Implementing Safeguarding in the International Aid Sector

MOOC 2 Launch Webinar

23 November 2021

Please be aware this webinar is being recorded

The Open University

UKaid
from the British people

Webinar Agenda

1. FCDO's commitment to safeguarding, Peter Taylor
2. Background to the Advanced Safeguading Leadership Training Project, Janet Webb
3. Overview of MOOC-2: Implementing Safeguarding, Aneeta Williams
4. Platform and Registration, Hannah HattSmith
5. Q & A

1. FCDO's Commitment to Safeguarding

Peter Taylor

Head of Safeguarding Unit, FCDO

Safeguarding against sexual exploitation, abuse and sexual harassment (SEAH)

Foreign, Commonwealth & Development Office

OU MOOC 2 launch, November 2021

Peter Taylor, Head of FCDO Safeguarding Unit

For more information https://www.gov.uk/guidance/safeguarding-against-sexual-exploitation-and-abuse-and-sexual-harassment-seah-in-the-aid-sector

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What is safeguarding?

- Safeguarding broadly means avoiding harm to people or the environment.

- FCDO's Safeguarding Unit focuses on Sexual Exploitation and Abuse and Sexual Harassment ("SEAH") in the aid sector – both within FCDO, through the partners we fund and in the sector as a whole.

- SEAH matters because it causes harm to people and risks undermining the integrity of our work and preventing the achievement of planned objectives. So our safeguarding work aims to:

  - PREVENT it from happening
  - LISTEN to those who are affected
  - RESPOND sensitively but robustly
  - LEARN from every case

The focus of HMG's SEAH work

Delivery of the **four strategic shifts** from the October 2018 London summit:

1. Support survivors and victims, enhance accountability and transparency, strengthen reporting and tackle impunity
2. Incentivise cultural change through strong leadership, organisational accountability and better human resource processes
3. Agree minimum standards and ensure we and our partners meet or exceed them
4. Strengthen organisational capacity and capability across the international aid sector to meet the minimum standards.

Key messages for Partners

- HMG committed to tackling SEAH over long term as set out in our 2020 Strategy
- We expect all partners to take this seriously and for this to be part of how we work together. Continuous learning and cultural change needed.
- We expect partners to do all they reasonably can to prevent SEAH and to act quickly and sensitively upon reports and suspicions that SEAH has occurred.
- We won't penalize partners for reporting, but want assurance from partners that they are taken a survivor centered approach and are handling cases appropriately.
- Before we decide to fund an organization we will conduct a Due Diligence Assessment including an in-depth look at their capacity and capability on safeguarding. The MOOCs have been designed with that in mind.

Main elements of external Capability work

1. OU course a certified, advanced training package for those leading on safeguarding to help professionalise safeguarding in the sector
2. Safeguarding Resource and Support Hub with a focus on grassroots CSOs and also global learning and networking opportunities
3. Funding to Core Humanitarian Standard Alliance e.g PSEAH Handbook and PSEAH Investigator Training
4. Funding to HQAI to encourage organisations to seek formal verification against CHS standard
5. Funded on-line organizational culture tool via Bond to supplement other material

2. Background to Advanced Safeguarding Leadership Training

Janet Webb

Academic Lead for MOOC-2, Open University

The Open University

7430 overseas students in 141 countries

12 million
Community of OU learners

UK's largest university

174,898
students

1 in 8 Open University students has a **disability** (23,630)

60%
Of FTSE 100 companies have sponsored staff with the OU

34%
enter with **two A Levels or less – we are truly open**

55% of our students are from **disadvantaged areas**

FCDO-funded Advanced Safeguarding Leadership Project

MOOC-1	MOOC-2	HANDBOOK	MOOC-3
Introduction to Safeguarding in the International Aid Sector	Implementing Safeguarding in the International Aid Sector	Facilitators Handbook on MOOCs 1 and 2	Leadership in Safeguarding in the International Aid Sector
April 2021	Nov 2021	Spring 2022	Spring 2022

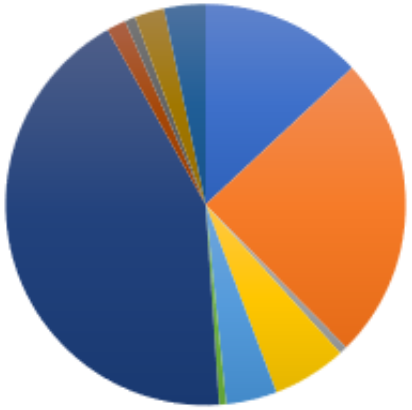
MOOC 1 – how has the course been received?

2179 learners enrolled

23% completion rate (global average for MOOCs is 12%)

Over 90% of learners increased knowledge of SG and confidence levels in identifying, reporting and preventing SG concerns

Learner geography



- Middle East and North Africa - 13.1%
- Sub-Saharan Africa - 24.5%
- East Asia - 0.6%
- South East Asia - 6%
- South Asia - 4.1%
- Central Asia - 0.6%
- Europe - 42%
- South America - 1.5%
- Central America - 0.9%
- North America - 2.4%
- Australia and Oceania - 3.3%

Organisation type

- International Organisation - 11.1%
- International NGO - 48.1%
- National NGO - 12.3%
- Faith-based organisation - 5.9%
- Governmental organisation - 6.2%
- Private sector - 6%
- Academia - 2.2%
- Training provider - 2%
- Self employed - 1.8%
- Other - 4.4%

72.3% of learners have SG responsibilities in their organisation

93.8% of learners said MOOC1 met their personal objectives

MOOC 1 – Learner Reviews

"I loved everything about this course, the content is so rich it enhanced my knowledge and understanding on SG issues and empowered me with new skills"

"In depth & high quality"

"Great course, highly recommended for all people working in the aid sector, particularly for safeguarding leads and focal points."

"The engagement between facilitators and learners was fantastic."

"This is course is absolutely fundamental and should be mandatory!"

"It helped me appreciate safeguarding as a whole, and am confident that I can also pass on the knowledge acquired to my colleagues"

"The videos, quizzes and the resource material were very well researched and put together in an engaging and interesting manner"

Future Learn Platform - learning in the form of steps

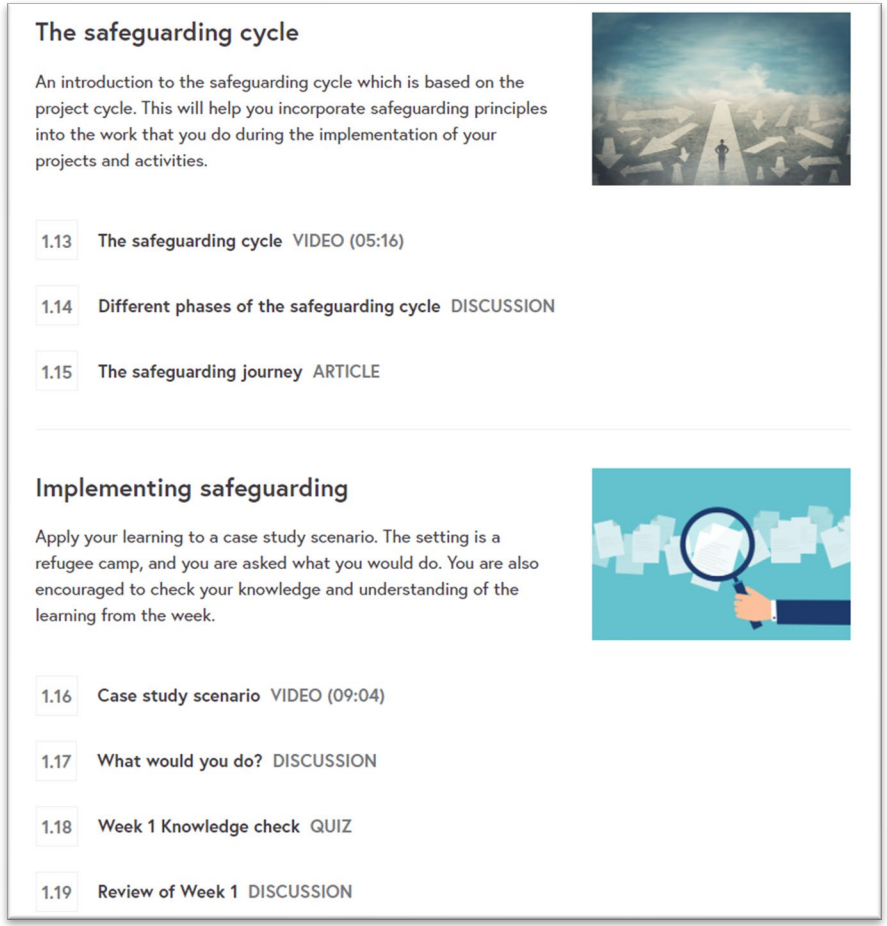
Learning is broken down into bite-size chunks

Weeks are personally meaningful periods of study: ‘Each week you will learn...’

Activities are elements of pedagogy. Each activity has a defined goal, learning methods, and an outcome.

An activity based step could be a case study, an article, a video, a quiz or a discussion forum

Steps are the pedagogic ‘Lego bricks’ that form an activity



Authoring Team

Aneeta Williams

Jan Webb

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Andy Rixon

3. Overview of MOOC-2: Implementing Safeguarding in the International Aid Sector

Aneeta Williams

International Safeguarding Consultant and Lead Author

Who is the course for?

Anyone working in the international development and humanitarian sector.

Specifically designed for those with safeguarding responsibility eg. safeguarding officers, leads, focal points. Also, for those working in programmes, comms and HR.

Specifically for those in low resource contexts.

Learning objectives

At the end of the 6-week, 24-hour self-learning course, participants will be able to:

1

Mitigate and prevent against safeguarding risks associated with your work.

2

Design or adapt tools to implement activities that minimise harm to those who have direct and indirect contact with your work or organisation.

3

Respond to challenges relating to safeguarding concerns using a survivor-centred approach.

4

Support accountability to those who benefit from your work, and in the international aid sector more generally.

Course content

What will this course cover?

Building on the learning from Course 1: *Introduction to Safeguarding in the International Aid Sector*.

Identification of vulnerability, intersectionality and safeguarding risks in different development and humanitarian programmes and operations.

Development of prevention mechanisms and their use when working with children and people with disabilities.

Reporting and responding to abuse and exploitation through community-based complaints mechanisms including whistleblowing, confidentiality, and survivor-centred referrals.

Accountability to donors, partners and beneficiaries – including community engagement methodologies, advocacy and marketing.

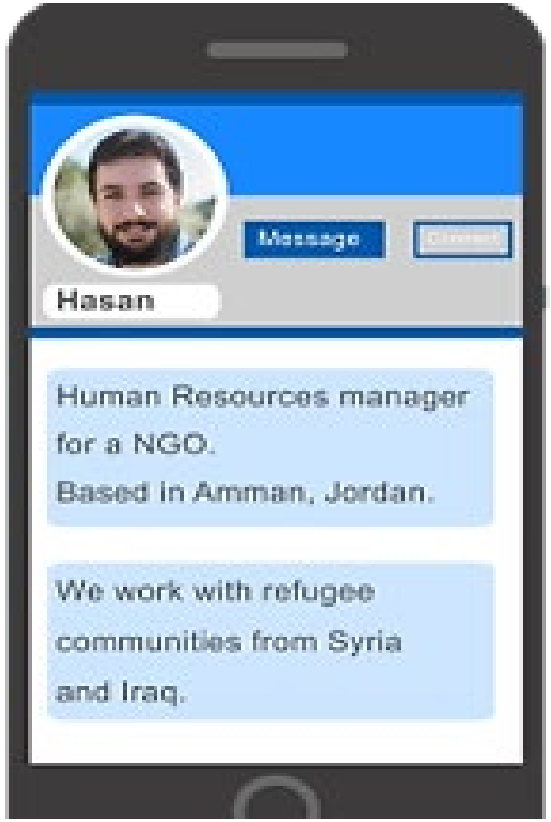
Implementation and learning from safeguarding practices when developing an organisational safeguarding culture.

Implementing safeguarding standards and principles when working:

- On safe programming in development and humanitarian settings
- With undertaking research and data collection
- With children and people with disabilities
- On digital platforms, instant messaging devices, marketing & comms
- With men and boys, and LBGTQI groups
- On protection of whistle-blowers
- On organisational Duty of Care to staff and associated personnel
- On accountability to affected people
- On developing an organisation culture though learning

How will you learn?

- Mixture of theory and practice
- Working through Case studies
- Using adapted tools, checklists and templates
- Listening to pre-recorded interviews with practitioners on the field
- Peer learning by sharing good practice on Discussion Forum
- FAQs from animated learners (Hasan and Sherine)
- Knowledge Check quizzes
- Personal reflection time



Online facilitated learning

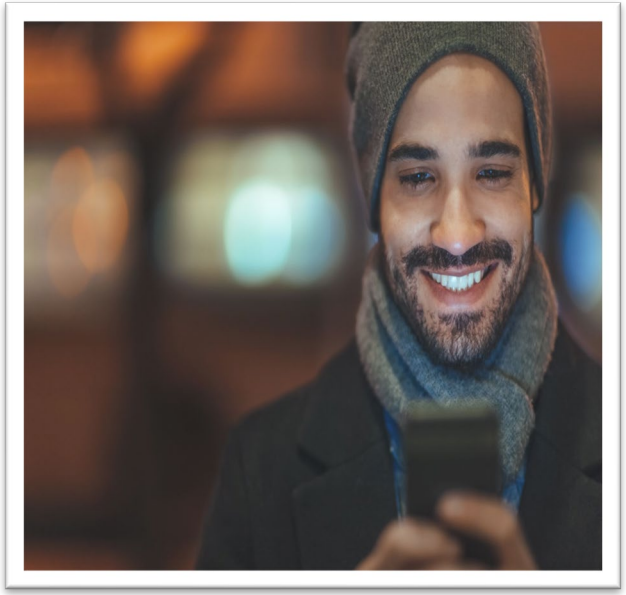
Vicky Ferguson

Simon Vorley

Haifa Ungapen

Keeping learners safe and engaged

- Minimum age: 18+
- FutureLearn Code of Conduct
- Online FutureLearn moderators
- Trigger warnings
- Reporting mechanisms
- Trained Facilitators/Safeguarding Specialists to support learners



Acknowledgements

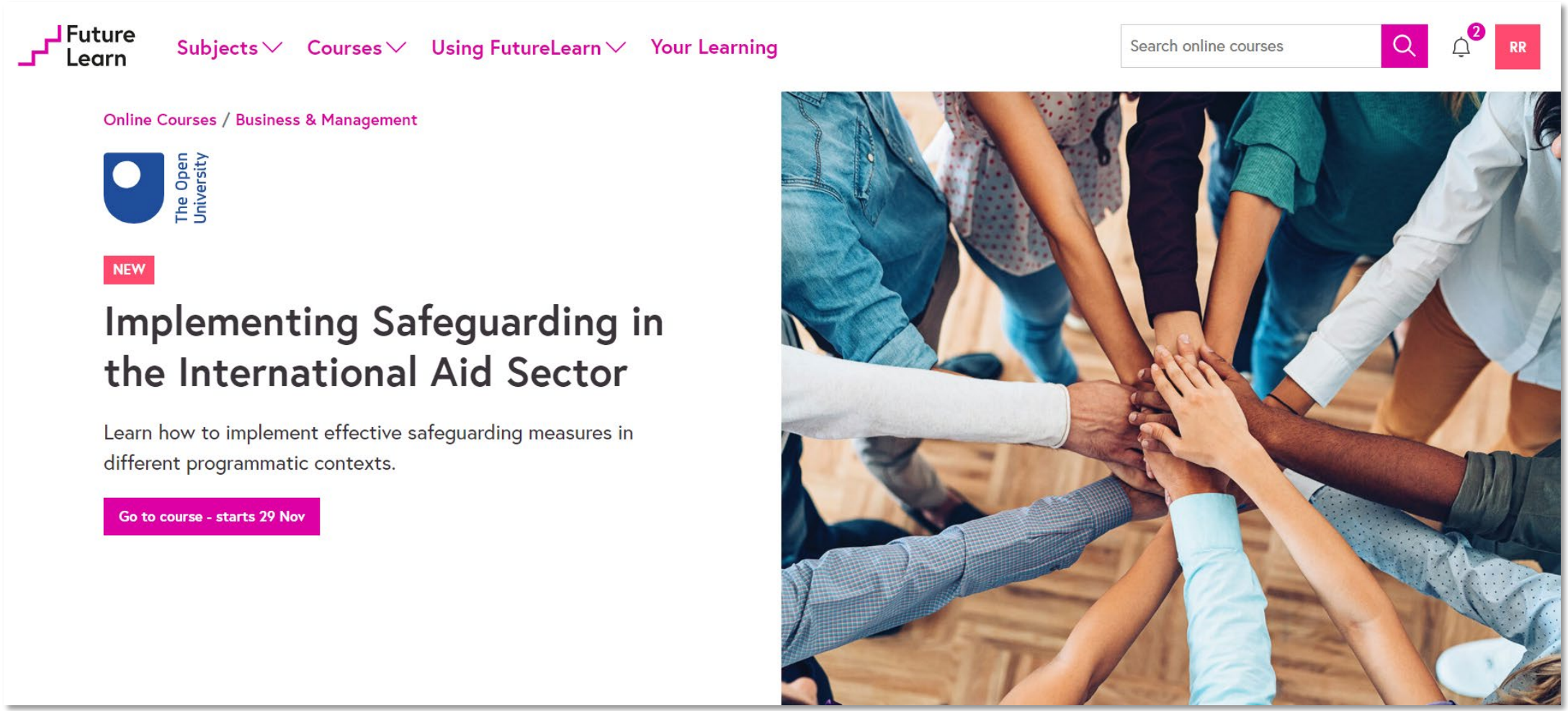
- Bond UK
- CHS Alliance
- Liverpool School of Tropical Medicine
- Mannion Daniels
- Médecins Sans Frontières International
- Plan International Kenya
- Safeguarding Resource and Support Hub
- Safeguarding Leads Network (SLN)
- Sense International (Kenya)
- WaterAid
- World Hospice Palliative Care Alliance

4. Platform and Registration

Hannah HattSmith, Snr project manager

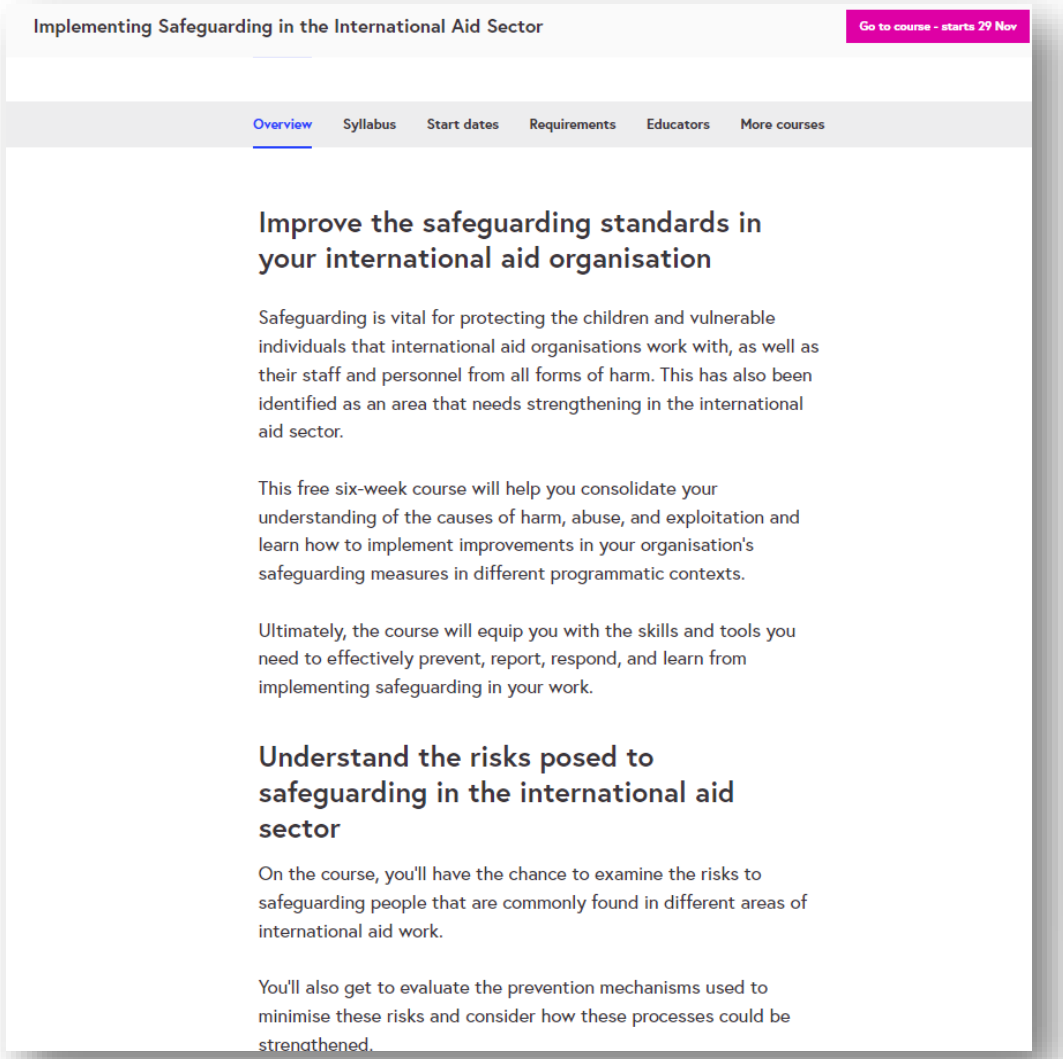
MOOC 2 – starts 29 November

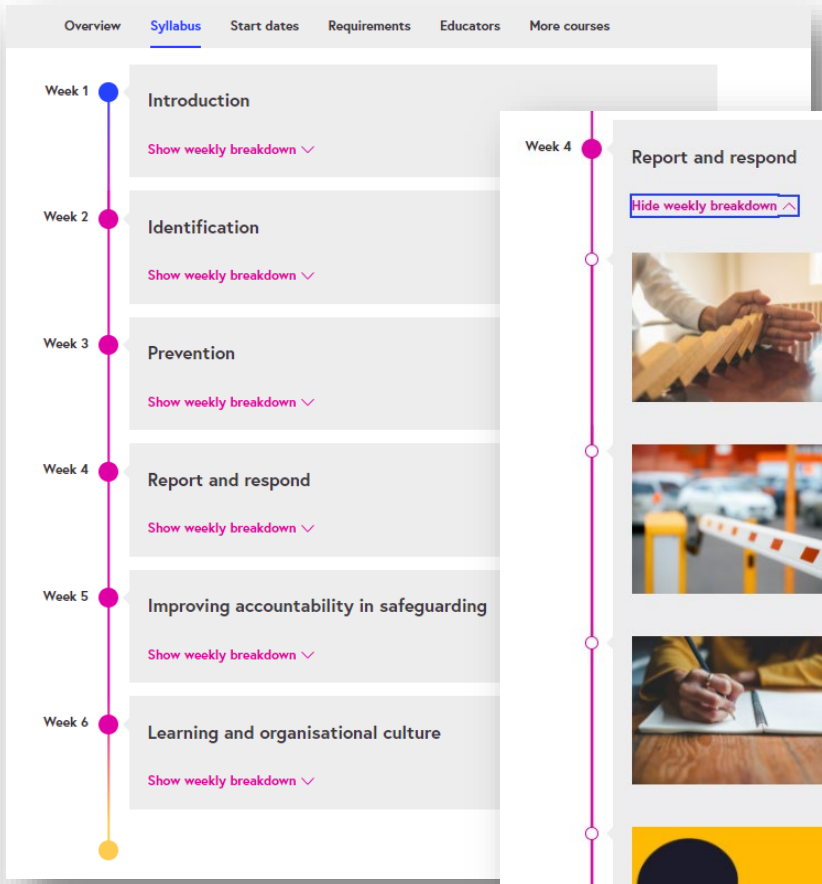
https://www.futurelearn.com/courses/safeguarding-implementation-in-the-international-aid-sector/1

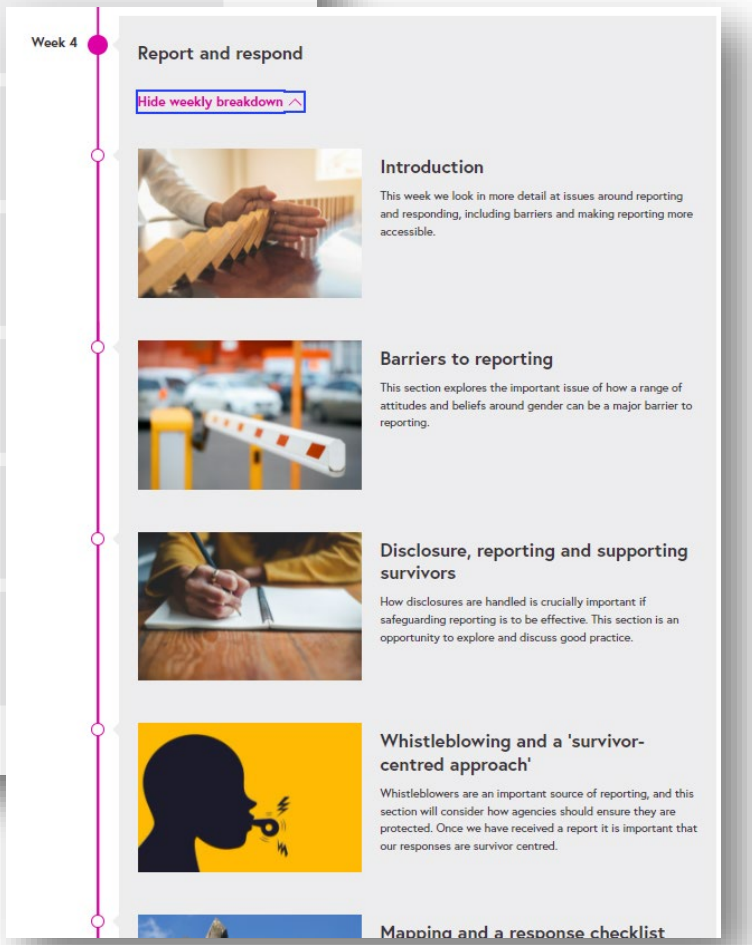


MOOC 2 – Course details

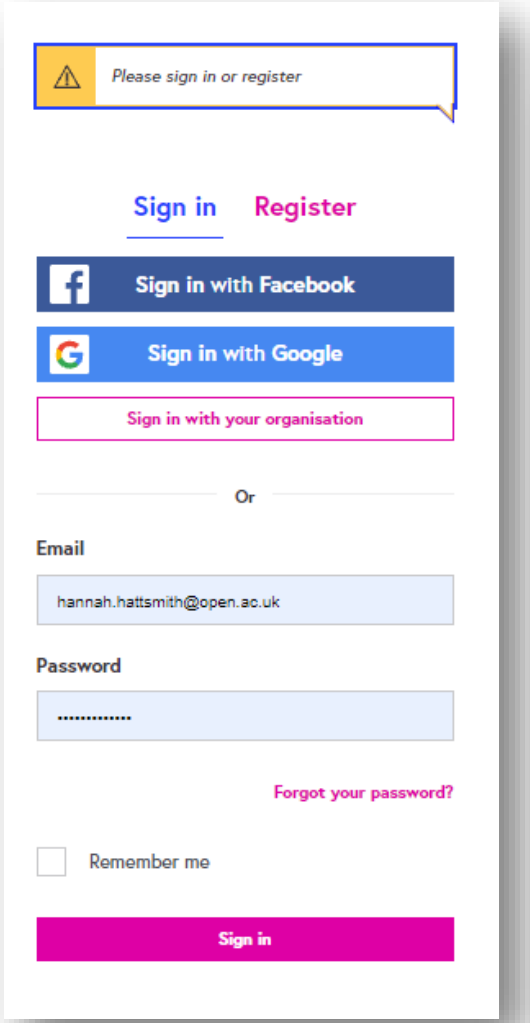
https://www.futurelearn.com/courses/safeguarding-implementation-in-the-international-aid-sector/1

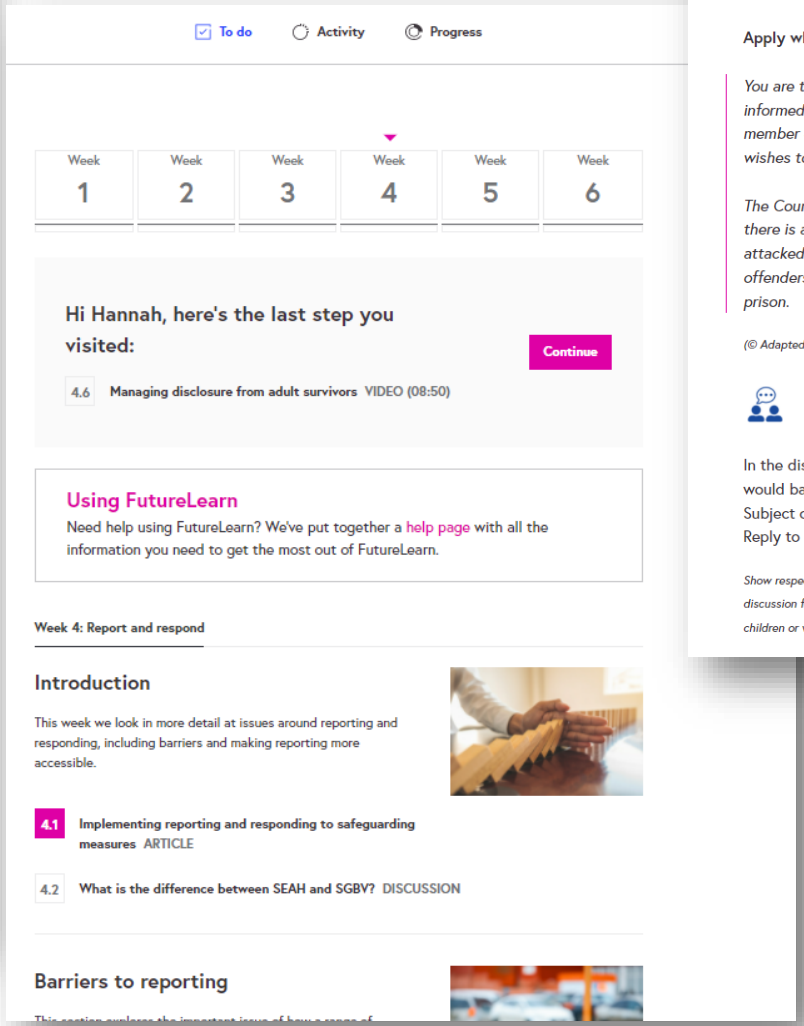


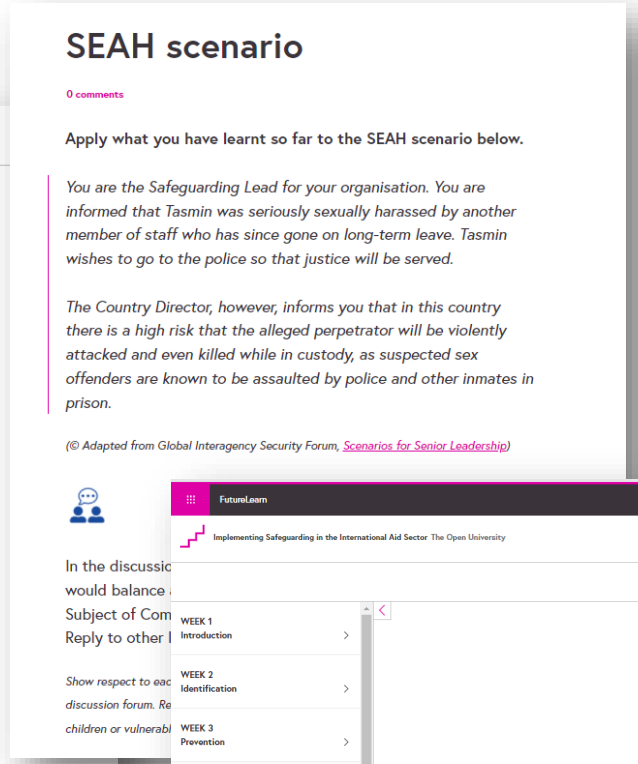


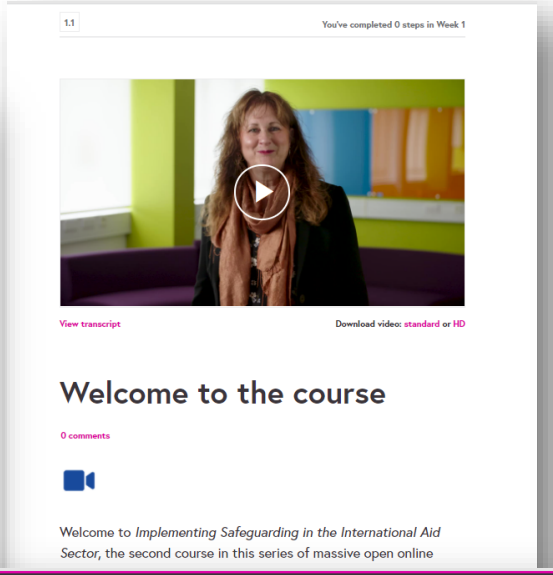


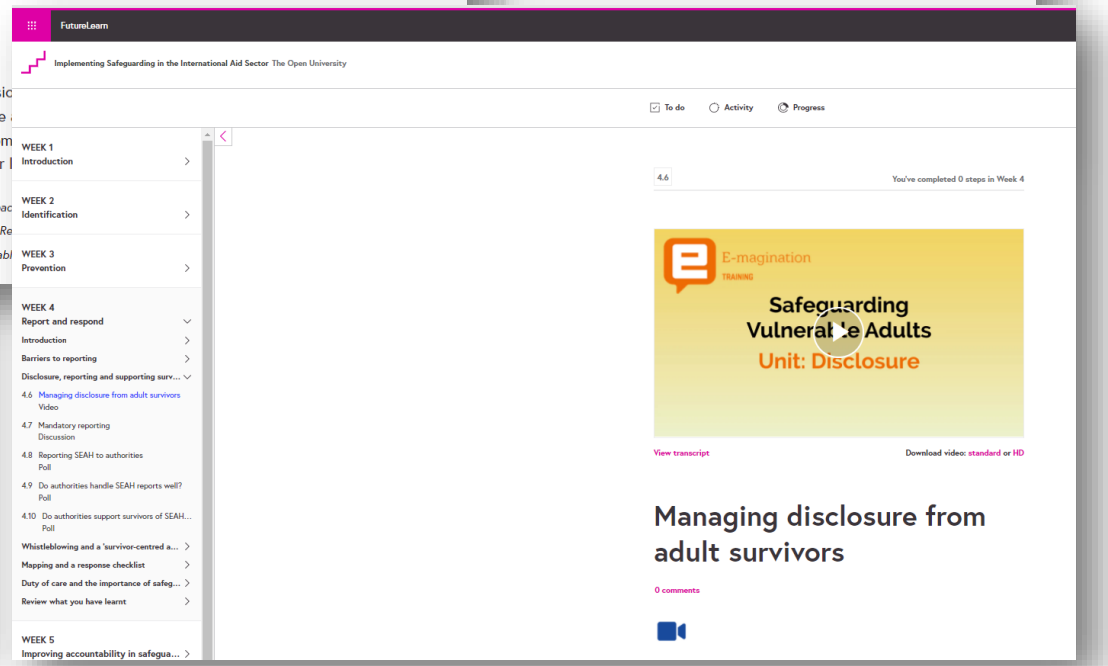
MOOC 2 – Registration & study











Q & A

Thank You