

Safeguarding Toolbox

With
practical
step-by-step
instructions!



Hand in hand towards a safer environment for young people.

Methods & Practical Ideas
for International Youth Work

The Toolbox is a collaborative project of



präventi  n
im erzbistum paderborn



**KOMMENDE
DORTMUND** 
Sozialinstitut



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Dear Readers

and hopefully future users of our Safeguarding Toolbox, we are happy that you are taking interest in the practise of safeguarding in your (international) activities related to youth and other vulnerable people. On the following pages we inform you about Safeguarding and invite you to discover practical ideas and methods.

On this Toolbox

What Safeguarding in (international) youth work is about

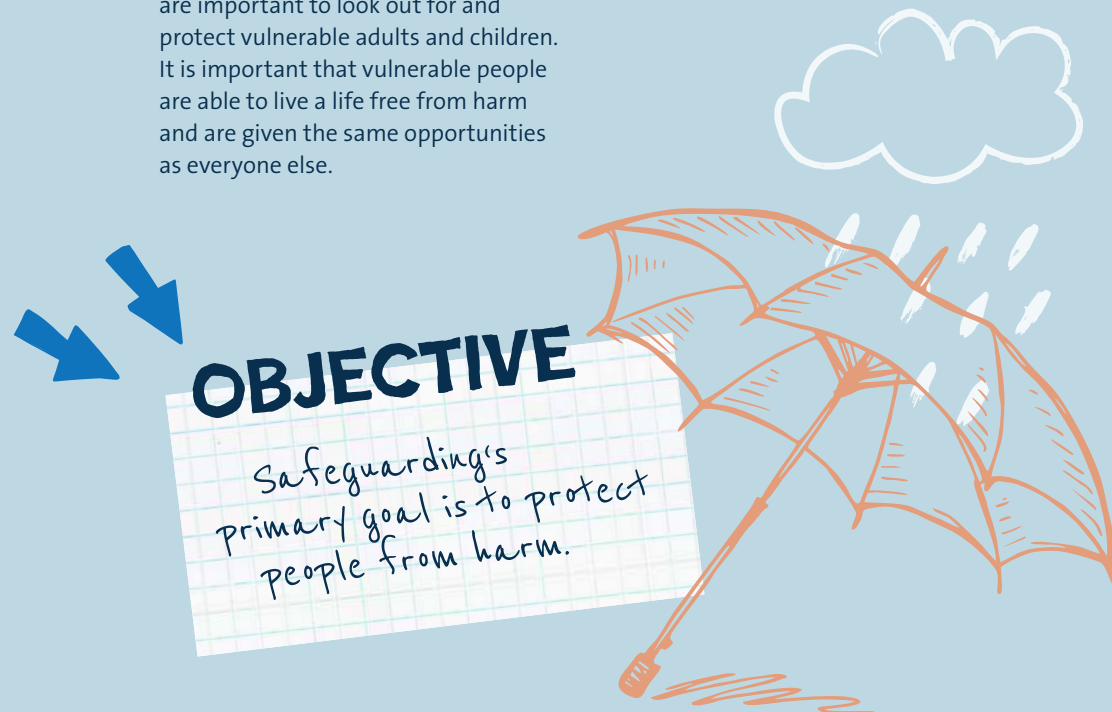
By safeguarding we mean the protection of the health, well-being, and rights of vulnerable persons, that means persons at risk. Its first goal is to protect people from harm. We are considering different forms of harm, e.g. not being treated fairly, experiencing violence, experiencing sexualised abuse or deprivation of liberty. Harm can come from many different sources including other vulnerable people, carers, family members, or even selfharming behaviour. Therefore, safeguarding is an essential task for (international) youth work as we understand it.

Safeguarding policies and procedures are important to look out for and protect vulnerable adults and children. It is important that vulnerable people are able to live a life free from harm and are given the same opportunities as everyone else.

What we aim for with our Toolbox

This manual is not an advanced study/reader on the topic per se, but rather collects methods of how safeguarding can be trained and practiced locally.

Together, we are committed to create a safe and secure environment for everyone, especially for young people. By actively using the suggested methods, we encourage all people active in (international) youth work to create safer environments for their participants by creating awareness, setting up strong safeguarding policies, and promoting a culture of vigilance to prevent and respond to potential risks or worries for the well-being of



vulnerable people associated with the work of their organisations. These methods are firstly inspired by the international, faith-based youth work practice of the European socioMovens movement, but can be applied or adapted for other purposes easily.

How and where to use the tools suggested

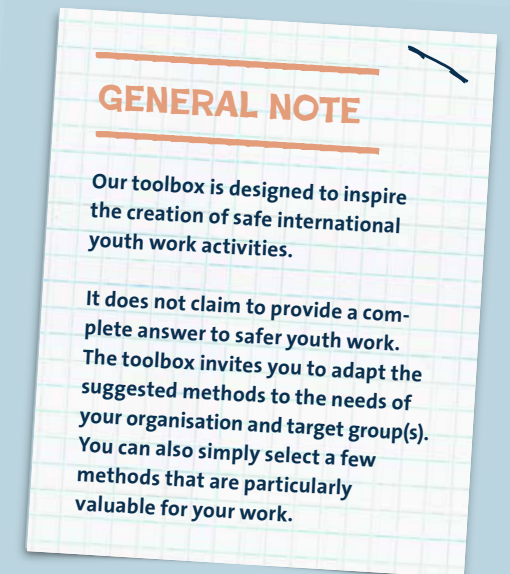
The methods do apply to different stages of multiple-day activities with youth. While highlighting the preparation of the youth projects within the team and with the legal guardians, we also propose a set of methods for the awareness among the participants and for the safeguarding-linked evaluation/reflection of the existing offers.

On the single methods pages you will find a short method name, a summary of the contents and implementation, a description of the target group as well as the needed material and time. In this way, we hope to make the use of the

toolbox as easy as possible. In order to support you even more, we prepared a set of material for photocopies and explain terms and concepts in the glossary.

Thank you for your dedication to safeguarding and all the best for transforming your practices!

Your Toolbox Team
Agata, Stefan und Gregor



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SAFE- GUARDING





Caring
together

X **#RESPECT**
#TRANSPARENCY
#TEAMWORK
#AGILITY
#COMMITMENT

A Matter of Attitude!?



Successful teamwork is always based on shared basic attitudes and behaviours. Establishing a sustainable foundation for a team and organisational culture requires shared values and behaviours that focus on respect, openness, cooperation, flexibility and responsibility.

Similarly, successful safeguarding processes require a shared understanding and a shared culture of mindful interaction with one another for several reasons. Before trying out the methods of our toolbox, we invite you to reflect on such a culture in five steps. →



1. Protection and Trust

Prevention: A mindful attitude helps to identify potential risks early as well as to take measures to prevent abuse, violence and neglect.

Building Trust: Appreciation and awareness signal to participants that they are in a safe and supportive environment, which promotes trust and openness.

2. Promoting Well-being

Emotional Support: Perception helps recognize and address the emotional needs of participants, supporting them and helping them deal with stress and challenges.

3. Strengthening Participation

Voice, Choice and Exit (following Albert O. Hirschman): A culture of mindfulness supports the principles of Voice, Choice, and Exit by ensuring that participants can (1) express their opinions and suggestions, (2) have choices, and feel safe making decisions, changing the program, or (3) leaving if they feel uncomfortable.

Empowerment: By promoting a mindful culture, children and young people are encouraged to take active responsibility, developing their self-efficacy and self-confidence.

4. Encouraging Positive Interaction

Respect and Appreciation: Awareness promotes a culture of mutual respect and appreciation, contributing to a positive and supportive social climate.

Conflict Resolution: A sensitive attitude helps to identify and resolve/settle conflicts contractively before they escalate.

5. Long-term Positive Impacts

Social Responsibility: By growing up in a culture of recognition, appreciation and awareness young people develop a stronger awareness of social responsibility and empathy, making them engaged and responsible members firstly of the group, but on the long run of society.

Having these five steps and/or aspects in mind, your team can promote a mindful attitude. Such a joint approach essentially helps to create an environment where protection, safety, and well-being are paramount. It strengthens participation and self-determination and helps prevent abuse or other forms of harm as well as provide help and support when people are harmed.

The methods of our toolbox are designed to consciously cultivate a culture of attentiveness within international youth work programs. They offer tools for reflecting on the personal attitudes of team members, methods for promoting a conscious approach to participants, and approaches for evaluating the programs to secure valuable insights your future initiatives, which are certainly also a question of attitude!



Enhancing empathy

Specifics of Safeguarding in International Youth Work Environments



As mentioned in our introduction, this handbook was developed as part of socioMovens' international, group-based youth work. Many of the exercises and methods presented below can be realised both for event formats with national groups as well as for international meetings. Nevertheless, there are some special features in the field of international youth work that need to be taken into account in the methods that are the focus of the publication. Thus, we are providing some tips for working with this toolbox in international contexts here.

Do not neglect language as a challenge!

Language is a fundamental challenge when working in an international (youth) context. In most cases, it is necessary to communicate with partners and/or participants in a third language such as English. Otherwise, some people speak their native language and have an advantage over those who have only learnt the other language. This barrier makes it difficult to communicate on

safeguarding issues, which are not an easy topic anyway. In order to find common terms, we therefore recommend specific methods for carers (1.2) and participants (2.7)? However, it is also important to bear in mind that there can be a high language barrier for participants when they want to address their (not only) safeguarding-related worries to the team, but also to the authorities in case of a problem. To make this process easier, we recommend variant 2 of method 1.4.



Awareness of different protection needs

Youth work providers deal with vulnerable people, especially young people, in very different ways – differences that do not only run along national borders. A necessity for joint work is first of all the agreement to organise all of one's own youth work

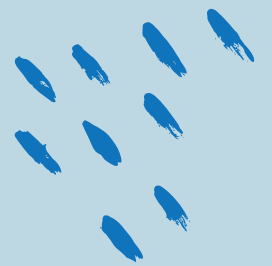
offers in a way that promotes the well-being of young people. What this looks like can vary from case to case: On the one hand, this is due to the legal situation in the countries involved which have very different, sometimes even divergent requirements. On the other hand, topics such as sexualised violence or neglect in particular are discussed (publicly) very differently →



→ depending on the country of origin, and individual issues may even be taboo. This has an impact on the partners in youth work but also, for example, on the expectations of legal guardians and participants. Awareness of these different starting conditions is central to a productive exchange that focuses on the well-being of young people.

Talking about supposed self-evident facts

A regular problem in this context are seemingly “self-evident facts”. Beliefs such as “Alcohol consumption is only permitted for people over the age of 18 anyway” or “Gender-segregated accommodation is the only option” often remain unspoken because it is assumed that partners work under similar conditions. However, exactly these aspects need to be discussed in international youth work, as the legal situation (see method 1.3) might differ or there are other assumptions within the group. The risk analysis proposed in this handbook (method 1.1) is particularly fitting for this purpose, as it also brings up issues that are supposedly self-evident.



Common framework, different arrangements?

However, this dialogue process may also reveal where there are conflicts on specific safeguarding issues that cannot be resolved easily. If this happens, a clear understanding of these conflicts is necessary to continue working with the international partner(s). To get on the same page, a framework safeguarding policy is a good idea for joint events, but depending on the national group(s) taking part in the programme, it may be necessary, for example, to appoint different contact persons, including native speakers, or to agree on different rules. Clarity and coordination between the partners is key so that the safeguarding policy can work for all participants without creating problems.

Using opportunities for peer learning

In international youth work, partners will definitely realise that they have different prior experiences with regard to safeguarding issues. However, the different starting situations should not lure the partners into the trap of adopting the “most mature” policy without questioning it for all, but rather to initiate mutual learning across organisations. Both the methods for preparation (especially method 1.2) and for evaluation (method 3.2) serve this purpose. In the participatory learning process everyone should be prepared to work on and change their own safeguarding policies.



METHODS

With
practical
step-by-step
instructions!



OK

1.1 Project Risk Assessment

The team discusses the risk assessment (analysis of the project from a risk-oriented point of view) with an empty checklist. The activity aims at the early identification and reaction to possible risks to the safety of participants (and facilitators) in the context of venues and interactions foreseen in the programme of the project. The team can get to know different points of view looking at specific situations or pay attention to things that were not discussed before in their group/organisation.



Target Group

Project team (Coordinators, Mentors/Tutors), possibly Alumni of recent projects without specific role



Number of participants

Entire team (moderation needed with 3+ participants)



Time

at least 60 min.



Material needed

Risk Assessment Checklist

→ starts on p. 53



Methodological Approach

Checklist-based discussion



Preparation

If you are working with more than three participants, we recommend identifying a moderator! You might also adopt the checklist before you start your assessment based on the specific needs of your project.

Implementation

1. Every participant gets a copy of the checklist and a pen.
2. The risk assessment is done with the entire team checking on different aspects as lined out in the checklist (plus the specific needs of the project).
3. Participants debate about the separate points of the list. Everybody can share their own ideas and join the discussion. All team members should note the ideas and problems discussed. Needs for further information are marked, tasks and roles are divided. The joint discussion ends here.
4. After the discussion, the mitigation of risks (how to deal with them) is realised as decided. Feedback on the results is provided to the entire team.



1.2 My role as a team member

The main goal of the exercise is to bring the opinions and experiences of the entire project team involved into dialogue in order to get to a common understanding of the project work.



Target Group

Project team
(Coordinators,
Mentors/Tutors)



Number of participants

Entire team



Time

at least 40 min.



Material needed

Cards/posters, pens



Methodological Approach

Small groups +
Plenum exchange

Preparation

If you are working with more than three participants, we recommend identifying a moderator! Additionally, we recommend preparing cards with the questions in (1) for each group.

Implementation

1. Divide into small groups (2-3 people) and discuss the following questions for about 15 minutes. Write down your most important findings on cards/posters.


- Where do I engage in physical contact with participants?
- When should I intervene in actions among adolescents and when should I not?
- What behaviour from other team members towards participants do I tolerate?
- What do I do, if I find a behaviour of other team members towards participants unacceptable?
- How do I respond, if adolescents show each other questionable content on their phones?






2. Present your findings to the entire team. Talk about possible differences and agree on how to handle them in your project realisation. Together, you develop a common approach as solid foundation for your safeguarding practice in the project. (For more input see background text page 11.)

3. Document the results of the work and share them with all the entire project team.

1.3 Gain an Overview: Legal Framework and Age Requirements

Especially for international projects, this method is designed to help the different partner organisations understand the minimum age requirements and regulations related to youth protection issues, in order to establish uniform rules for all participants.



-  **Target Group**
Project leaders
-  **Number of participants**
2 per participating organisation
-  **Time**
30-45 min.
-  **Material needed**
Checklist on Legal Framework
→ p. 57, moderation cards, pens
-  **Methodological Approach**
Research, presentations and discussion

Preparation

Before the team meeting, one representative from each partner country should gather answers to the checklist questions (e.g. duty of supervision, qualifications of the project lead, declarations of consent from legal guardians, legal drinking age, ecc.) specific to their country. One participant is responsible for the documentation of the discussion.

Implementation

1. During the team meeting, answers to the questions are noted on moderation cards (p. 57). We recommend only one answer per card.
2. After the moderation cards have been prepared, they are presented. In the beginning, all answers to a question are presented.
3. In a next step, the team agrees which regulations need/should be adopted in the project. Empty moderation cards should be available so the team can also formulate new answers jointly. Once an agreement is reached on a question, it is documented and the discussion moves to the next question until a common regulation is established for all questions.
4. The summary of the agreements is made available to all team members.

IMPORTANT NOTE

There can be no discussion regarding the legal minimum age. It is recommended to always set the highest minimum age of any partner country for the project to avoid differences based on participants' origins during the project.



1.4 Intervention: How should we react if...?

The goal is to prepare the project team for joint (re)actions/interventions before a multi-day youth work offer by discussing ways to (re)act as a team (and as individuals) in hypothetical situations (that may happen during the event). The method takes examples of cases (and possible good ways to deal with them) as its starting point. In an extension, the team members can bring additional cases/situations to the discussion.



Target Group

Project team (Coordinators, Mentors/Tutors), especially interesting for young leaders



Number of participants

2-5 (with more participants, we recommend a division into smaller groups)



Time

at least 60 min.



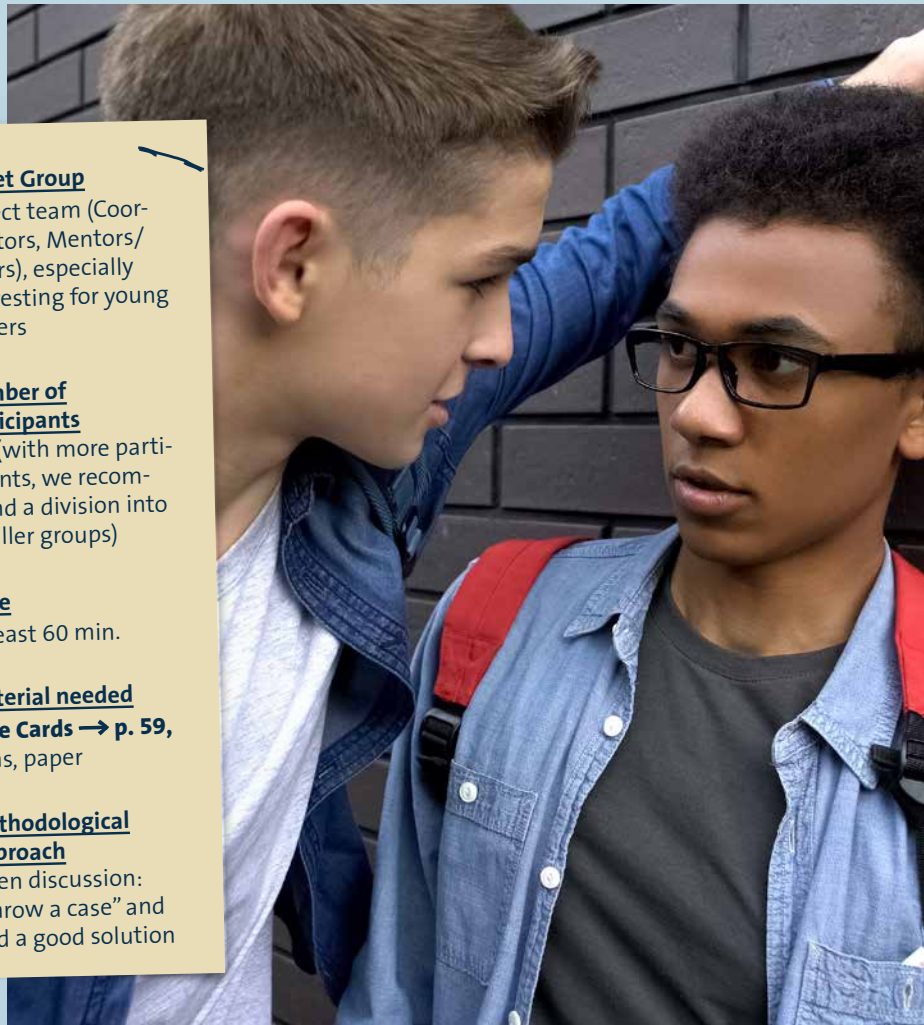
Material needed

Case Cards → p. 59, pens, paper



Methodological Approach

Open discussion: "Throw a case" and find a good solution



Preparation

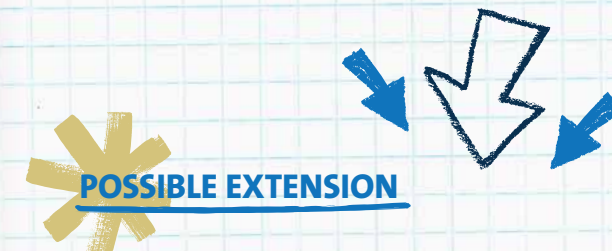
The group chooses a moderator. This person is responsible to keep the discussion going, but can also participate. The Case Cards are prepared.

Implementation

1. The participants sit together (preferably in a circle) so that they can talk/discuss with each other freely.
2. The moderator hands out a case card to all participants. All cards describe a hypothetical situation that could happen during the event.
3. One by one, the person holding a case card reads the situation described on it loud. Possible questions on the case card are clarified.
4. Together, all participants discuss the situation, its problems and the circumstances of the incident.
5. After gaining a joint understanding, the participants find solutions that can be effective in the situation. They can be written down.
6. After finishing the discussion on one case, the next participant reads their case and the process repeats starting from step (3).

Tip:

Become more specific than "We need to talk to the participant." Imagine, that a conversation did not help.



POSSIBLE EXTENSION

Team members themselves come up with a case that everyone can discuss together. These could be either invented situations or ones they experienced as project facilitators before.

1.5 Handling of Boundary Violations: a Simulation

This exercise aims to develop concrete approaches for handling boundary violations in international projects. Together, the team members are developing routines in handling difficult situations. The method does not address legally relevant matters that must be officially reported.



Target Group

Especially more experienced team members



Number of participants

3 to 5 participants, possible to conduct in parallel groups



Time

In total 30 min. for preparation and feedback, additional 20-25 min. per participant



Material needed

Pens, paper, descriptions of sample situations → p. 66



Methodological Approach

Simulation



Preparation

Prepare some sample situations, in case participants have problems to come up with their own ideas. You should name a person responsible for moderation and time-keeping; this person can participate in the method.

Implementation

1. All team members are asked to describe situations involving boundary violations on a piece of paper so others can understand and later reenact them. These situations can either be based on past experiences or invented. If participants are unable to describe their own situations, the suggested example situations can be used. You should give 10-15 minutes for reflection.

2. The moderator collects all descriptions of situations, mixes them and gives them back to other team members. The group decides who will take on the role of “management” for the first situation.

3. This person leaves the room while the situation is presented to the remaining team members. Together, they decide how to enact the situation. Clear agreements are made to avoid (further) boundary violations during the enactment.

4. The person who left the room returns and is briefed on the scenario. The play begins, and the designated management intervenes responsibly to resolve the situation.

5. After the enactment, feedback is gathered from the “managing person” first, followed by other participants. Audience members can also add further ideas for handling such situations.

6. After one situation is completed, a new management role is assigned, and the exercise is repeated with a new situation from step (3).



1.6 Getting the Legal Guardians on Board

(International) youth projects are not only about participants and team members, also legal guardians/parents of participants have a say. They should be involved in the whole process. It is important to give them the most important information about the event, for example by offering an info meeting.



Target Group

Legal Guardians of Participants



Number of participants

Variable (number of participants depends on the number of people who want to meet)



Time

30-60 min. Depending on the amount of information to be shared as well as the number of questions from parents



Material needed

Presentation on the planned event; Short info sheet to take home; If in person: some drinks/snacks



Methodological Approach

Info Meeting (online or offline)



IMPORTANT

Decide for yourself how you will organise this process, depending on your specific group. Sometimes a letter or email is enough. However, it is always worth considering a personal meeting. For international events, it is also a good idea to offer one informational meeting for each country individually. It is a good idea to involve young people in this meeting.

Preparation

Provide parents with the most important information about the organised event in writing. If you want to invite them to a meeting, do so in time. Holding an online or in person meeting might depend on your specific situation. We suggest preparing a presentation/handout to share with them. Make sure you are all on the same page about the program and previous protection decisions (methods 1.1-1.5) so you can answer the questions!

Implementation

1. Welcome the legal guardians to the meeting and provide them with framework information. The need for information also depends on communication, characteristics of the youth and cultural background factors. What could be considered most important information for parents:

- dates of the event
- plan of the event
- address of the place of stay (additionally: what the place of stay offers)
- catering
- possible (additional) payments
- means of transportation – getting to the place and moving around during the trip
- number and age of participants in the event
- access to medical care for participants
- what children should take with them, what will be needed
- data and contact to caregivers

2. In a second step, you can inform them further about program, organisation and protection. Parents should learn more details to feel safe with their children. This is also a great time to answer any questions.

3. An open discussion should be offered to get feedback from parents on the specific needs of their children. It can be very helpful to have a short questionnaire to include all the important information about the participants.

4. At the end, you can give the parents a document with all the most important information about the event.

2.1 My “Relief Card”

Participants fill out individual relief cards with the most important information about people and places where they can seek help. They identify individuals from whom they can seek support when in contact with victims and approached as a confidant.



Target Group

Team members



Number of participants

Not limited



Time

15 min.



Material needed

One blank relief card

→ p. 69

and pen per participant



Methodological Approach

Initially individual work
(later possibly in small groups)



Preparation

The moderator needs to prepare relief cards tailored to the needs of the project.

Implementation

1. First, participants sit in a comfortable place where they can write something on paper. The moderator gives everyone a blank relief card and a pen and asks the main question: “Where can I seek relief?” It might be helpful to provide examples. Participants can think about the question for a minute.

2. Afterwards participants get three detailed questions which are connected with the main one, and they have to fill in answers on their individual cards.

- Identify individuals in your personal environment from whom you can immediately seek relief (family, partner, best friend, etc.). Write down these individuals (up to 3) on your card.
- Where can I seek support within my organisation (other team members, board members, etc.)? Write down these individuals (up to 3) on your card.
- Identify professional advisory services that can assist you in such situations (police, youth welfare office, counselling centres, etc.). Note down these organisations on your card.

3. Now the relief cards are almost ready. For professional support services, the contact information can be looked up and written down on the card. Participants can place it in their wallet or another location where they can easily find it, if needed.



POSSIBLE EXTENSION

You can discuss this in small groups, especially, if team members are having difficulty filling out the relief card.

2.2 Snapshots of Danger and Safety

In this exercise, the project participants are engaged to identify risks of the project location. They are taking photos of diverse places where they feel especially safe or endangered. This leads both to awareness and helps to reduce risks associated with the venue.



Target Group

Project participants, possibly mentors



Number of participants

up to 30, if more than 10 form small groups



Time

20 min. for photos, 20 min. for exhibition and talk



Material needed

Cameras/Picture printer/Creative Material alternatively digital solution with smartphones and a beamer



Methodological Approach

Individual/Tandem work + Exhibition



Preparation

Make sure to check with the venue, if there are problems with taking photos in some areas. Let the participants know that they can use their phones for this activity, if they do not carry them regularly.

Implementation

1. In this exercise, the project participants are engaged to identify risks of the project location. They are taking photos of different places they are especially safe or dangerous. This leads both to awareness and helps to reduce risks associated with the venue. You could formulate the task as suggested:

Take 15 minutes to walk through different parts of our project venue. Please take photos of places at the event venue where you feel good and safe or uncomfortable. For each photo describe in at least one sentence you feel a certain way about this place.

2. In the following step, the pictures are presented in an exhibition. We suggest to use instant cameras or a photo printer and have materials on-site for attaching the photos and writing down the sentences. Alternatively, the photos can be presented digitally.

3. At the end of the exhibition, small discussion groups brainstorm ideas on how the places where people feel uncomfortable could be changed.

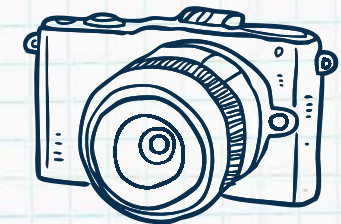
4. The team of facilitators checks with the venue how to make short-term improvements and what could possibly be changed in the long run. The results are communicated to the participants.



IMPORTANT NOTE

This method can be replaced by method 2.3 – only one of them should be implemented.

CLICK!
CLICK!



2.3 Stick me if you can

In this method, the project participants are engaged to identify risks of the project location. They are sticking sticky notes to places they feel are especially safe or dangerous. In a discussion they share their feelings and get to know other perspectives. This leads both to awareness and helps to reduce risks related to the venue.



Target Group

Project participants, possibly mentors



Number of participants

Not limited



Time

45 min.



Material needed

sticky notes in two colours (best: red and green)



Methodological Approach

Individual/Tandem work + "Gallery Walk"



IMPORTANT NOTE

This method can be replaced by method 2.2 – only one of them should be implemented.

Preparation

Inform the people in charge of the venue about the sticky notes, so they are not removed during the exercise.

Implementation

1. Every participant gets sticky notes in two colours (e.g. red – danger/ green – safety). You are giving the task to the entire group:

E.g. by the following questions:

- **Do you notice a sticky note in a place which you didn't take into consideration?**
- **Did you put a red note in place where someone else put a green one or vice versa?**
- **What made you choose a specific place to put that sticky note?**

Take 15 minutes to walk through different parts of our project venue. Please use your sticky notes to mark places, where you feel safe (green) or do not feel safe (red).

2. Participants (possibly also team members) are walking throughout the area (the event venue) and put sticky notes: **In places, where they feel safe and good, they put a green sticky note; a red one in places, where they don't feel safe or comfortable.**

This approach can help to raise awareness and understand other perspectives. Everyone can see potential risks in some places and look for possibilities to reduce the risks: **What can we actually do about this?** Share wishes for change!

3. Afterwards. The group meets again and starts a joint gallery walk, stopping in every place where sticky notes have been placed. Jointly, the participants discuss the central issues.

4. At the end of the gallery walk, small discussion groups brainstorm ideas on how the places where people feel uncomfortable could be changed.

5. The project team checks with the venue how to make short-term improvements and what could possibly be changed in the long run. The results are communicated to the participants.

2.4 My space, your space, our space

Even very ordinary situations/meetings during projects can cause feelings of discomfort or unsafety. During this activity, sample situations are briefly reenacted and afterwards discussed to raise awareness among project participants and facilitators.

Preparation

Identify some team members, that are familiar with the situations (step 1) and can reenact them easily. In this way, you do not lose time with discussions on how to understand a situation.

NOTE

This method can also be varied and implemented among only the team members as preparation/prevention before the start of a project.

Implementation

1. Potentially border-crossing behaviours from team members/guardians but also among young people are made explicit, by two or three people reenacting the respective situation in front of the rest of the group.

You can also try to play different variants of one situation (variants are written out in the next section). Example situations (project-specific adaptations possible):

- opening the door to (another) participants room without knocking/entering the room without permission
- team member talks “one-to-one” in a private space to a participant
- team member hugs a participant (initiated by team member)
- participants engage intensely in physical contact
- team member closes the door behind them, when they enter the personal room of a participant
- team member spends a lot of time with only one participant (more than with others)



Target Group
Project participants, possibly mentors



Number of participants
up to 10 (possible to form multiple groups)



Time
max. 45 min.



Material needed
–



Methodological Approach
Scene play and discussion

2. Variants of the situation (not every variant must be considered with each subsection):

- other participants/team members are present in a situation
- other team members are nearby
- there are no other team members around
- the other person initiates the contact

3. Supporting questions:

- How does each participant feel about the incident? How can this information help solve the problem?
- participants, what actions can they take/should the team member take?
- When do you inform the parents about a certain incident? Why yes/no?
- What actions should be taken by the participant/the team member?
- Is your solution the only right one?
- If the situation is seen by other

4. After each scene, the participants are discussing **what was/seemed to be wrong in this scene?**

5. Once a “misbehaviour” is identified the scene is reenacted with an improved approach/behaviour.

2.5 I know my rights – and respect the rights of others!

Starting from the UN Convention on the Rights of the Child, participants are familiarized with their rights and learn how these rights are implemented within a project.



Target Group
Participants



Number of participants
groups of 3-5 people



Time
90 min.



Material needed
Information sheet on child rights, pens, posters, collage materials



Methodological Approach
Creative group work



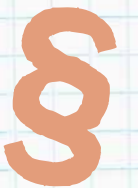
Preparation

Prepare a set of cards on child rights and provide all moderators for the small groups with a summary on the rights in advance, so that they can answer questions.

Implementation

1. Participants are divided into small groups, each group is led/moderated by a team member.
2. Each group receives an information sheet on the UN Convention on the Rights of the Child. It should be noted that although the convention is titled "Convention on the Rights of the Child," it contains important rights for all young people until they reach adulthood.
3. Firstly, participants will learn about the Rights of the Child using the materials provided (up to 15 min.).
4. After that, the small groups discuss which rights they already knew and which are new to them (10-15 min.).
5. Later, they also think about situations in their daily lives in which these rights are especially important and in which specific rights are highlighted by the project (up to 30 min.).
6. In the end, each group presents one to three moments or scenarios where they experience child rights in the youth project they are attending. Materials such as posters or collage materials can be used to support the presentation.

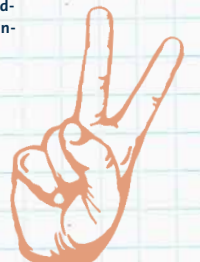
#EVERY CHILD HAS RIGHTS



IMPORTANT NOTE

You do not have to use every type of material included with this method. Make the selection according to the age of the participants. Using all information at once can be confusing for participants.

<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>



2.6 I am packing my suitcase for victims of violence

The participants name emotions, items, behaviours, circumstances which are important when someone suffers of any kind of violence/neglect etc. During the activities, the team members should be ready to express empathy with victims because this helps build a safe space for them.



Target Group

Participants and project team



Number of participants

6-15 participants
With a smaller number of participants, it is suggested to have 3-4 rounds of packing the suitcase



Time

30 min.



Material needed

—



Methodological Approach

Warm-up method



Preparation

This topic is very sensitive. Try to create a supportive and safe atmosphere for the exercise. It is good to come down a little before this exercise so that all participants feel comfortable.

Implementation

1. The participants sit in a circle. Then the moderator says: “We are packing a suitcase for victims of violence...” One by one, each participant places supporting attributes, conditions or objects in an imaginary suitcase.

2. Each time a new item is placed in the suitcase, participants must repeat all the ideas mentioned earlier.

3. Each person who is speaking starts with the sentence: I am packing my suitcase for victims of violence, and I am packing ...

Examples: Trust, Empathy, Support, Safety, Professional help, Calmness, Time, Patience, Respect, Openness, Understanding, Protection, Communication

4. It is recommended to do the exercise in a way that each person has completed their turn once or twice.

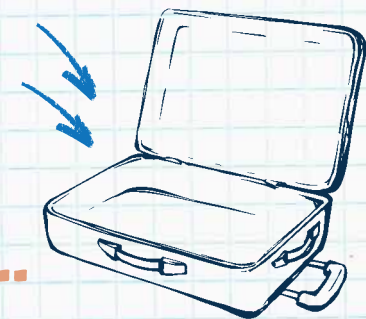
5. At the end of the exercise, the moderator invites for reflection, for example mentioning:

→ often small things and gestures in everyday life can be valuable help stabilize and heal (self-efficacy)

→ using the inputs to receive suggestions for one's own well-being

→ being able to express solidarity and empathy with victims non-verbally through gestures, looks, and statements drawing strength and developing courage.

I am packing
TRUST
EMPATHY
CALMNESS
RESPECT ...



2.7 Understanding each others emotions

During this activity participants name emotions which can appear in interactions with (other) young people. They reflect on how individual behaviour can affect others including different reactions to the same situation.



Target Group

Project participants



Number of participants

up to 10 participants per group



Time

45 min.



Material needed

Situation cards with box, empty cards and pens



Methodological Approach

Animated plenum



Preparation

Prepare a box with the different situations to discuss about.

Implementation

1. The moderator introduces the exercise. Every card features a different sentence, which starts with “How I feel when...”. There are different situations – experienced positively and negatively.

2. Everyone takes one card and reads the sentence out loud.

3. All other participants name emotions which come to their mind when they think about this situation. The person reading out the sentence clusters the named emotions around it (like a mind map).

4. In a summary, the moderator raises awareness for the fact that some people can have quite different feelings/perceptions in the same situation. It is important to make a clear differentiation of our feelings and judgements from those of the others.

How I feel when...

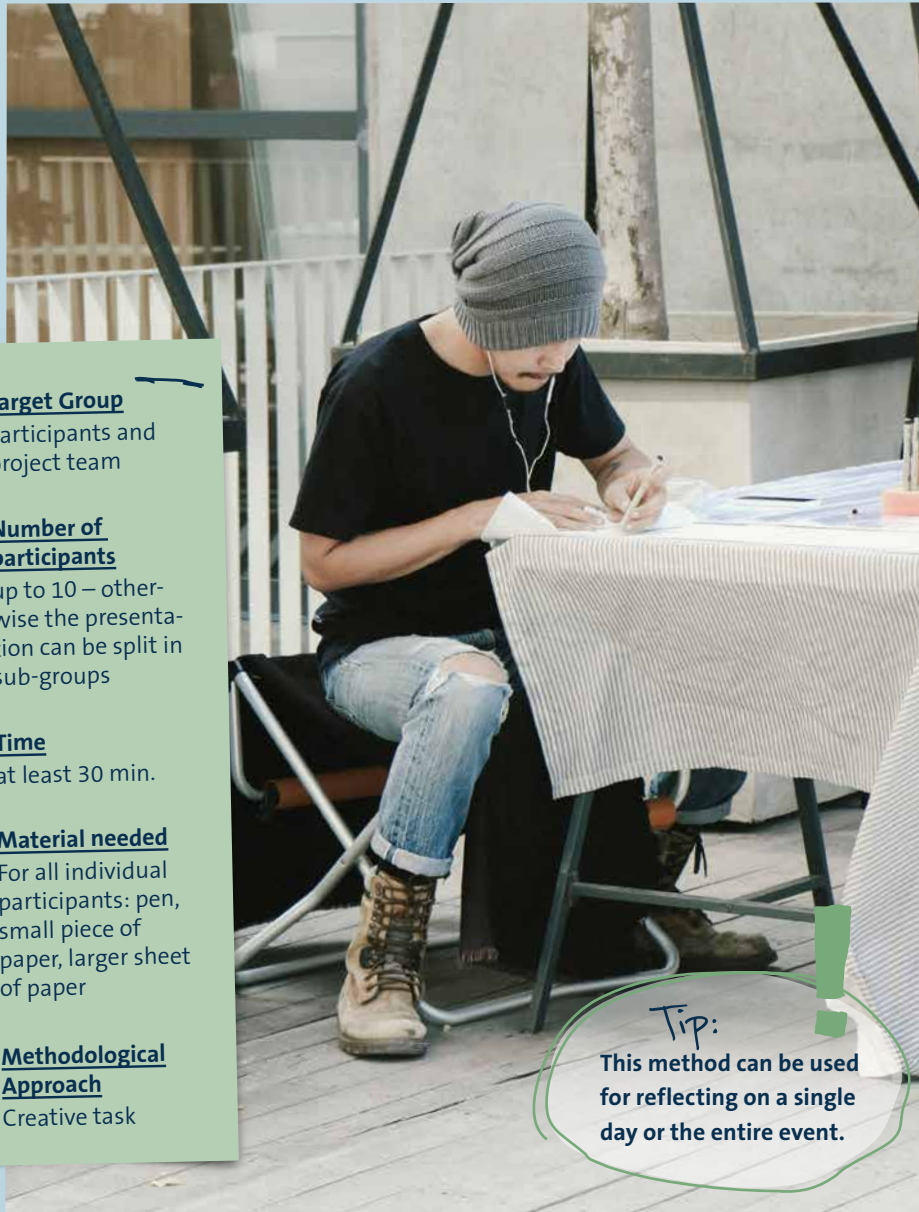
- another person doesn't want to listen about my problem
- nobody wants to work with me
- I am alone without the group
- my group achieves a success
- somebody praises me
- a caregiver hugs me
- somebody admonishes me for my behavior
- somebody shouts at me
- I work together with my team
- another participant takes a photo without asking me
- some task is too difficult for me
- other people are happy for me, when I win

Tip:

More situations can be added depending on the needs of the group.

3.1 My Safeguarding Monster

A calm, creative method where participants and team members create individual monsters that reflect their impressions of the feeling of safety during the event. The method can be used for the immediate evaluation.



Target Group

Participants and project team



Number of participants

up to 10 – otherwise the presentation can be split in sub-groups



Time

at least 30 min.



Material needed

For all individual participants: pen, small piece of paper, larger sheet of paper



Methodological Approach

Creative task

Tip:

This method can be used for reflecting on a single day or the entire event.

Preparation

Each person gets a pen, a small piece of paper, and a larger sheet of paper. The moderator can choose to prepare some relaxing music, which can positively influence the atmosphere during the creative process.

Implementation

1. Everyone should draw a monster on the small piece of paper according to the moderator's description. Important: Give time to draw after each point of the description.

- | | |
|--|---|
| → The emotional monster has a body like a ball. | emotional monster has two flowers. |
| → To stand, it uses two branches as legs. | → The monster's mouth is a cucumber, its nose is broccoli, and instead of eyes, it has two buttons. |
| → Instead of shoes, the emotional monster has two mobile phones on its feet. | → On its head, instead of hair, it has fries growing. |
| → Where you have your arms, the | → The monster's ears are two antennas. |

2. After everyone has drawn a monster on their small piece of paper, they should now draw a monster on the large sheet that represents how they felt during the event/on the day. It is important to provide as many examples as possible during the description:

- | | |
|--|--|
| → Is your monster's ball inflated or is it already deflated? | → Are the mobile phone feet fully charged or is the battery empty and the display cracked? |
| → Are the legs two fresh branches with leaves growing on them, or is your monster standing on two thin toothpicks? | → Are the flowers in full bloom or are they already wilted? |
| | → Are the antennas fully receptive or are they somewhat bent? |

Participants can use the same elements to draw their monster, but it is also okay if they depict other things. The background in which the monster is located can also be designed. For example: Is it a maze or is it floating weightlessly in space?

3. In the commentary and summary, the moderator discusses the general tendencies they have noticed with regard to the participants' sense of security and give the participants the opportunity to make suggestions for improvement.

3.2 Our Safeguarding Journey: Looking back and forward

This method is aimed at the project team: together, the team members work out what experiences they had with safeguarding issues at the event and what perspectives there are for future events.



Target Group
Project team



Number of participants
Entire project team
(moderation needed with 3+ participants)



Time
45-60 min.



Material needed
Question cards
(one set per group),
pens, paper



Methodological Approach
Structured group discussion

Preparation

Prepare a pile with the question cards for each small group of 2-3 team members.

Implementation

1. Form small groups of project team members with two to three people and hand them a number of questions.
2. Send the small groups into a 30-minute working session: They should answer the questions on the question cards one by one and discuss them within the group. After all the questions have been answered, the group will collectively review the discussion and decide what to share with the larger group and who will present what.
3. Ensure that everyone comes back to the larger group. Here, the small groups should share what they discussed during their working session and what this means for future cooperation/projects.

Suggested question cards

- What did we do well in implementing our safeguarding plans?
- What problems and difficulties did we encounter?
- How did we handle them, and how can we work more effectively as a team?
- In which specific situations did our focus and preparation on safeguarding help?
- Where did we encounter different approaches based on our backgrounds?
- What did we learn from the other team members regarding safeguarding?
- What do we definitely want to do the same way at the next event? What do we need to change?

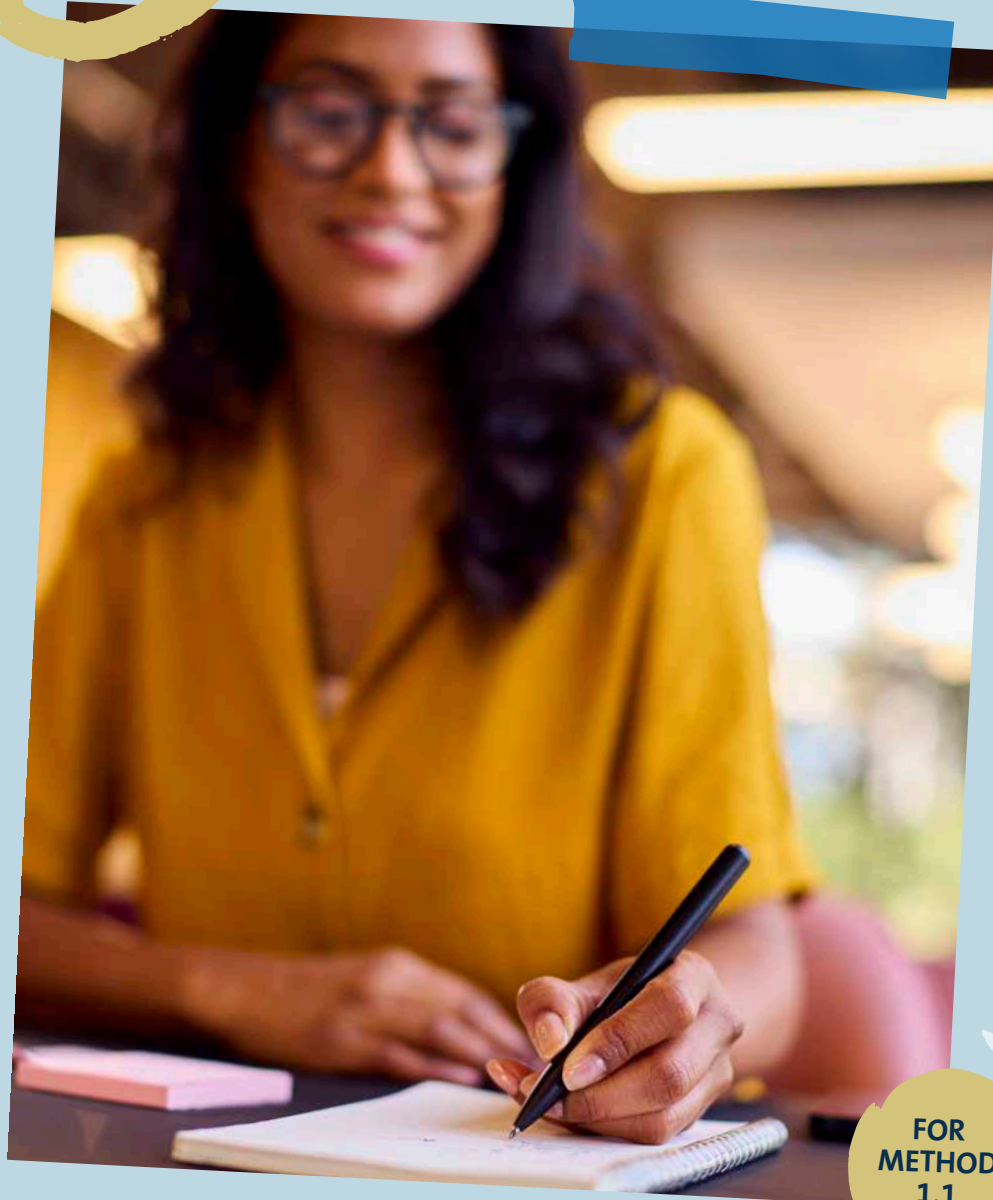
Tip:

It can be beneficial to document the results of the small groups' discussions so you can refer back to them when preparing for the next event.

MATERIAL

Just copy
and get
started!





**FOR
METHOD
1.1**

1. Risk analysis for Offers of International Group Youth Work*

A risk analysis for organisations and projects includes the identification, assessment and evaluation of potential risks. Risk analyses are both a component of safeguarding policies/protection concepts and important for the preparation of concrete events. Analysing risks is an ongoing process that must be carried out continuously.

Risk analyses take place in a participatory manner with all partner organisations and the facilitators (teamers, project leaders, ecc.), but also involve the young people participating in the format.



*The checklist was adopted and shortened for the needs of this toolbox with the socioMovens network. It is based on another checklist compiled together with international youth work professionals in the BMBF-funded research project "SchutzJu – Schutzkonzepte in der Kinder- und Jugendarbeit & Jugendsozialarbeit. Sub-project: international youth work" at the University of Kassel. For the original checklist and further information see: <https://schutzkonzepte-partizipativ.de/internationale-jugendarbeit/>. (Webside in German language)

Preparations for the international group exchange

A

Are the following needs of young people asked about during registration?

REGISTRATION	NOTES/DIVISION OF TASKS/ECC.	☑
Accessibility		
Eating habits and intolerances		
Pronouns		
Need for medication		
Need for a prayer room		
Gender-segregated or mixed rooms		
Do young people have information about how their data is processed?		
Is it made clear during registration, which personal data is mandatory and which data is voluntary?		
Is there information on what the voluntary data is useful for?		
Do you ask which languages the participants understand?		
Do you ask which languages the participants speak?		
Are you asking whether sign language interpreters are needed?		

→ → →



This checklist does not claim to be exhaustive, but serves as a suggestion and supplement to existing (check)lists and organisational procedures. It is important to take into account the respective legal regulations as well as the needs of the partner countries and organisations including them in the planning process.

PREPARATION	NOTES/DIVISION OF TASKS/ECC.	☑
-------------	------------------------------	---

Participants

Can young people have a say in the planning and preparation of international youth exchanges?		
Do the participating young people have information about their rights, are they prepared and trained to protect themselves from different forms of harm and violence?		
Do young people know that the participation in all exercises is on a voluntarily basis and that no one is forced to participate (e.g. exercises with body contact)?		
Do young people have information about the conditions of the accommodation where the group exchange is taking place?		
Are young people prepared for marginal situations outside the group programme (e.g. transport, leisure activities)?		
Do young people have country- and context-specific information on protection against violence?		

Facilitators

Is the safeguarding policy discussed with international partners and are joint agreements reached?		
Is there a training programme for all team members on the topic of protection and violence?		
Are the team members informed about the protection-relevant conditions of the accommodation (e.g. situation of the sanitary facilities, room distribution, retreat rooms, obstacles to mobility, other groups on the premises)?		

During and after
the international group exchange

B

Factors relevant to the safeguarding
policy in everyday group life

SAFEGUARDING-QUESTIONS	NOTES/DIVISION OF TASKS/ECC.	✓
Are there easily accessible complaint and contact points for young people at the meeting place and in the responsible organisation during the international exchange?		
Are young people made aware of different forms of violence such as peer-violence, sexualised violence, digital violence, discrimination, verbal violence or neglect?		
Are the opportunities for co-decision-making in the context of international youth exchanges communicated transparently to young people?		
Are young people aware of how they can leave an international programme early (exit options)?		
Is there a reflective exchange format (interim evaluation) on the topic of protection and violence during the international programme?		
Is the topic of protection and violence explicitly taken up and addressed in the follow-up meeting/seminar?		

2. Legal Framework

FOR
METHOD
1.3

QUESTIONS	NOTES/DIVISION OF TASKS/ECC.	✓
At what age is smoking permitted in this country?		
At what age is alcohol consumption allowed in this country?		
What are the legal requirements for individuals to be part of the team?		
Is an enhanced criminal record check required?		
How must legal guardians consent to a person participating in the event?		
Who needs to consent and in what form if photos of participants are taken and published?		
What guidelines are there for fulfilling the duty of care?		
Are participants allowed access to medication? If yes, under what conditions?		
Are there requirements that must be met when transporting a group?		

Intervention Case Cards

→ WHAT...IF ←



FOR
METHOD
1.4

During free time, you notice an argument between two participants (e.g., aged 13 and 14). They are shouting at each other. You are standing further away and cannot hear what they are saying, but they are certainly using ugly words. You notice that they are starting to push each other. You are sure it will end in a fight. The other participants gather around the arguing children. None of them gets involved in the argument, but they cheer them on in this action by chanting their names. You don't notice any other caregiver nearby. What do you do?

Supporting questions:

- What do you do step by step – from the moment you notice the situation to its solution?
- Do you separate the participants? If yes, how will you limit your physical contact with the participants?
- What will you do with the rest of the group? At the beginning of the event as well as after it is over.
- What consequences will the participants face?
- Will you inform the parents? Why yes/no?
- How will you prevent the situation from recurring?

01

After a workshop, participant (A) comes to you crying. He asks to talk to you in private, as this is a very difficult situation for him. Through his tears he says that another participant (B) treated him badly. Participant (B) called him a turtle because he was the slowest. He laughed at him and encouraged other participants to do the same. Some joined in ridiculing participant (A). Participant (A) really tried his best. He felt he was the worst. He wants to quit participating in further workshops. He thinks he is too weak and stands apart from the group. What do you do?

Supporting questions:

- What do you do step by step – from the report from participant (A) to its solution?
- How will the conversation go with participant (A), and how with participant (B)?
- What consequences will participant (B) face? Will the participants who joined in the bullying of participant (A) suffer any consequences?
- How will you convince participant (A) not to resign?
- Will you discuss the incident with the whole group?
- How will you prevent such situations in the future?

02



During the event, you and other facilitators notice that one child is not eating properly. On the first day, they didn't eat lunch. They ate half a sandwich for dinner. The next day they refuse breakfast. For lunch, they eat only two potatoes and some soup. At dinner, the participant drinks only tea. On that day they already had to give up playing volleyball because they didn't have the strength to play. There is an intense next day ahead. Everyone will need a lot of energy. You are worried. What do you do?

Supporting questions:

- What do you do step by step – from the moment you notice the situation to its solution?
- How will the conversation with the participant proceed?
- Will you involve other participants in the matter?
- Do you convince the child to eat? How?
- What do you do if, despite the conversation, the child still refuses to eat?
- Will you inform other caregivers? Why yes/no?
- Do you contact the parents?

03

Upon arrival at the destination (place of stay), it turns out that the rooms do not have their own bathrooms. When you made the reservation, you thought that there was one bathroom for two rooms. The accommodation has two bathrooms – a women's bathroom and a men's bathroom. Unfortunately – there is a breakdown in one bathroom, so only one bathroom is available for all participants. There are both girls and boys in your group. The children are also of different ages – from 12 to 18. This bathroom is also for all caregivers. What do you do?

Supporting questions:

- What do you do step by step – from the moment you notice the situation to its solution?
- Have you taken into account the age difference between the participants?
- How will you control the participants use of the bathroom?
- Have you taken into account that other guests of the facility may also use the same bathroom?
- How will you prevent awkward situations?

04

One of the participants disturbed the group during the activities and refused to cooperate. They shouted, talked to their colleagues, did not listen to instructions, did not do tasks, disturbed the presenters during the activities. The mentors admonished him several times, but he did not respond. After the workshop there was a meeting of mentors to discuss the problem. After consulting with others, you were assigned to talk to this participant. What do you do?

Supporting questions:

- What do you do step by step – from the moment you notice the situation to its solution?
- Have you taken into account that the child may be going through a difficult personal time?
- Will you talk about the incident with the rest of the group?
- Will the participant have any consequences?
- Will you inform the participant's parents about the incident?

05

One participant says that he is suffering from headaches since the morning. They say they are used to it. However, you have no such information in your documents. There was a special place on the participant's report card to mention such problems. This participant's parents did not write about it. At first, you suggest rest, tea and a compress. This, unfortunately, does not help. The nurse is no longer available that day. The parents do not answer the phone. What do you do?

Supporting questions:

- What do you do step by step – from the report from participant to its solution?
- Can you give your child private pain medication?
- Do you make a decision without the parents knowledge? Why yes/no?

06



You catch a group of participants with beer and cigarettes during free time. All the participants are minors. They explain that these are not theirs. However, everything indicates that the beer and the cigarettes belong to them. You don't see anyone else around. There is a smell of cigarettes near the participants. Some of them are clearly under the influence of alcohol. What do you do?

Supporting questions:

- What do you do step by step – from the moment you notice the situation to its solution?
- Do you discuss the problem first with the rest of the caregivers? Do you make the decision yourself? Why?
- Will you talk about the incident with the rest of the participants who were not involved?
- How will you prevent such a situation from happening again?
- What consequences will the participants who took part in the incident face?

07

One of the participants asks to talk in private. They say that there was an unpleasant situation with another caregiver the day before.. The child says that the facilitator shouted at them and insulted them (e.g. "because of you the whole group suffered", "you are the stupidest participant in the event"). The child took a long time to tell you about it. In 15 minutes, a workshop for everyone is set to begin – led by this facilitator. What do you do?

Supporting questions:

- What do you do step by step – from the report from participant to its solution?
- Have you taken into account that this may not be true?
- Will the child participate in the upcoming workshop?
- Will you inform (if yes, how?) the rest of the facilitators?
- Will you allow the upcoming workshop to be led by this facilitator? Why yes/no?

08

After the participants are accommodated and assigned rooms, one of the participants comes to talk to you. They confess that the classmates allocated to the room with them do not like them. They don't spend time together at school, and sometimes they have arguments. They do not feel comfortable in their company. What do you do?

Supporting questions:

- What do you do step by step – from the report from participant to its solution?
- Have you taken into account the emotions of each participant?
- What do you do if there is no free place in any other room?
- Who will you talk to and how?
- Will you make the decision on your own? Why yes/no?

09

During the event, you find out that the participants are laughing at a photo of one of them. It is a shot in which they have a funny face and a strange pose. The photo was taken yesterday – during the workshop. From your information, it seems that the participants are sending it to each other. You are not sure if the photo made it to the Internet (social media). The participant who is in the photo is very upset. They are sad because everyone is laughing at them. The participant wants to go home. What do you do?

Supporting questions:

- What do you do step by step – from the moment you notice the situation to its solution?
- How will you prevent this situation from happening again?
- What consequences will the person who took and shared the photo face?
- How will you take care of the emotions of the participant who is the victim in this situation?
- Will the whole group suffer consequences for this situation?
- What will you do if the photo is on the Internet?
- How will you fix this situation so that the participant from the photo will want to stay?
- Will you make decisions on your own?

10

WHAT...IF

You notice a group of several participants bullying a cat. They must have caught it while they were playing outside. The children are tormenting the animal (pulling its tail, beating it, throwing it in the air), which may even lead to its death. In the distance you see your co-caregiver. The rest of the participants are playing volleyball, far from this scene. What do you do?

Supporting questions:

- What do you do step by step – from the moment you notice the situation to its solution?
- What questions do you ask the participants?
- Do the participants understand what they did wrong?
- What decision will you make regarding the participants? Will you decide alone? What consequences will the participants face?
- How will this affect the rest of the group? What steps will you take regarding them?

11

One participant (A) reports that another participant (B) is smoking cigarettes and owns a pack. He claims that he saw him smoking behind the building. He also saw that no one gave him a cigarette, but took one out of his pocket. You and none of the other caregivers ever personally caught him (B) smoking cigarettes. You also never had any such suspicions about him or smelled cigarettes. You have never had any problems with him on previous trips. However, you do not suspect the other participant (A) of lying. He is a good student, always polite and honest. What do you do?

Supporting questions:

- What do you do step by step – from the report from participant (A) to finding a solution?
- Have you taken into account that it may not be true?
- Should you involve (e.g., ask) other participants?
- Consider two possibilities: that it is true or untrue: What consequences will the student (B) suffer if it is true? What consequences will the student (A) suffer if it is a lie?
- How will it affect the rest of the group? What steps will you take regarding them?

12

During the third day of the project (which lasts a week), participants complain a lot about the large number of activities. You can see that they are tired. There are more workshops planned. Unfortunately, the next activity is led by an outside person. The guest has specially sacrificed their time and came to lead the workshop. Many participants loudly express their objection. Children need time off to rest. You know that the next day will be an intense day again from the early morning. What do you do?

Supporting questions:

- What do you do step by step – from the moment you notice the situation to its final solution?
- Will you talk to someone about what you noticed? With whom?
- What decision will you make in view of the upcoming workshop?
- Will you modify the project plan, influenced by the complaints of the participants? Why yes/no?
- Will you discuss the problem with the participants? Why yes/no? If yes – in what way?
- Will you decide to talk to the parents of the participants? Why yes/no?

13

During the event, you notice fresh wounds on the forearms and wrists of one of the participants. They certainly were not there when the project began. The wounds appear to be self-inflicted. Several times during the day you discreetly look at the participant. You are almost certain that your suspicions are true. What do you do?

Supporting questions:

- What do you do step by step – from the moment you notice the situation to its solution?
- Do you make the decision on your own? Why yes/no?
- How will your conversation with this participant proceed?
- Will you involve the participant's parents in the case? Why yes/no?
- Should you decide to talk to other participants in the project?
- How will you prevent such situations in the future?

14

Boundary Violation Scenario Cards

FOR
METHOD
1.5

Scenario 1

Several teenagers are sitting together, chilling and chatting about their day. One person (A) has their arm draped over the shoulder of another person (B). While person (B) is participating in the conversation, it is evident that having person (A)'s arm on their shoulder makes them uncomfortable. However, person (B) is hesitant to express their discomfort to person (A).

Scenario 2

Four individuals are tasked with creating a team poster for a game. One person (A) repeatedly mocks what person (B) contributes to the poster. Person (A) seizes every opportunity to belittle person (B), claiming they are incapable of drawing, lacking creativity, etc.

PLEASE
STOP
HERE!



Scenario 3

Two individuals (A+B) are having a conversation over dinner about how they both find a non-present person (C) incredibly attractive and admire the amazing things this person does. They begin scheming a plan on how to convince this person (C) to kiss one of them (A or B).

Scenario 4

The participants are sitting together in the evening, waiting for the program to continue. At one moment, indicated by a team member, everyone receives a message on their phone in a group chat. It's a picture sent by person (A), showing person (B) sitting on the toilet. Both persons (A + B) are also in the room.

Scenario 5

Another team member (A) is explaining a game. One of the participating individuals (B) is behaving somewhat oddly and not paying attention well. The team member (A) repeatedly scolds the person, using phrases like: "Listen up, are you too dumb to understand?" or "If you behave like this, then I have no patience for you." or "I'm not surprised that no one else wants to play with you."

Scenario 6

Team member (A) is tasked with taking a group photo where the entire group stands very close together. However, one participating individual (B) absolutely refuses to touch another person under any circumstances.

Relief Card

FOR
METHOD
2.1



Simply copy,
cut out, fold,
and glue together!

glue together on the back side

fold

cut out

MY RELIEF CARD

Here, I find expert advice.

Someone from my personal circle.

Someone from my organisation.

Name

Phone number

Email address

MY RELIEF CARD

Here, I find expert advice.

Someone from my personal circle.

Someone from my organisation.

Name

Phone number

Email address

Glossary



A

Approach

An approach is a way of dealing with a situation or problem that follows a certain direction.

Awareness

Awareness means being conscious or knowledgeable about something. It involves understanding and recognising a situation, fact, or issue. For example, awareness of environmental problems means knowing about and understanding the issues affecting the environment.

Alumni

In youth work, “alumni” refers to former participants or graduates of a program or organisation. They are people who have completed their first-time involvement and are now part of the group’s extended network.

B

Background factors

Background factors are influencing the risk a person is confronted with. These include among others

education, race, gender, wealth, and age.

Brainstorming

Brainstorming is a technique of group work and discussion in which participants spontaneously come up with ideas and solutions to given problems. Participants can add their thoughts. The method aims to integrate the team and find as many ideas as possible.

C

Circumstances

Circumstances describe an indirect influence factor on which the existence or occurrence of something depends.

F

Facilitator/ Moderator

A facilitator, or with a more active speaking role, a moderator, is a person who helps a group or organisation to bring about an outcome (for example a learning or a communication) by providing mostly indirect assistance, moderation, guidance, or

supervision especially in group processes.

G

(Legal) guardians

The regular guardians of a child are its parents. In case they or one of them are/ is not taking care, other legal guardians (appointed by a court) can step in. In both cases, they have the responsibility to take care of someone who cannot take care of themselves, like a child or an adult with special needs. They make decisions about the person’s daily life, health, and well-being.

H

Hypothetical situations

Hypothetical situations are imagined or theoretical scenarios that are used to explore possible outcomes or understand concepts. They are not real but are a tool to think about what might happen in different situations.





M

Mindfulness

In the context of working with groups, mindfulness means being fully present and attentive to the group's dynamics, emotions, and interactions. It involves listening carefully, observing non-judgmentally, and responding thoughtfully to ensure a supportive and effective environment.

N

Neglect

Neglect or also disregard, ignorance or overlook, means to pass over the situation of a person without giving them due attention. In the context of safeguarding, neglect begins as soon as those in need of protection are deprived of basic care for their own psychosocial development (for example in the areas of health, food, clothing, accommodation, education, ecc.).

O

Opportunities

Opportunities refer to

things that someone or something can do or achieve in the given circumstances.

P

Participation/Participatory Approach

Participation actively involves people in decisions and activities. In the context of our work, a participatory approach means that the people directly affected by a problem/topic/situation are personally involved or even in charge to find a solution/decide on further steps.

Professional advisory services

Professional advisory services are consulting services provided by professionals who help develop the next steps to be taken. They can be offered both by authorities (local youth or health offices) but also by others e.g. psychologists.

Q

Questionnaire

A questionnaire is a digital or paper document filled

out by the participant (or by their parents) to communicate (personal) information with the team. In the context of preparing a youth work activity, it includes questions about the participant, for example: name, age, medications taken, illnesses, special needs etc.

R

Risk assessment

Risk assessment is a systematic process of evaluating the potential risks that may be involved during an event/activity ecc. It includes the identification of risks in different areas and ways to mitigate/reduce these risks and to communicate remaining risks.

S

Safeguarding

In this context, safeguarding refers to the protection of the health, well-being, and rights of vulnerable persons, which means persons at risk. Its first goal is to protect people from harm. It covers different forms of harm, e.g. being treated unfairly, experiencing violence, experi-

encing sexualised abuse or deprivation of liberty. Harm can come from many different sources including other vulnerable people, carers, family members, or even the individuals themselves.

Safeguarding policies

Safeguarding policies (also protection concepts) aim to ensure that young and otherwise vulnerable people grow up in a safe environment and that their personal rights are protected. With a safeguarding policy, an organisation commits to a culture of mindfulness and mutual respect. Safeguarding policies include procedures and measures for awareness raising, risk and resource analysis, prevention and intervention of various forms of violence.

T

Taboo

A taboo is a socially side-lined or even forbidden topic, which means,

that it is socially punished to discuss it.

V

Victim

A victim is a person who has experienced violence, by which they have been suffering some kind of (often lasting) physical, psychological or emotional harm.

Vulnerability

Vulnerability refers to a state, which makes a person or group unable to re-

sist or cope with attacks or other threats. People with a high vulnerability need protection/safeguarding.

Voice-Choice-Exit

"Voice-Choice-Exit" is a concept based on economist Albert O. Hirschman. It is used to understand and manage how members of a group respond to dissatisfaction or problems. This approach helps in improving group dynamics and addressing conflicts effectively.



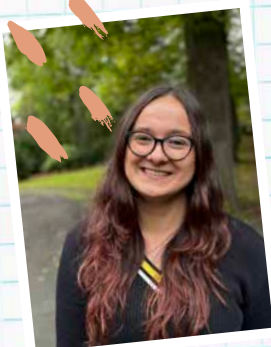
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Meet the team behind the Toolbox



Agata Piluszczyk

works in a leading Polish jewelry company on a daily basis, with which she has been associated for 10 years. She is in charge of handling the online store – sales, shipping, stocking, fiscalization. She learned about the topic of social problems and prevention of children and adolescents thanks to the foundation “socioMovens. Giving Europe a Soul”, based in Dortmund. She is currently a member of the board of directors of the Polish association socioMovens, where she coordinates projects, conducts training sessions for association leaders, among others, and manages finances. Youth work is particularly important to her, and although she is not professionally connected with it, she has been enriching her knowledge in this direction for years.



Stefan Beckmann

is a theater educator and actor, trained in Detmold and Berlin. In addition to his artistic work at institutions such as the Landestheater Detmold and the theater education workshop in Osnabrück, he worked with various national and international youth organisations, leading projects that foster creative engagement with topics like personal development and empowerment. Currently, he is a consultant at the Coordination Office for Prevention Work in the Archdiocese of Paderborn. His main focus is on training professionals in the prevention of sexualized violence and raising awareness among children, youth, and vulnerable adults. He places great emphasis on practical approaches and sustainable prevention measures.



Gregor Christiansmeyer

studied History and Political Science in Münster, Florence, and Göttingen. He has worked on various projects, both academically and professionally, focusing on topics related to international youth work. Currently, he serves as the Head of the “Youth Social Engagement in Europe” department at the Sozialinstitut Kommende Dortmund. His work focuses on promoting voluntary engagement, as well as safeguarding and dealing with the past in international youth work.

On the process of the toolbox creation

This toolbox was born in a cooperation of three different actors: The international movement socioMovens, the Prevention Team of the Archdiocese of Paderborn and the Social Institute Kommende Dortmund. Starting from the need to establish safeguarding practices (beyond the existing safeguarding policies) for the international youth work, a German-Polish task-force started to collect ideas and methods.

In this process, the valuable feedback of colleagues

and exchange fora, such as the international Schutz-Ju-workshop in Cologne 2023 were essential for the development.

Thanks to the support of the Prevention Team of the Archdiocese of Paderborn and the AKSB as a central agency of the German Federal Child and Youth Plan, an international workshop invited youth workers to discuss the (political) safeguarding realities across Europe and test the methods in February 2024. The participants bringing

in their respective youth work practise nurtured the development of the toolbox essentially.

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