Introduction to Youth Safeguarding Day 1
Session 1: Welcome, workshop objectives and overview
Workshop objectives

**Know**
- Build knowledge around safeguarding at Oxfam.
- Understand what needs to be in place to ensure that programme activities are safe.
- Know what action to take if an allegation of abuse is reported or suspected.
- Know what action to take to prevent abuse perpetrated by Oxfam staff, youth leaders or partners who work directly or indirectly with young people.

**Feel**
- Feel able to recognise when a safeguarding issue has occurred/is occurring.
- Feel confident receiving and responding to an allegation of abuse perpetrated by Oxfam staff, youth leaders or partners.
- Feel inspired to strengthen safeguarding mechanisms in Oxfam programmes working directly or indirectly with young people.

**Do**
- Practise receiving an allegation of abuse, including developing active listening skills.
- Practise deciding what action to take when allegations are made by a third party.
- Conduct an assessment of safeguarding risks within your programme.
- Produce an action plan for addressing risks after the workshop.
Workshop overview

Day 1:
**Understanding** what we mean by safeguarding by considering international law, domestic law, Oxfam policy and local context.

Day 2:
**Responding** to allegations of abuse perpetrated by Oxfam staff, youth leaders or partners.

Day 3:
**Preventing** incidents of abuse perpetrated by Oxfam staff, youth leaders or partners.
Workshop agenda: Day 1

Day 1 sessions
1. Welcome, workshop objectives, overview and learning contract
2. Hopes and fears for the workshop
3. Safeguarding in context
4. Safeguarding at Oxfam

Break

5. Vulnerability and power
6. Case studies: impacts of abuse
7. Safeguarding frameworks: international law

Lunch

8. Safeguarding frameworks: local context
9. Safeguarding frameworks: domestic law

Break

10. Safeguarding frameworks: Oxfam policies
11. Consent
12. Questions and close
Learning contract

To help everyone to get the most out of this experience, there are a few basic rules that we ask everyone to follow. These will form part of our learning contract for the week.

• **Respect** each other’s opinions.
• Be prepared to challenge opinions and have your own opinions challenged in a constructive and respectful manner.
• Maintain **anonymity** when discussing experiences.
• All discussions within this training are **confidential**.
• What else would you like to add to our learning contract?
Session 2: Hopes and fears for the workshop
Hopes and fears

1. Get into pairs.
2. You have 5 minutes to discuss your HOPES and FEARS for this workshop.
3. When you give feedback, please share the hopes and fears of your partner with the group.
Session 3: Safeguarding in context
Abuse of beneficiaries by humanitarian workers is not new, it is not confined to Oxfam and it is everyone’s responsibility to challenge it.

1993-95
Cambodia UNTAC: number of prostitutes rose from 6k-25k post mission. Bosnia sex trafficking by UN personnel.

2002
West Africa food-for-sex scandal. 40+ agencies implicated (not Oxfam).

2006-07
Origins of ‘Safeguarding’ and ‘Child Protection’ at Oxfam.

2007-18
Media exposé: • Haiti • Internal revelations

2010-11
Haiti earthquake. Sexual exploitation and abuse by Oxfam staff.

2018 onwards
Safeguarding post-Haiti

Scrutiny of Oxfam’s management of several incidents reported in Haiti led to some critical questions:

- Do survivors, staff, communities and partners know their rights?
- Do they know how to report safeguarding incidents?
- How are such incidents investigated?
- What are the penalties for sexual misconduct?
- How is such information shared with Oxfam’s stakeholders?
What can we do?

**Policy**
Model Oxfam’s values, good behaviour and commitment to safeguarding policies.

**Empowerment**
Empower and enable staff, communities and partners to act through stronger systems when they have safeguarding concerns.

**Positive space**
Create space for staff and communities to challenge exploitative power dynamics and create positive space for better accountability.

**Reflection**
Invest in personal and team reflections on how to improve Oxfam’s culture and behaviour for personal and collective accountability.
Session 4: Safeguarding at Oxfam
Take 5 minutes to answer these questions honestly and on your own.

1. How well do you think you understand what is meant by safeguarding?

2. Within your team, how well do you think people understand what safeguarding is and what it means in their role?

3. How well do you think your organisation understands what is meant by safeguarding and its own safeguarding responsibilities?

4. How well do you think the communities you work with understand what is meant by safeguarding and what behaviour is acceptable and unacceptable among staff?
What does safeguarding mean to you?

Think about your role, the projects you are involved in and the people you work with, and discuss the questions with a partner:

• What motivates you to **protect** young people from harm?
• What does **safeguarding** mean to you in your role?
• **What** does safeguarding protect against?
• **Who** do you think safeguarding protects?
Safeguarding at Oxfam is:

• Preventing sexual abuse/exploitation and child abuse and vulnerable adult abuse perpetrated by Oxfam staff/partners/volunteers or those working on our behalf (e.g. consultants, contractors).
• Protecting those we work with from abuse of power perpetrated by Oxfam.

Survivors can include anyone we come into contact with through our work (e.g. beneficiaries, volunteers, other staff).
Safe programming

**SAFE PROGRAMMING**

Safe programming is fundamentally about making sure that all people affected by our programmes can participate safely. This means that our programmes do not inadvertently cause harm to people and that we don’t undermine the values, standards and norms that underpin our work (i.e. human rights conventions, humanitarian principles, Oxfam’s rights-based approach and Oxfam’s feminist principles). It means actively listening to communities, partners and staff, effectively analysing, monitoring and responding to risks wherever they occur, and doing adaptive programming.

**SAFEGUARDING**

Safeguarding is a set of procedures, measures and practices to ensure the organisation upholds its commitment on PSHEA and child safeguarding for its staff, partners and communities. A safeguarding incident involves Oxfam and/or partner staff or occurs as a result of Oxfam’s activities, and must be reported internally and investigated by safeguarding specialists.

**PROTECTION**

Protection programmes are implemented by dedicated protection staff and aim to improve the safety of civilians in conflict and crisis situations. Actions include facilitating referrals for survivors of violence and abuse to emergency and protection services, community-based protection, and advocacy and campaigning.
Other types of misconduct

- Any allegations of **fraud or corruption** are managed by a specific counter-fraud team.
- Issues around **bullying or harassment** are managed by HR.
- Incidents of **sexual harassment** will be managed on a case-by-case basis, but unless there is a clear safeguarding concern will be managed by HR. When there are high risks to the individual or witnesses, the **Safeguarding Team** will become involved. Safeguarding and HR can also work together where required.
- While we would not investigate allegations made against other agencies, we would receive the concern raised and pass it on to the relevant department of that agency – we would never walk away from any case of abuse.
Six core safeguarding principles

1) Sexual exploitation and abuse constitute acts of gross misconduct and are grounds for termination of employment.

2) Sexual activity with children (persons under the age of 18) is prohibited.

3) Exchange of money, employment, goods or services for sex is prohibited.

4) Sexual relationships between Oxfam staff and beneficiaries are prohibited by Oxfam.

5) Staff members must report concerns regarding sexual exploitation and abuse by a fellow worker.

6) Staff members, especially those in leadership positions, are obliged to create and maintain an environment that prevents sexual exploitation and abuse.
Types of abuse

Abuse can take **many different forms**.
Broadly, it can be divided into the following categories:

- Physical
- Sexual
- Psychological
- Discriminatory
- Neglect
- Domestic
- Financial/material
- Exploitation
Definitions

Child
Every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier (UNCRC).

Young person
A person aged between 15-24 (Oxfam Youth Safeguarding Policy).

Sexual harassment
Any unwelcome sexual advance, whether verbal or physical.

Sexual exploitation
Taking advantage of someone’s vulnerability for sexual purposes – often an exchange.

Sexual abuse
Using power to force or coerce sex or sexual act.
Accountability mechanisms

- Programme information in local language
- Community-based complaints mechanism
- Participatory monitoring and evaluation
- Community involvement in programme planning and design
- Code of Conduct on staff behaviour
Challenges facing young people

20% of youth in the developing world are not in employment, education or training

Youth are three times more likely to be unemployed than older adults

Only 23% of refugee adolescents have access to secondary schooling

85% of young people are living in developing and emerging economies and fragile states
Break
Session 5: Vulnerability and power
1. Get into small groups.

2. You have two pieces of flipchart paper showing an outline of: (a) a young person; and (b) an NGO worker.

3. Around the **young person**, draw or write to illustrate the reasons for their potential **vulnerability**.

4. Around the **NGO worker**, do the same to illustrate the reasons for their **power**.

You have 10 minutes.
Intersectionality

- race
- spirituality
- economics
- ethnicity
- education
- culture
- sexuality
- gender
- geography
- religion
- age
- appearance
- ability
- class
Session 6: Case studies – impacts of abuse
Impacts of abuse

1. Get into three groups.

2. Read the case study.

3. Answer the following questions:
   - **Who** would be affected?
   - **How** would they be affected?

4. On the left side of your flipchart paper, draw an image/write the name of the stakeholder/individual affected.

5. On the right, write how they would be affected.

You have **15 minutes**.
Safeguarding frameworks

What local, national and international frameworks guide your behaviour towards young people?

- International law
- National law
- Oxfam policies
- Local context
Session 7: Safeguarding frameworks – international law
International law quiz

**Question 1**
Up to what age does the UN Convention on the Rights of the Child define a person as a child?
Question 2
What age group does the UN define as ‘youth’?
Question 3
What age group does the ASEAN Youth Development Index and African Youth Charter define as ‘young people’?
Question 4
Name a regional document that covers child rights.
Question 5
According to the International Labour Standards (ILO) Minimum Age Convention, what is the minimum age for admission into employment or work?
Question 6
If the state’s economy and educational facilities are insufficiently developed, what is that age lowered to?
Question 7
If the employment is hazardous to health, safety and morals, what is that age raised to?
International law quiz

Question 8
Does the Universal Declaration of Human Rights have any articles relating to children?
International law quiz

Question 9
Does the UN Convention on the Rights of the Child apply in armed conflict?
Question 10
Which convention states that ‘children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children’?
Question 11
Which convention calls for action to specify a minimum age for marriage?
Question 12
What subjects do the two optional protocols to the UN Convention on the Rights of the Child cover?
Question 13
Does the UN Convention on the Rights of the Child give primary responsibility for children to the state or to parents?
Question 14
Do children have a right to play?
Question 15
What is the only UN member state not to have ratified the UN Convention on the Rights of the Child?
International law quiz

Question 1
Up to what age does the UN Convention on the Rights of the Child define a person as a child?

Answer:
18
International law quiz

Question 2
What age group does the UN define as ‘youth’?

Answer:
People aged 15-24
International law quiz

**Question 3**
What age group does the ASEAN Youth Development Index and African Youth Charter define as ‘young people’?

**Answer:**
People aged 15-35
Question 4
Name a regional document that covers child rights.

Answer:
The African Charter on the Rights and Welfare of the Child
The European Convention on the Exercise of Children’s Rights
The African Youth Charter
Question 5
According to the International Labour Standards (ILO) Minimum Age Convention, what is the minimum age for admission into employment or work?

Answer:
15
Question 6
If the state’s economy and educational facilities are insufficiently developed, what is that age lowered to?

Answer:
14
Question 7
If the employment is hazardous to health, safety and morals, what is that age raised to?

Answer: 18
International law quiz

**Question 8**
Does the Universal Declaration of Human Rights have any articles relating to children?

**Answer:**
Yes
Article 25 (right to health and wellbeing)
Article 26 (right to education)
Question 9
Does the UN Convention on the Rights of the Child apply in armed conflict?

Answer:
Yes
International law quiz

Question 10
Which convention states that ‘children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children’?

Answer:
Question 11
Which convention calls for action to specify a minimum age for marriage?

Answer:
The Convention on Ending Violence Against Women (CEDAW)
International law quiz

Question 12
What subjects do the two optional protocols to the UN Convention on the Rights of the Child cover?

Answer:
Involvement of Children in Armed Conflict (OPAC)
Sale of Children, Child Prostitution and Child Pornography (OPSC)
Question 13
Does the UN Convention on the Rights of the Child give primary responsibility for children to the state or to parents?

Answer:
Parents
Question 14
Do children have a right to play?

Answer:
Yes – Article 31 of the UN Convention on the Rights of the Child
Question 15
What is the only UN member state not to have ratified the UN Convention on the Rights of the Child?

Answer:
USA
Break
Session 8: Safeguarding frameworks – local context
Safeguarding frameworks: local context

Get into two groups.
You have two pieces of flipchart paper, which need to be completed with **local practices** that:

a) **Protect** young people from harm.
b) **Cause** young people harm.

For each local practice identified, give the **belief** underpinning this practice and the impact on the young person.

You have **20 minutes**.
Session 9: Safeguarding frameworks – domestic law
Session 10: Safeguarding frameworks – Oxfam policies
Why have policies?

Policies provide clear agreement on what constitutes harassment, exploitation and abuse, and help to ensure that all behaviour is judged equally.

Without clear policy, different people will always have different opinions and we may not be able to protect people from harm.

While individuals are entitled to their own opinions, Oxfam’s safeguarding policies ensure that everyone behaves according to the same standards.

Policies also help to mitigate risk of harm and abuse of power.
Policies you need to know

Apply across the whole of Oxfam:

- One Oxfam Child Safeguarding Policy (January 2019)
- One Oxfam PSEA Policy (January 2019)
- One Oxfam Youth Safeguarding Policy (February 2020)
- One Oxfam Digital Safeguarding Policy (February 2020)

In development:

- One Oxfam Vulnerable Adult Safeguarding Policy
- One Oxfam Survivor Support Policy

All One Oxfam policies can be found on Compass:
https://compass.oxfam.org/communities/safeguarding
Oxfam Youth Safeguarding Policy

1. Get into **three groups**.

2. Each group will review different sections of the policy.

3. Answer the following questions:
   a. Identify the most important requirements.
   b. Of the requirements, which were you most and also least aware of before reading the policy?

Write your answers on flipchart paper.

You have **20 minutes**.

**Group 1**: Data protection
**Group 2**: Research with young people
**Group 3**: Safe programming
1. Get into pairs.

2. Review Section 9 of the Oxfam Child Safeguarding Policy *Contact with Children*.

3. Answer the following questions:
   a) What surprises you the most?
   b) Do you disagree with any of the statements?
   c) Is there anything missing?

4. You have 10 minutes.
Session 11: Consent
Harassment, exploitation or abuse by Oxfam or partner staff

In relationships, consent is crucial, otherwise we are at risk of committing sexual harassment, exploitation or abuse.

Remember that sex between staff and beneficiaries or children, or between a line manager and their staff is a violation of Oxfam’s Code of Conduct and safeguarding policies.

We will now watch a short video on consent.
Session 12: Questions and close
Questions and close

Thank you for your participation today.

Please spend a few moments reflecting by yourself on:
• The one most useful thing that you *learned* today.
• One thing you are going to do this evening to *take care* of yourself.

If you feel comfortable doing so, please share with the group.

Thank you!