facing war, violence or persecution. Refugee status gives people certain protections under international laws and conventions. It is a legal status that has to be granted by a government or other official body.

An **asylum** seeker is also someone who has been forced to leave their home due to danger. They are seeking international protection, but their refugee status hasn't yet been legally determined.

A **migrant** is a general term for someone who leaves their home to go somewhere else. People become migrants for a variety of reasons, for work, to escape poverty or oppression, to join their families or for education opportunities.

The four 'at risk' groups (continued)

Intersectionality

We know that a person's level of vulnerability increases exponentially if their identity intersects more than one of these categories. For example, women and girls with disabilities are at three times greater risk of rape and twice as likely to experience domestic and other forms of gender-based violence than women without disabilities. If we are working with people whose identities intersect these 'at-risk' groups, we should be aware of their increased vulnerability and therefore more attuned to notice signs and indicators of harm. We can also reflect on our own safeguarding policies and practices to ensure they are accessible to all and have additional levels of protection for those most at risk.

Harms to be aware of for 'at risk' groups

The five categories of harm (physical, emotional, neglect, sexual, exploitation) can be experienced by at risk groups in particular ways in the contexts and cultures in which we are working.

The four 'at risk' groups (continued)

Some to be aware of for **children** include:

- Violent physical chastisement: Children receiving 'beatings' or other harsh physical punishment that can lead to injury.
- Child Abuse Linked to Faith or Belief (CALFB): Children experience abuse or harm in the context of harmful practices such as breast ironing and child witch accusations.
- Female Genital Mutilation (FGM): This is a harmful practice that can be linked to culture or faith where parts of a girl's genitalia are cut or removed in a non-medical process. As well as trauma, it can lead to long term pain, complications and even death.
- Child marriage: Child marriage refers to any form of marriage or informal union between a child under the age of 18 and an adult or another child. One in five girls across the world is married in childhood. Girls married in childhood are more likely to experience domestic violence, less likely to remain at school and the risk of complications in pregnancy and childbirth during adolescence is high.
- Child soldiers: A child soldier is any person under the age of 18 who is forcibly recruited to participate in armed conflict. In 2020, the United Nations reported that "8,521 children, some as young as six years old, had been recruited as child soldiers in the previous year" (World Vision, 2021). Child soldiers are not only at risk of death and injury, but their experiences can lead to long-term trauma.

For **women and girls**:

- Domestic violence and abuse: This is one of the most prevalent forms of harm experienced by women and girls. At least 155 countries have passed laws on domestic violence but there are barriers to enforcing these laws, limiting women's access to safety and justice. Gender inequality can be reinforced by cultural and religious norms.

The four 'at risk' groups (continued)

For **women and girls**: (continued...)

- Honour based violence and abuse: This is an umbrella term used to describe a range of practices used to control and 'punish' an individual in the name of family 'honour'. It can include murder, rape, disfigurement, physical violence, threats, false imprisonment and destruction of property. Women and girls may be at particular risk if they reject a forced marriage or FGM, be seen to have an 'inappropriate' relationship, report rape or domestic abuse, or have an LGBTQ+ identity or perceived identity.

For **disabled people**, it is important to be aware that they are more likely to experience Child Abuse Linked to Faith or Belief (CALFB) than their non-disabled peers:

- In many cultures there is a stigma about disability and a perception that disability is in some way a punishment or a sign that a person isn't favoured. A child could be singled out for having a physical difference or disability. There have been documented cases of harmful practices perpetrated against children with learning disabilities, epilepsy, stammers and deafness.

For **refugees, asylum seekers and migrants:**

- Uncertain immigration status and lack of access to funds or support systems can leave them more at risk of trafficking, sexual exploitation and modern-day slavery. People may be unfamiliar with the laws and protections offered by a particular nation and this can be exploited.
- Domestic abuse and violence is experienced at a much higher rate by refugee, asylum-seeking and migrant women. Abuse rates among immigrant women are as high as 49.8%, according to the National Organization for Women.

While these actions may be legal and/or culturally acceptable in the places you're working, these behaviours are recognised by international bodies as abusive. Therefore, they are not actions our workers can engage in, or that our projects can be seen to condone. Our codes of conduct and community conversations can be ways we counter-culturally safeguard our project participants.

Training

As we share in the webinar, training can be one of the most powerful things to prevent or limit the impact of harm and abuse, and it's one of the things we should aim to do on an ongoing basis.

Some training and team exercises on International Safeguarding can be found here:

Changing the Story - short videos with discussion points
www.changingthestory.leeds.ac.uk/archive/building-trust/

A human rights based approach to child safeguarding in peacekeeping operations - free, online short course
https://learning.keepingchildrensafe.global/?
_gl=1%2A1n5cp8i%2A_ga%2AMTgzODIxNjczOC4xNzI3MDg5OTQ1%2A_ga_
01XBXLY1KE%2AMTcyNzA4OTk0NS4xLjEuMTcyNzA4OTk2NS40MC4wLjUx
MjMzMDg5OA..%2A_ga_XBKZW2HBMD%2AMTcyNzA4OTk0NS4xLjEuMTcy
NzA4OTk2NS40MC4wLjA.

Safeguarding in the International Sector - free, longer, more in-depth course.
https://intdevalliance.scot/resource/safeguarding-in-the-international-aid-sector-the-open-university/

Terminology matters

The words we choose matter.

They signal something about our values and views as well as conveying a surface meaning. Anyone working across cultures, languages and generations can probably recall a moment when a word jarred or told you more about the person speaking than they realised. Repeated usage of a particular term can also influence the speaker's view and value in which they hold the person or object they are talking about.

This means that it is worth taking a moment to reflect on the terminology we use to describe the people for whom our projects exist. There are several terms used in international contexts. Some of these are defined below.

Pause and consider, does your terminology convey your principles well? Are there any hidden implications you hadn't considered?

- Beneficiary: a person or group who receives money, advantages, etc. as a result of something else.
- Client: a customer or someone who receives services.
- Project participant: a person who takes part in or becomes involved in a particular activity.
- Recipient: a person who receives something.
- Service user: someone who uses a service.
- Stakeholder: a person who is involved with an organisation and therefore has responsibilities towards it and an interest in its success.
- Target audience: the particular group of people to which an advertisement, a product, a website or programme is directed.

Throughout the webinar we choose to use the term 'project participant' for its implications of equality and choice.

Victims-survivors centred approach

The following helpful information was drawn from [Bond](#).

"A survivor-centred approach means that the survivor's rights, needs and wishes are prioritised. The individual has rights:
- To be treated with dignity and respect.
- To choose.
- To privacy and confidentiality.
- To non-discrimination.
- To information.

Using a survivor-centred approach means that you:
- Validate the person's experience.
- Seek to empower the person.
- Emphasise the person's strengths.
- Value the helping relationship.

A survivor-centred approach puts the safety, wishes and interest of the survivor first, above all other considerations. It requires that an organisation talks to and listens to the survivor in ways adapted to each and every single survivor.

Signposting

Please note: These links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations, but you may find these links useful when looking for support and guidance.

Crisis Helplines

Crisis Centres & Helplines - IASP : Database of over 1400 services in over 50 countries, searchable by topic, contact method and type of support.

Global Principles and Standards

Core Humanitarian Standard

DAC Recommendation on Ending SEAH in Development Co-operation and Humanitarian Assistance: Key Pillars of Prevention and Response

Foreign and Commonwealth Development Office (FCDO) Enhanced Due Diligence Standards

Inclusion of Children in the Context of Migration into National Child Protection Systems.pdf [LR1]

Interagency Standing Committee - Minimum Operating Standards

International Child Safeguarding Standards - Keeping Children Safe

United National Secretary-General's Bulletin on Preventing Sexual Abuse and Exploitation

Interested Organisations

Bond - Safeguarding

Equality and Human Rights Commission

ISPCAN | International Child Abuse Prevention Non-Profit

International Rescue Committee

Keeping Children Safe

Missionary Kids Safety Net

Safeguarding Resource and Support Hub

UNICEF UK - Children's charity - For Every Child

UN Women

WeProtect Global Alliance - against child sexual exploitation and abuse online

World Health Organization (WHO)

Signposting (continued)

Please note: These links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations, but you may find these links useful when looking for support and guidance.

International Laws and Conventions

[Convention on the Elimination of All Forms of Discrimination against Women](#)
[Convention on the Rights of Persons with Disabilities | OHCHR](#)
[Convention relating to the Status of Refugees | OHCHR](#)
[International and National Legal Frameworks on Child Marriage - World Bank Group](#)
[International and National Legal Frameworks on Female Genital Mutilation - World Bank Group](#)
[International and National Legal Frameworks on Sexual Harassment in the Workplace - World Bank Group](#)
[International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families | OHCHR](#)
[Universal Declaration of Human Rights | United Nations](#)
[United Nations Convention on the Rights of the Child](#)

Policy Documents and Templates

[Bond Code of Conduct - InterAction](#)
[Child Friendly Safeguarding Policies - Keeping Children Safe and PACT](#)
[Child Safeguarding Resource library - Keeping Children Safe](#)
[Community Based Safeguarding Visual Toolkit - InterAction](#)
[Developing a Safeguarding Policy - Scotland's International Development Alliance](#)
[Developing Child Safeguarding Policy and Procedures - Keeping Children Safe](#)
[Dóchas Code of Conduct on Images and Messages](#)
[Dochas Code- Illustrative Guide](#)
[Downloadable Resource Library - ISPCAN](#)
[Safeguarding Archives - Scotland's International Development Alliance](#)
[Safeguarding definitions and reporting mechanisms for UK NGOs | Bond](#)
[Safeguarding policy templates | Bond](#)
[Safeguarding report-handling toolkit | Bond](#)

Recognising Harm and Abuse

[Breaking Down Barriers: Navigating the Cultural Impact on Child Abuse Cases](#)
[British Journal of Community Nursing - Skin tone and wound care: bridging the knowledge and care provision gap](#)
[ifrc-global-safeguarding-action-plan-2022-2025-en.pdf](#)
[Mind the Gap — Black & brown skin](#)
[National FGM Centre – Developing excellence in response to FGM and other Harmful Practices](#)

Signposting (continued)

Please note: These links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations, but you may find these links useful when looking for support and guidance.

Training and further learning

Building Trust | Changing the Story

Keeping Children Safe Learning

Safeguarding in the International Aid Sector: The Open University - Scotland's International Development Alliance

UK Charity Regulator Guidance

International Safeguarding Summit | The Charity Commission for Northern Ireland

Safeguarding and protecting people for charities and trustees - GOV.UK

Safeguarding: UK Context and Beyond - Scotland's International Development Alliance

OSCR | Reflections on the Oxfam case - a cautionary tale for all charity trustees

UK Law

Adult Support and Protection (Scotland) Act 2007

The Care Act 2014

The Children Act 1989

The Children Act 2004

The Children (Northern Ireland) Order 1995

The Children (Scotland) Act 1995

The Data Protection Act 1998

The Equality Act 2010

Human Rights Act 1998

The Protection of Freedoms Act 2012

Protection of Vulnerable Groups (Scotland) Act 2007

The Safeguarding Vulnerable Groups Act 2006

The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007

Sexual Offences Act 2003

The Sexual Offences (Northern Ireland) Order 2008

The Sexual Offences (Scotland) Act 2009

Social Services and Wellbeing (Wales) Act 2014

Working Together to Safeguard Children 2015 (updated 2023)

United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024

Signposting: Resources Commonly Shared in the Webinar

Please note: These links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations, but you may find these links useful when looking for support and guidance.

Introduction:

Children - statistics: India Today Statistics and Unicef Child Protection Strategy
Disabled people - statistics: Kingston and Richmond Safeguarding Children Partnership Briefing and UN Autism Awareness Day
Women and girls - statistics: UN Women - Ending Violence Against Women/facts-and-figures and WHO Violence Against Women
Refugees and asylum seekers - statistics: Amnesty International - Refugees and Asylum Seekers

Source of Quotes Slide 9:
A child bride won the right to divorce - now the Taliban say it doesn't count - BBC News
Safeguarding concerns rising in international schools, report finds | Tes
Survivor voice slide 10: Child Sexual Abuse: Alarming statistics, lifelong impact, how to heal - India Today

Module 1 - International:
Definition of safeguarding: Child Protection Strategy | UNICEF
Global Safeguarding Action Plan (categories of abuse): ifrc-global-safeguarding-action-plan-2022-2025-en.pdf
Physical indicators of abuse recognition: Mind the Gap — Black & brown skin
Navigating the cultural impact on child abuse cases
Global Safeguarding Action Plan 2022-2025

Shared Laws, agreements and conventions (slide 25):
KCS-CS-Standards-ENG-200218.pdf
Convention on the Rights of Persons with Disabilities | OHCHR
Article 3: Freedom from torture and inhuman or degrading treatment | EHRC
Right to participation matters more than ever: UN Secretary-General | OHCHR
UN Convention on Rights of a Child (UNCRC) - UNICEF UK
Universal Declaration of Human Rights | United Nations

Signposting: Resources Commonly Shared in the Webinar (continued)

Please note: These links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations, but you may find these links useful when looking for support and guidance.

Module 2 - Preventative:
Minimum Standards: [Safeguarding in international aid: key steps to consider - GOV.UK](#)

Charity Regulators:
Charity Commission (England and Wales): [Safeguarding and protecting people for charities and trustees - GOV.UK](#)
Charity Commission for Northern Ireland: [International Safeguarding Summit | The Charity Commission for Northern Ireland](#)
OSCR [Scotland]: [OSCR | Reflections on the Oxfam case - a cautionary tale for all charity trustees](#)

Essential Policy Documents:
[Safeguarding definitions and reporting mechanisms for UK NGOs | Bond](#)
[Guidance for charities working internationally: you spoke, we listened – Charity Commission](#)
[[ARCHIVED CONTENT] Protecting staff and beneficiaries and managing risk - Charity Commission](#)

Video clip:
Interaction Community Based Safeguarding Visual Toolkit:
[Community Based Safeguarding Visual Toolkit - InterAction](#)

People focused practices- risk:
[Charities: how to manage risks when working internationally - GOV.UK](#)
[Risk Assessment Tool Charity Commission](#)
[The Misconduct Disclosure Scheme](#)

Video- 'A very frequent issue. Children's perspectives on self-generated sexual material':
https://youtu.be/t1q3xPEsQ-Q

Dochas Code of Conduct:
[Edmund Rice Development | Dóchas Code of Conduct on Images and Messages](#)
[Illustrative-Guide-to-the-Code[3].pdf](#)

Signposting: Resources Commonly Shared in the Webinar (continued)

Please note: These links are accurate at the time of course preparation. Thirtyone:eight don't recommend organisations, but you may find these links useful when looking for support and guidance.

Module 3 - Contextualised:

References for different examples of incidents that captured public attention:
Nauru Files whistleblower speaks for first time about Australia's offshore detention leak - ABC News
Grisly teen murder case shocks China and shines a light on 'left behind' children | CNN
The Bichard Inquiry (Inquiry Into the Events Surrounding the murders of Holly Wells and Jessica Chapman in Soham, Cambridgeshire, in 2001) | The National Archives
Death of Jina Mahsa Amini | Protests, Iran, & Cause | Britannica
Europe's migrant crisis: The year that changed a continent - BBC News

Video clip- barriers to reporting:
Experts through lived experience quote: bond_case_study_-_working_with_partners.pdf

Module 4 - Intercultural:
Bond- Safeguarding Champions:
The benefits of investing in Safeguarding Champions | Bond
UNCRC article 12:
The Convention on the Rights of the Child: The children's version | UNICEF
Accountability references slide 71:
Urban Dictionary: Sexpat
Gregory Dow: US missionary jailed for sex crimes in Kenya orphanage - BBC News

Reporting references slide 72:
FCDO Guidance for victims of crime abroad
FCDO Guidance for victims of rape and sexual assault abroad
Misconduct Disclosure Scheme
BBC News - Catfish Killer Jailed

Missionary Kids abuse statistics:
What Is a Missionary Kid Worth? - Christianity Today

The right to be free from torture:
The right to be free from torture or cruel, inhuman or degrading treatment or punishment: for ombudsman schemes | EHRC

Appendix 1: Case studies - key takeaways

There is rarely time to explore all of the case studies during the webinar, but we encourage you to work through the scenarios listed in Module 1 with your teams. We have added some feedback notes below so you can check for gaps in your understanding.

Scenario 1 - Katy

1. Who is at risk of exploitation and/or abuse?
• The young teen who confided in Katy, other missionary kids and the wider team – if future communication with head office isn't done carefully.

2. How could the organisation have prevented this, and/or how should they respond?
• Clear code of conduct for all workers.
• Is there an on-field Safeguarding Lead and a system for them to communicate with head office?
• Ask Katy to make a record of her concern, what was said, when it happened and any other details as far as she's able to remember.
• Consider the safer recruitment processes – are they in place and did this long-term worker comply with them?
• Communicate clearly expected behaviours moving forward to everyone
• Make sure activities don't go outside boundaries of the role, code of conduct, level of criminal record check etc.
• Keep referring concerns to safeguarding lead.

3. What are the shared safeguarding principles here? What is specific to the culture/national context it's located in?
• Even though the child was in an unusual situation, she has the right to be protected from physical and sexual abuse, including unwanted touch.
• The complexities of the location mean that the team is operating (at least in respect to their faith) 'under the radar'. This can lead to a sense of the 'rules don't apply', which is clearly untrue. Key to the response that is unique to this situation is that all communication with groups outside of their location – including clarifying the codes of conducts, safeguarding policy, reporting forms, etc. has to be done in sensitively. Will any communication with a 'group', even if all organisational names removed, be problematic? Are the team there are students or on business visas?
• If so, you may need to send someone in-person to communicate what needs to be addressed.

Appendix 1: Case studies - key takeaways (continued)

Scenario 2 - Mawar

1. Who is at risk of exploitation and/or abuse?
• Mawar, other children in the community and potentially the adult cleaner.

2. How could the organisation have prevented this, and/or how should they respond?
• Make a record of your concern and pass it on.
• Keep referring concerns to safeguarding lead.
• How was the cleaner recruited?
• What are the conditions of the contract? How are these communicated?
• Do charity staff know how to pass on concerns?

3. What are the shared safeguarding principles here? What is specific to the culture/national context it's located in?
• Rights of the child
• Concern for Mawar- whose child is she, how does she come to be working, what's her relationship to adult cleaner etc.
• Are Mawar and adult cleaner Malay nationals? What are their rights and statuses?
• Is Mawar of school age?

Appendix 1: Case studies - key takeaways (continued)

Scenario 3 - Sergio

1. Who is at risk of exploitation and/or abuse?
• Sergio, other workers at the coffee farm and other members of your project

2. How could the organisation have prevented this, and/or how should they respond?
• As Sergio is living in your project accommodation and the work placement is part of the project, you have a duty of care to ensure that he's protected from neglect.
• Make a record of your concern and pass it on.
• Make sure that your partners are operating in a way that aligns with your safeguarding principles - discussed later in course.

3. What are the shared safeguarding principles here? What is specific to the culture/national context it's located in?
• As a person with a disability, Sergio has rights that should be protected.
• Disability is still massively stigmatised across Latin America, and only 50% of the disabled population is employed. When they are, it's typically for around 10% less than non-disabled people are paid for the same job.

Appendix 1: Case studies - key takeaways (continued)

Scenario 4 - Naima

1. Who is at risk of exploitation and/or abuse?
• Naima and her children

2. How could the organisation have prevented this, and/or how should they respond?
• Safeguarding training for all staff and volunteers
• Report to safeguarding lead
• Safeguarding information available in translation and through visual means
• UK law requires organisation to refer domestic abuse to statutory services when there are children in the household – discuss with safeguarding lead how to make any interaction with services safe and possible for Naima e.g. interpretation and translation, reassurance with how safeguarding law interacts with immigration law

3. What are the shared safeguarding principles here? What is specific to the culture/national context it's located in?
• Right to live free from harm and abuse
• ECHR is relevant as well as UK safeguarding laws regarding domestic abuse.
• The Somali context is also an important one. Gender inequality in Somalia is among the worst in the world and rates of domestic abuse are high.
• Are you aware of any existing statutory involvement e.g. community nurse / social work if children born in UK? Are any of the children school age? Are any female? Somalia is one of the countries where FGM is still most widely practiced. While we must never make assumptions about a particular individual or family based on where they are from, we balance this with an awareness of the safeguarding concerns that affect some social identities more than others and have a caring curiosity towards those we are working with.

We also want to make sure that our teams are familiar with what bruising/scarring looks like on different skin tones.