Origins and Progress

International Task Force on Child Protection

November 2015

ITFCP Founding Members

- Academy of International School Heads
- Association for the Advancement of Int'l Education
- Council of British International Schools
- Council of International Schools
- ECIS
- International Schools Services
- U.S. Department of State, Office of Overseas Schools

ITFCP Charter

To apply our collective resources, expertise

and partnerships to help international school

communities address child protection challenges.

School Policies and Resources

School Recruitment

School Evaluation

International Collaboration

90+ Volunteers in 41 Countries

Heads, counselors, security specialists, teachers, psychologists, NGOs, and law enforcement

- Child Exploitation and Online Protection, UK
- Federal Bureau of Investigation, US
- International Centre for Missing and Exploited Children
- Interpol
- Ministry of Security and Justice, Netherlands
- Royal Canadian Mounted Police
- U.S. Department of State
- U.S. Department of Justice

Global Environment:
Realities about Child Abuse and Exploitation

1) Risks, challenges and solutions for combatting transnational child sex offenders.

2) Why do child abusers do that? The mind-set and behavioural characteristics of sex offenders.

3) Why do international schools attract child sex offenders?

4) What is the role of the school? What is not?

Realities about Child Abuse and Exploitation

Why do they do that?

Preferential:

  sexual preference for children

  "It is a drive that does not go away."

Situational:

  children are available

Why are international school communities vulnerable?

International mobility:

Transnational sex offenders jump from country to country to abuse children

Different countries/different laws:

Offenders seek less developed countries with weak legal systems

The "Dark Net"

The Tor Network

Software guarantees encryption and anonymity between users

Not discoverable by search engines

9 november 2013 20:00
Emule network, past 24 hours

We are here

Community Support

"International Schools are not islands."

Establish relationships in advance:

Police/Prosecutors
Hospitals/Social workers
NGOs
Other schools in-country

Incorporate a multi-disciplinary team into response procedures

Education + Law Enforcement

An important partnership

First-line responders must have expertise

Reporting requires:

- professional advice and counseling

- referral to Law Enforcement

- investigative skills

It is not the job of educators to investigate or track criminals.

School Evaluation Committee

Progress Report

Objective

Collect, review and assess current external processes, standards and indicators used to regulate, evaluate and monitor school practices designed to ensure Child Protection and Well-being, and determine what measures need to be put into place to ensure their effectiveness.

Work Completed So Far

- Collected and reviewed accreditation and inspection protocols from a wide range of school evaluation agencies.

- Noted a wide variation in the extent of child protection standards.

- Identified a number of areas of omission in many accreditation / inspection protocols and very few exemplars provided.

Identified **Essential Questions** on effective child protection practices, designed to promote discussion and dialogue, stimulate research and inform policy and practice within schools.

Activity:

Review the list of essential questions.

1) Choose 3 that indicate areas for improvement in your school.

2) Find a partner who chose the same question.

3) Discuss ways to build effectiveness, creating a list of exemplary practices that should be adopted.

4) Repeat #3 and #4 for each question.

Identify areas for improvement.
What are exemplary practices?

Each group will identify and document areas needing improvement.

Each group will share its list of areas for improvement.

ITFCP Workshop
Feedback from International Community

There is nothing more difficult that being the <u>only</u> person responsible. (Counselor)

We need expertise and resources. *(Teacher)*

It is a challenge to gain support to establish a child protection program in our school. We need to "fit it in". *(Principal)*

We need to move from policy to program. Bring in experts when needed. Get legal advice – ensure the school has a legal base for its actions - both local laws and international law. Go to the Board with this as a priority. *(Head)*

Identifying Indicators of Abuse

The United Nations defines "child sexual abuse" as "contacts or interaction between a child and an older or more knowledgeable child or adult when the child is being used as an object of gratification for an older child's or adult's sexual needs. These contacts or interactions are carried out against the child using fear, trickery, bribery, threats or pressure."

	Not at all confident	Somewhat confident	Confident	Very confident
How confident do you feel in your own ability to identify indicators of child sexual abuse?	9%	42%	37%	12%

Barriers to Identifying Abuse

What do you see as barriers to identifying and responding to possible child sexual abuse and exploitation at your school? (select all that apply)

Cultural norms that prevent parents from discussing sexual abuse/exploitation	75%
Cultural norms that prevent students from reporting personal information	71%
Lack of/inadequate staff training	57%
Lack of/inadequate parent training	54%
Lack of/inadequate student training	53%
Fear that the police investigation will be ineffective	51%
Inadequate community resources for victims and families	46%
Lack of school policy and procedures	39%
Fear that my suspicions may be wrong and I could damage someone's reputation/career	38%

Training at School

Do you think training on child sexual abuse and exploitation is needed at your school?

Yes	90%
No	10%

Do you think training on child abuse and exploitation should be required annually?

	Yes	No
For school leaders?	89%	11%
For teachers?	91%	9%
For other staff and contractors?	84%	16%
For students?	86%	14%
For parents/family members?	77%	23%

5 key areas in which accreditation / inspection standards will be strengthened:

- Professional development and training of school leaders and staff
- Proactive approach to ensure effective policies and practices are in place and reviewed regularly
- Ensuring students' learning on protective practices takes place within the written curriculum
- Recruitment of staff
- Building community resources; creating an expert multi-disciplinary response team

The new standards:

- Standards are based on the UN Rights of the Child
- Accrediting/inspection agencies will clearly define abuse and ask school communities to do the same
- School communities will discuss contextual appropriateness to determine how differences will be addressed and resolved
- Reporting abuse: School leaders will be expected to seek information and advice about local regulations to address allegations and ensure a clear process for reporting
- Training will be mandated

Agreed Standards for Implementation

- Final standards have been deliberated and agreed by Accreditation agencies and inspecting organisations.

- Cooperating agencies and organisations include CIS, COBIS, MSA, NEASC, WASC, AdvancEd, and British inspection agencies.

Objectives

- Assess processes used by international schools and recruiting organizations to screen educators seeking positions,

- Analyze what measures need to be put into place to ensure or improve their effectiveness, and,

- Recommend a set of effective practices that schools and recruiting agencies can adopt to meet this objective.

Pilot of Effective Screening Practices
2015-2016: *75 participating schools*

Key elements

- Candidate Profile Review

- Reference Checks

- Identity and Credentials Verification

- Background Checks:
  - Criminal Records
  - Police Records
  - Offender Registries

Future Actions to Support Recruitment

- Complete the pilot and recommend effective practices

- Distribute and publicize enhanced screening procedures

Interpol Initiative

- Feasibility study: One Certificate of Clearance

- Will include 190 countries

- ITFCP will join the working committee

School Policies and Resources Committee

Progress Report

Objective

- To identify and develop resources schools can use to develop their own policies that apply within their individual context.

  School resources will address:
  - » Prevention
  - » Reporting
  - » Crisis/conflict resolution
  - » Recovery

Completed Work

- Established a partnership with the International Centre for Missing and Exploited Children to develop a website of resources for the international community

- Developed a set of case studies and discussion questions for schools to review and consider in their communities

- Developed a community needs assessment framework

- Began to compile a list of experts to provide advice and conduct training in international school communities

International Centre
FOR MISSING & EXPLOITED CHILDREN

Education Portal

Advocacy & Prevention

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Signs a child is at risk

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Parent guides

MORE ▸

How to ask a child?

MORE ▸

More on Advocacy & Prevention ▸

Advocacy & Prevention

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Signs a child's at risk

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☰ SECTIONS

Awareness, Advocacy, and Prevention

Awareness | Signs of Risk | Prevention | Child Protection Standards | FAQ

Policies and Procedures

Child Protection | Employee Ethics | Reporting | Travel and Field Trips | FAQ

Accreditation

Essential Questions | Child Protection Standards | Accreditation Resources | FAQ

*the child protection standards would be cross-listed under Awareness, above

Recruitment

Effective Practice | Background Checks | Reference Checks | Recruitment Resources | FAQ

Resources

Educators | Parents | Students |Healthcare Community |Governments| Reporting | FAQ

Tools and Resources for School Communities
~November 2015~

- Community Needs Assessment – a framework
- Expert bios and links
- Background check procedures – country specific
- School policy samples
- Case studies and discussion questions
- Training resources for educators, children and parents