

International Task Force on Child Protection

Findings and Recommendations

AAIE Conference | February 2015

ITFCP Founding Members

- Academy of International School Heads
- Association for the Advancement of International 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

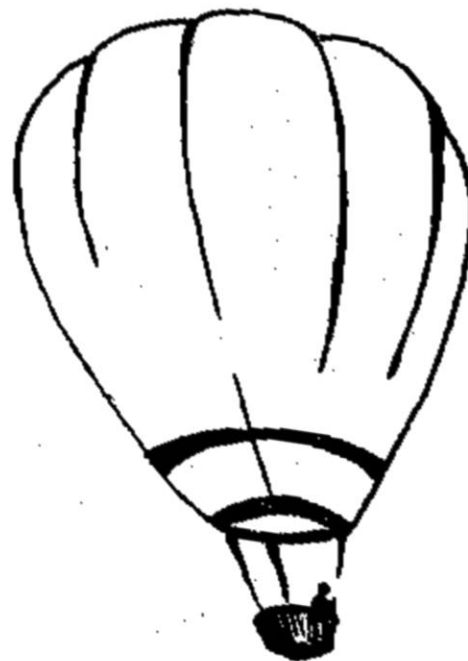
90+ Volunteers in 41 Countries

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

- Child Exploitation and Online Protection, UK
- Federal Bureau of Investigation, US
- Int'l Center 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

AISA Child Protection Handbook

2013



Association of
International
Schools in Africa



Child Protection Handbook

FOR TEACHERS, ADMINISTRATORS
AND BOARD MEMBERS

May 2014

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

tsbjerg



We are here

The Ha

Sea

Brighton

hsea

zent

Strengthening Screening Practices for International Educators

School Recruitment Committee
Progress Report

Objective

- 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 best-practice protocols that schools and recruiting agencies can adopt to meet this objective.

Committee Composition

Agencies

CIS

ISS

Search Associates

AASSA

UNI

Educators Overseas

Edvectus

Schools

Colegio Franklin D Roosevelt/ Amer Sch of Lima

Rabat American School

International School in Genoa

American International School of Guangzhou

International School Seychelles

International School Latvia

Draft Screening Practices: Key Elements

- Candidate profile review
- Reference checks
- Identity and Credentials Verification
- Background Checks:
 - Criminal Records
 - Police Records
 - Sex Offender Registries

***Sticky* Issues**

- ▶ Seal of Approval?
- ▶ Implications for monitoring adherence?
- ▶ Privacy Concerns?

Future Actions

- Recommend Practices/ Protocols
- Align with other ITFCP committee recommendations
- Devise a pilot “roll out”
- Evaluate the pilot
- Implement recommendations
- Plan and launch full roll out
- Determine options for ongoing sustainability of efforts

School Policies and Resources Committee

Progress Report

Objective

Collect, review, create and provide resources for school communities to establish effective operational policies and practices for the selection, employment and training of educators to ensure Child Protection and Well-being.

School resources will be categorized in four groups:

- Prevention
- Reporting
- Crisis/conflict resolution
- Recovery

Goal:

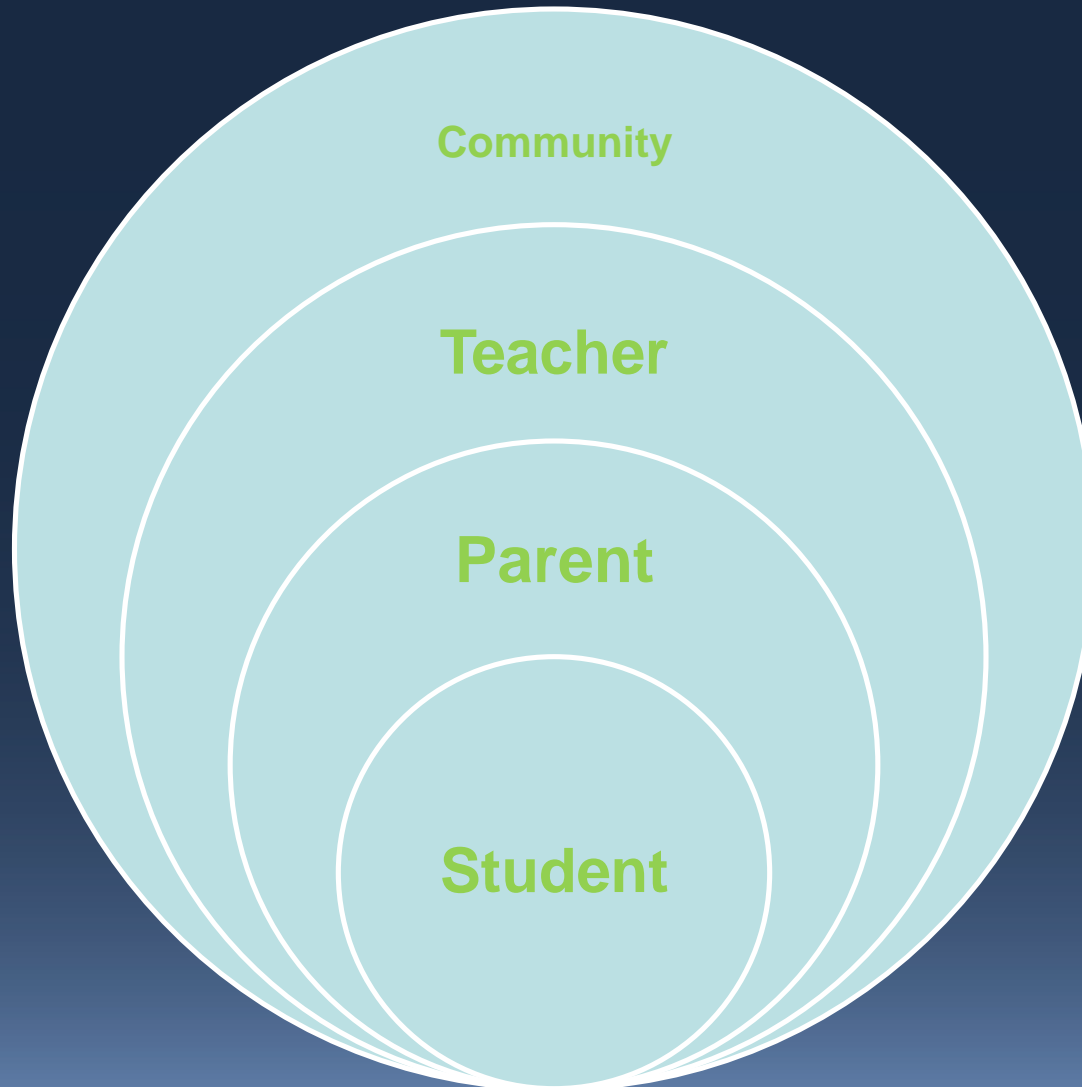
To identify
and develop
resources
schools can use
to develop their
own policies
that apply within
their individual
context.



Projects Completed

- Identified an organization to host resources, where abuse can be reported: **International Center for Missing and Exploited Children (ICMEC)**
- Created a set of case studies for schools to review and consider as possible scenarios within their communities
- Created a list of discussion questions aligned with the case studies
- Indian task force meeting held to assess community resources; evaluated a community needs assessment framework
- Compiled a list of experts to provide advice and conduct training

A Holistic Child Protection Program



Case Studies

CATEGORY: Addressing student's/parents' report of abuse by staff member	Case Study # 6
TITLE: veteran non-teaching staff member	DATE: 12-28-2014
SUB-TITLE: conflict of interest: union/labor laws	
LOCATION: Western Europe	

Knock, knock. “Come in,” said the Head of School, as her Assistant peeked in through the door during the weekly Admin meeting. “Excuse me, but there are two parents here to see you.” The HOS instructed the Assistant to make an appointment with them for tomorrow. “Well, ahem...I think you might want to speak to them now,” she said in a strange tone of voice.

The HOS exited the meeting and met with the couple waiting outside her door -with their son. When she heard their concerns, she immediately ...

International Task Force Meeting

Pune, India

- Review community needs assessment framework; forward ideas and recommendations
- Continue to make links with NGOs, notably Childline and Save the Children
- Local/Legal: contact local law enforcement – a must
- All school counselors working together in a network
- A Google doc platform set up to share resources in specific categories

Resources, experts and training

- ✓ Prevention
- ✓ Reporting
- ✓ Crisis/
conflict
resolution
- ✓ Recovery



Recommendations / Actions

- Identify a host site to make information available to schools – ICMEC
- Assign a project manager to work with the host to initiate the project
- Develop local relationships and identify needs specific to each school location
- Develop contextually appropriate policies and procedures to address abuse

Committee Members

Kate Beith

Dhanya Bhat

Petra Broukmans

Michael Clack

James Doran

Lois Engelbrecht

Jane Foster

Shirley Harwood

Gregory Hedger

Kevin House

Sasha Marshall

Russell Menard

Lesley Meyer

Jeff Paulson

Kevin Ruth

Robert Thompson

Jennifer Tobin

Oli Tooher-Hancock

David Toze

Areta Williams

Ettie Zilber

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 a total of **24 Essential Questions** on effective child protection practices, designed to promote discussion and dialogue, stimulate research and inform policy and practice within schools.

Example of Essential Questions:

- To what extent can the school be assured that it is only employing people of good character? Does the country/state have a system for checking employees?
- Does the school take measures to ensure that all helpers, volunteers and contract workers are people of good character?
- How does the school ensure that all faculty and staff are aware of the school's child protection policies and practices?

Identified **5 key areas** in which accreditation / inspection standards should apply:

- Professional development and training of school leaders and staff
- Proactive approach; having effective policies and practices in place (What to do when....!)
- Ensuring students' learning on protective practices takes place within the written curriculum
- Recruitment of staff
- Implementing regular review of child protection measures

Identified **12 exemplary practices** that schools should adopt to promote high levels of child protection

Identified the need for child protection to be a key driver of accreditation / inspection.

Considerations:

- The Standards and exemplars should be rigorous but contextually appropriate to the school.
- Accreditation teams and inspectors should ensure that the school is fully aligned with the exemplars.

Examples of Exemplary Practice

- A contextually appropriate values statement about the rights of the child has been developed and formally adopted by the school.
- The school will have in place formal learning programmes related to child protection which cover areas such as personal safety, grooming, online safety, bullying, healthy sexual behaviour, self-harm, staying safe away from home, disclosing abuse etc.
- The school will have specific child protection policies, practices and staff training programmes to ensure the safety and welfare of all students within boarding facilities, as well as homestay and residential arrangements.

Future Actions

- Submit committee findings to ITFCP for further refinement in alignment with outcomes of the Recruitment and Policy Committees.
- Agree final statement and meet with Accreditation agencies and inspecting organisations to encourage adoption.
- Agreement on developing standards already gained from CIS, COBIS, MSA, NEASC, WASC, AdvanceEd, and in principle, from ISI.



U.S. DEPARTMENT OF STATE
The Bureau of Diplomatic Security

SSA Fernando Matus

Branch Chief – Criminal Investigative Liaison

Diplomatic Security Service

The law enforcement and security arm of the
U.S. Department of State

United States Foreign Service Posts and Department of State Jurisdictions, September 2011



Diplomatic Security Service

Mission:

To provide a safe and secure environment for the conduct of U.S. foreign policy

Regional Security Office (RSO)

- Senior law enforcement advisor
- Key relationships with host nation law enforcement and security officials
- Manage wide array of security programs
 - International Schools with Embassy children

Community Support

- “International Schools are not islands”
- Establish relationships in advance
 - Police/Prosecutors
 - Hospitals/Social workers
 - NGOs
 - Other schools in-country
 - Incorporate into your response procedures

Reporting

- Duty to report?
- Determine applicable laws in country
- Establish predetermined process to evaluate allegations
 - Multidisciplinary team alternative
- WWW.CYBERTIP.ORG

Preparedness and Prevention

- By establishing a comprehensive child protection policy:
 - Raises awareness
 - Educate community
 - Prepare you for the worst case scenario
 - Protect the children and overall community



SSA Fernando Matus

Matusfd@state.gov

571-345-2978

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.

Future Actions

ICMEC

- Potential site for reporting suspected and known abuse
- Source for resources and expertise to train children, parents and educators
- Establishment of a section dedicated to resources for the International education community

Interpol

- Feasibility study: **one certificate of good conduct**
- ITFCP asked to participate

Tools and Resources Available to your School Community

- Community Needs Assessment
 - a framework
- Presentations/overviews from experts
- Background check procedures – country specific
- School policy samples
- Training resources for educators, children, parents

Over to you!

Comments

Recommendations

Questions