



Implementing Safeguarding in the International Aid Sector

MOOC 2 Launch Webinar
23 November 2021

Please be aware this webinar is being recorded

Webinar Agenda

1. FCDO's commitment to safeguarding, Peter Taylor
2. Background to the Advanced Safeguarding 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>



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



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

Introduction to Safeguarding in the International Aid Sector

April 2021

MOOC-2

Implementing Safeguarding in the International Aid Sector

Nov 2021

HANDBOOK

Facilitators Handbook on MOOCs 1 and 2

Spring 2022

MOOC-3

Leadership in Safeguarding in the International Aid Sector

Spring 2022

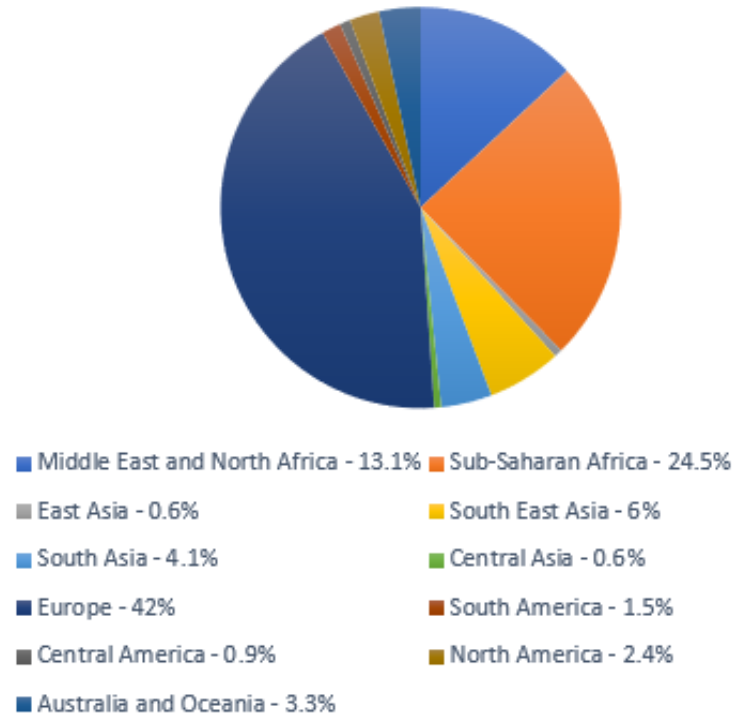
MOOC 1 – how has the course been received?

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



Organisation type



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"

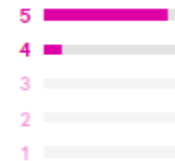
"In depth & high quality"

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

Learner reviews

Powered by 

4.9
★★★★★
50 Reviews



"The engagement between facilitators and learners was fantastic."

"This 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

The safeguarding cycle

An introduction to the safeguarding cycle which is based on the project cycle. This will help you incorporate safeguarding principles into the work that you do during the implementation of your projects and activities.



1.13 The safeguarding cycle VIDEO (05:16)

1.14 Different phases of the safeguarding cycle DISCUSSION

1.15 The safeguarding journey ARTICLE

Implementing safeguarding

Apply your learning to a case study scenario. The setting is a refugee camp, and you are asked what you would do. You are also encouraged to check your knowledge and understanding of the learning from the week.



1.16 Case study scenario VIDEO (09:04)

1.17 What would you do? DISCUSSION

1.18 Week 1 Knowledge check QUIZ

1.19 Review of Week 1 DISCUSSION

Authoring Team



Aneeta Williams



Jan Webb



Susan Fawssett



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.

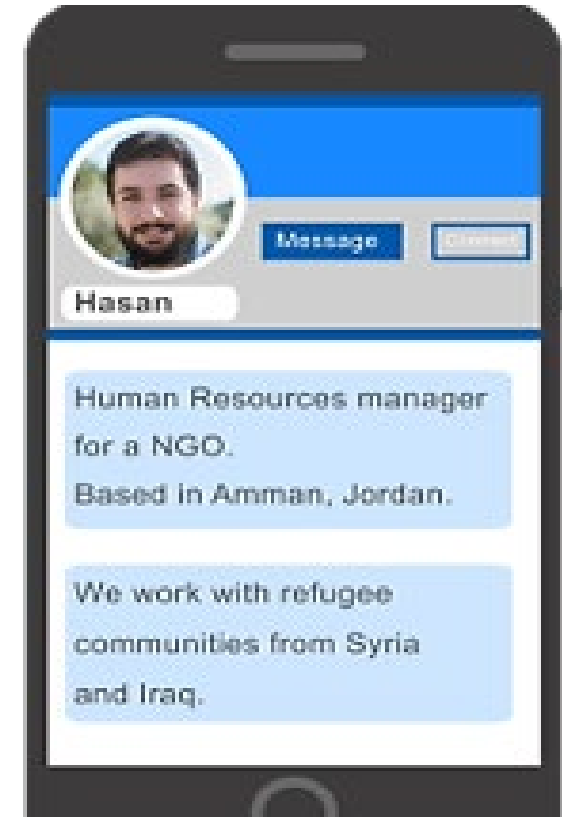
Implementation and learning
from safeguarding practices
when developing an
organisational safeguarding
culture.

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 through 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>

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NEW

Implementing Safeguarding in the International Aid Sector

Learn how to implement effective safeguarding measures in different programmatic contexts.

Go to course - starts 29 Nov



MOOC 2 – Course details

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

Implementing Safeguarding in the International Aid Sector

Go to course - starts 29 Nov

OverviewSyllabusStart datesRequirementsEducatorsMore courses

Improve the safeguarding standards in your international aid organisation

Safeguarding is vital for protecting the children and vulnerable individuals that international aid organisations work with, as well as their staff and personnel from all forms of harm. This has also been identified as an area that needs strengthening in the international aid sector.

This free six-week course will help you consolidate your understanding of the causes of harm, abuse, and exploitation and learn how to implement improvements in your organisation's safeguarding measures in different programmatic contexts.

Ultimately, the course will equip you with the skills and tools you need to effectively prevent, report, respond, and learn from implementing safeguarding in your work.

Understand the risks posed to safeguarding in the international aid sector

On the course, you'll have the chance to examine the risks to safeguarding people that are commonly found in different areas of international aid work.

You'll also get to evaluate the prevention mechanisms used to minimise these risks and consider how these processes could be strengthened.

OverviewSyllabusStart datesRequirementsEducatorsMore courses

Week 1

Introduction

Show weekly breakdown

Week 2

Identification

Show weekly breakdown

Week 3

Prevention

Show weekly breakdown

Week 4

Report and respond

Show weekly breakdown

Week 5

Improving accountability in safeguarding

Show weekly breakdown

Week 6


Learning and organisational culture

Show weekly breakdown

Week 4


Report and respond

Hide weekly breakdown




Introduction

This week we look in more detail at issues around reporting and responding, including barriers and making reporting more accessible.



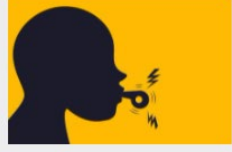
Barriers to reporting

This section explores the important issue of how a range of attitudes and beliefs around gender can be a major barrier to reporting.




Disclosure, reporting and supporting survivors

How disclosures are handled is crucially important if safeguarding reporting is to be effective. This section is an opportunity to explore and discuss good practice.




Whistleblowing and a 'survivor-centred approach'

Whistleblowers are an important source of reporting, and this section will consider how agencies should ensure they are protected. Once we have received a report it is important that our responses are survivor centred.





Mapping and a response checklist

MOOC 2 – Registration & study

 Please sign in or register

[Sign in](#)
[Register](#)

 Sign in with Facebook

 Sign in with Google

[Sign in with your organisation](#)

Or

Email

Password

[Forgot your password?](#)

☐ Remember me

[Sign in](#)

☒ To do
 ☐ Activity
 ☐ Progress

Week	Week	Week	Week	Week	Week
1	2	3	4	5	6

Hi Hannah, here's the last step you visited:
 [Continue](#)

4.6 Managing disclosure from adult survivors VIDEO (08:50)


Using FutureLearn

Need help using FutureLearn? We've put together a [help page](#) with all the information you need to get the most out of FutureLearn.

Week 4: Report and respond

Introduction

This week we look in more detail at issues around reporting and responding, including barriers and making reporting more accessible.




4.1

 Implementing reporting and responding to safeguarding measures ARTICLE

4.2

 What is the difference between SEAH and SGBV? DISCUSSION

Barriers to reporting



SEAH scenario

0 comments

Apply what you have learnt so far to the SEAH scenario below.

You are the Safeguarding Lead for your organisation. You are informed that Tasmin was seriously sexually harassed by another member of staff who has since gone on long-term leave. Tasmin wishes to go to the police so that justice will be served.

The Country Director, however, informs you that in this country there is a high risk that the alleged perpetrator will be violently attacked and even killed while in custody, as suspected sex offenders are known to be assaulted by police and other inmates in prison.

(© Adapted from Global Interagency Security Forum, [Scenarios for Senior Leadership](#))




In the discussion you would balance...

Subject of Com...
Reply to other...

Show respect to each other in the discussion forum. Re...

children or vulnerable adults


 FutureLearn

Implementing Safeguarding in the International Aid Sector The Open University

☒ To do
 ☐ Activity
 ☐ Progress

WEEK 1 Introduction

WEEK 2 Identification

WEEK 3 Prevention

WEEK 4 Report and respond

Introduction

Barriers to reporting

Disclosure, reporting and supporting survivors...

4.6 Managing disclosure from adult survivors VIDEO

4.7 Mandatory reporting Discussion

4.8 Reporting SEAH to authorities Poll

4.9 Do authorities handle SEAH reports well? Poll

4.10 Do authorities support survivors of SEAH... Poll

Whistleblowing and a 'survivor-centred approach'


Mapping and a response checklist

Duty of care and the importance of safeguarding

Review what you have learnt

WEEK 5 Improving accountability in safeguarding


1.1 You've completed 0 steps in Week 1



[View transcript](#)
[Download video: standard or HD](#)

Welcome to the course


0 comments



Welcome to *Implementing Safeguarding in the International Aid Sector*, the second course in this series of massive open online

☒ To do
 ☐ Activity
 ☐ Progress

4.6 You've completed 0 steps in Week 4




Safeguarding Vulnerable Adults

Unit: Disclosure

[View transcript](#)
[Download video: standard or HD](#)

Managing disclosure from adult survivors

0 comments



Q & A

Thank You