Session 1: Welcome, recap and Day 3 agenda
Welcome

Welcome to the Youth Safeguarding Training Day 3.

Today’s focus is on preventing incidents of abuse perpetrated by Oxfam staff, youth leaders or partners.

Please ask questions throughout, share your experiences, raise your concerns and respect each other.
Recap of Day 2

- Categorisation of abuse, using case study examples.
- Barriers to reporting.
- How to report a concern.
- Investigation process for allegations.
- Survivor-centred approach.
- Active listening.
- Role play to practise receiving a disclosure.
- Complex cases.

Remember!
Agenda Day 3

Day 3 sessions

1. Welcome, Day 2 recap and Day 3 agenda
2. Assessment of child protection risks
3. Digital safeguarding and online safety

Break

4. Risk mitigation: (option 1) employee life cycle or (option 2): safe workplace

Lunch

5. Risk mitigation: programme life cycle
6. Personal action plan
7. End of workshop
Session 2: Assessment of child protection risks
Assessment of child protection risks

1. Find a quiet space to work by yourself.
Note: if you are attending this workshop with a colleague(s) from the same project, then you may want to do this exercise as a pair or small group.

2. Complete the handout.

3. You have **30 minutes**.
Feedback

What would you identify as your **one** biggest risk?

Why?
Session 3: Digital safeguarding and online safety
Opportunities and risks

You have 10 minutes to list as many social media platforms as possible that you use through your programmes and/or use to communicate with young people.

Write down the opportunities and risks of using each platform (for young people, for Oxfam).
# Content, contact and conduct

<table>
<thead>
<tr>
<th></th>
<th>Commercial</th>
<th>Aggressive</th>
<th>Sexual</th>
<th>Values</th>
</tr>
</thead>
</table>
| **Content** (child as recipient) | Adverts  
Spam  
Sponsorship  
Personal info | Violent/hateful content | Pornographic or unwelcome sexual content | Biased  
Racist  
Misleading info or advice |
| **Contact** (child as participant) | Tracking  
Harvesting personal info | Being bullied, harassed or stalked | Meeting strangers  
Being groomed | Self-harm  
Unwelcome persuasions |
| **Conduct** (child as actor) | Illegal downloading  
Hacking  
Gambling  
Financial scams  
Terrorism | Bullying or harassing another | Creating and uploading inappropriate material | Providing misleading info/advice |
Technology-based gender-based violence

- Online harassment and trolling
- Cyberstalking (tracking/monitoring of activities)
- Distribution of private and sexual images
- Invasion of privacy and hacking
What do you know about digital safeguarding?

**Question 1**
What is the minimum user age of Facebook, Instagram and WhatsApp?
What do you know about digital safeguarding?

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What is the minimum user age of Facebook, Instagram and WhatsApp?

**Answer:**
13
What do you know about digital safeguarding?

Question 2
Who has responsibility for signing off Oxfam social media accounts?
What do you know about digital safeguarding?

**Question 2**
Who has responsibility for signing off Oxfam social media accounts?

**Answer:**
Programme, social media, campaigns, website or project manager
What do you know about digital safeguarding?

**Question 3**
Who must not be tagged in Oxfam-related social media posts?
What do you know about digital safeguarding?

**Question 3**
Who must not be tagged in Oxfam-related social media posts?

**Answer:**
Children and vulnerable adults
What do you know about digital safeguarding?

Question 4
How many moderators should you have if you set up a social media account?
Question 4
How many moderators should you have if you set up a social media account?

Answer:
At least two
Question 5
Can Oxfam staff use their personal email addresses to set up Oxfam-related social media accounts?
What do you know about digital safeguarding?

Question 5
Can Oxfam staff use their personal email addresses to set up Oxfam-related social media accounts?

Answer:
No
What do you know about digital safeguarding?

Question 6
Should Oxfam staff or partners ‘friend’ or ‘follow’ under-18s involved in Oxfam initiatives on social media from their personal accounts?
What do you know about digital safeguarding?

**Question 6**
Should Oxfam staff or partners ‘friend’ or ‘follow’ under-18s involved in Oxfam initiatives on social media from their personal accounts?

**Answer:**
No
What do you know about digital safeguarding?

**Question 7**
What should happen if illegal, harmful, violent or sexually explicit content is posted on Oxfam’s groups or platforms?
What do you know about digital safeguarding?

Question 7
What should happen if illegal, harmful, violent or sexually explicit content is posted on Oxfam’s groups or platforms?

Answer:
Content should be hidden or deleted and where possible reported to third-party platform hosts.
The One Oxfam Digital Safeguarding Policy covers:
- Use of equipment, internet and social media.
- Privacy, data protection and informed consent.
- Safe programming and risk management.
- Children and young people.

The One Oxfam Digital Safeguarding Guidelines for Youth Programming cover:
- Guidelines for implementing successful online safety campaigns and programmes with young people.
- Case studies.
- Risks and issues for staff and partners to consider.
- Key considerations matrix (risk management).
- Practical tips and advice.
<table>
<thead>
<tr>
<th>Category</th>
<th>Key considerations – examples</th>
<th>Potential risks – examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nature of the platform</strong></td>
<td>How easily and quickly can content be removed?</td>
<td>Young people are exploited.</td>
</tr>
<tr>
<td><strong>Overall management</strong></td>
<td>Who is going to take responsibility for content development and sharing?</td>
<td>Irrelevant or inappropriate content is shared.</td>
</tr>
<tr>
<td><strong>Types of users</strong></td>
<td>What is the minimum age for using the platform?</td>
<td>Underage young people use the platform.</td>
</tr>
<tr>
<td><strong>The legal and cultural context</strong></td>
<td>What are the relevant laws in the respective country?</td>
<td>Content shared on the platform breaks the law.</td>
</tr>
<tr>
<td><strong>ICT/devices</strong></td>
<td>Is an ‘acceptable use’ policy in place?</td>
<td>Inappropriate or illegal content is accessed on the device and a young person harmed as a result.</td>
</tr>
<tr>
<td><strong>Reporting and escalations</strong></td>
<td>How quickly are reports acted upon, and is there a requirement for Oxfam mediation?</td>
<td>Reporting is ineffective, therefore posts and content remain on the site and a young person comes to harm.</td>
</tr>
</tbody>
</table>
Online safety – recap

• Undertake a **risk assessment** of all social media activities that involve young people, **implement guidelines** for interaction and put in place **moderation processes** where necessary.

• Provide **appropriate training** for all staff involved in social media platforms that involve young people, and know **user age restrictions**.

• Ensure that all users, including children and young people, know how to **raise a concern or complaint** about unacceptable behaviour on Oxfam’s social media platforms.

• Display **rules for acceptable use** clearly on all of your organisation’s social media platforms.
Break
Session 3: Risk mitigation
Employee life cycle

- Recruitment and selection
- Onboarding and orientation
- Talent management and career development
- Performance management, grievances and disciplinaries
- Exit
Employee life cycle stage 1: recruitment and selection

• Split into three groups.
• Each group has a handout detailing different stages of the recruitment/selection process.
• You have 20 minutes to answer how each stage of the process can be used to prevent the hiring of someone who may exploit or abuse others.
Employee life cycle

- Split into four groups and sit at one of the four tables, each representing one part of the employee life cycle.
- You have **4 minutes** to write down ideas for how safeguarding could be incorporated into this part of the employee life cycle.
- After 4 minutes, change tables (go clockwise) and repeat the exercise; you **cannot** write down anything that has already been written.
Safe workplace

For survivors:
• Harassment, exploitation or abuse is not your fault and was not caused by your actions in any way.
• The decision whether to report sexual harassment, exploitation or abuse which you may have experienced is yours alone.
• You should not feel responsible for bringing abusers to justice – you did not ask for this and you do not have to ‘fix it’.
Harassment, exploitation or abuse by Oxfam or partner staff

For survivors:

- **If** you decide to report, you can choose to report to Oxfam or a partner, or through another route, e.g. local authorities.

- You can report to Oxfam in the following ways:

  **Speak Up**
  You can report anonymously through the online form: https://oxfam.clue-webforms.co.uk/webform/misconduct/en
  You can email confidentially: speakup@oxfam.org.uk

  **Safeguarding**
  You can email confidentially: safeguarding@oxfam.org.uk

  **Whistleblowing**
  You can email confidentially: whistleblowing@oxfam.org.uk
Lunch
Session 3: Risk mitigation – programme life cycle
Programme life cycle

• Arrange yourselves in alphabetical order, then get into pairs.

• What can an Oxfam programme do to make a young person feel safe when engaging with us?
Split into three groups:

- Group 1: Programme design
- Group 2: Programme implementation
- Group 3: Monitoring, evaluation, accountability and learning (MEAL).

Read the scenario on the next slide and respond accordingly.

You have **30 minutes**.
Group 1: Programme design
You are part of the programme design team for a youth project [insert the type of project you want to work on*] in your country. The donor needs the proposal in one month. What you do need to consider with regards to youth participation and safeguarding?

Group 2: Programme implementation
You have just started managing a youth project on [insert the type of project you want to work on*]. The mid-term review revealed a lack of governance of the project by young people, and low levels of understanding of safeguarding by partners and communities. What steps will you take to strengthen both youth participation and safeguarding in the final stages of the project?

Group 3: Monitoring, evaluation, accountability and learning (MEAL)
Your MEAL plan states that ‘young evaluators’ will be trained to help collect MEAL throughout the project. Your project needs to collect data from other young people in remote communities, and highly sensitive issues are likely to be discussed. What do you need to consider before the young evaluators start? Think about their active youth participation and their knowledge, awareness and understanding of safeguarding and risk.
Session 6: Personal action plan
Hopes and fears
Session 7: End of workshop
End of workshop

Thank you for your participation this week.

Spend a few moments reflecting by yourself.

• What was the most useful thing that you learned during the workshop?
• How confident do you now feel about safeguarding young people in your programme?

If you feel comfortable doing so, please share with the group.
We value your feedback!

Photo: Francisco Angulo-Escruceria
A final reminder

If it feels comfortable and safe to do so, you can report to your line manager, or to HR verbally or in writing.

Speak Up
You can report anonymously through the online form: https://oxfam.clue-webforms.co.uk/webform/misconduct/en
You can email confidentially: speakup@oxfam.org.uk

Speak to a Safeguarding Focal Point.

Safeguarding
You can email confidentially: safeguarding@oxfam.org.uk

Whistleblowing
You can email confidentially: whistleblowing@oxfam.org.uk

If you think someone has been or is being trafficked, contact the Global Human Trafficking helpline on help@befree.org or 1-844-888-FREE.
Thank you!

Photo: Pablo Tosco