



A Journey Into My Care



A Journey Into My Care

Introduction

Safeguarding, defined as exploitation and abuse committed by humanitarian aid workers on beneficiaries, is a complex and sensitive topic, which can be challenging to communicate. PSEA, or protection from sexual exploitation and abuse, is a type of safeguarding and is often referred to in humanitarian aid settings. Communicating rights and reporting to children carries additional significant challenges. Children are more vulnerable to exploitation and abuse than adults, due to their lower levels of agency and language to describe the types of behaviours that they are experiencing. Children are less able to speak against those in positions of power, and may be persuaded to keep inappropriate actions a secret or be more easily subjected to threats and intimidation against their loved ones. Traditional approaches to reporting mechanisms within the sector – hotlines, online platforms, and complaint boxes – may not work for children who are less likely to have access to the technology, locations, and writing skills to voice their experiences. Ensuring that we prevent and create safe spaces for children to report takes additional steps, tailored approaches, and innovation. This project aims to be the start of building a library of materials that are specifically directed to safeguarding of children.

This book was authored by Carolina Echegaray, Child Protection Specialist, PSEA Investigator and current IRC Safeguarding Regional Advisor. Support was provided by Crystal Stewart, a Public Health and Child Protection Specialist with over 15 years of experience, and current IRC Child Protection Technical Advisor. Input for the book was gathered in Latin America from parents, educators, child psychologists, anthropologists, social workers and protection staff, as well as from children.



Facilitator's Notes

How to use this book:

Reader age range: 4-17

The story can be told in a variety of ways. Below in the 'Activity Ideas' section, you can find a list of options on games and interactive methods to engage children with the content. The book is not intended to be prescriptive in its use, in order to allow for differing contexts and regions. Most importantly, the book requires an adult who has experience in working with children and has familiarity with Safeguarding, PSEA and reporting mechanisms.

What ifs

As this book is intended for a wide range of ages, countries, and contexts while simultaneously ensuring that children engage critically with the content, the 'What If?' questions at the end of each chapter are designed to create further discussion opportunities with children at the correct age level. This is to ensure that the questions are adequate for their current level of processing and understanding as each chapter is read.

Some tips for each chapter:

Chapter 1:

It can be helpful to provide children with a light introduction as to what they will be hearing about in this story. This will provide children with an idea of what will be discussed as well as gaining some interest and excitement (depending on age).

In the story, the children are already aware that the perpetrators worked for an NGO/aid organization. It may be helpful at this stage to ask children how they identify each of the NGO/aid organizations from one another (many may say through the color of the logo or the picture of the logo). The facilitator/s, at this point, should explain that they work for X agency/organization and their function/role.

Chapter 2:

The Safeguarding case scenarios can be adapted to fit the context where story is being told, as needed.

Chapter 3:

The introduction of the jungle characters provides a 'fun' moment for children. Physical visuals (such as use of props and role play) of these characters can be helpful and make the story more interactive. It may be helpful here to ask the 'What If' questions throughout the chapter, rather than at the end of the chapter. For younger children (ages 10 and below) it could help the children make a better connection between the 'animal' reporting systems and the 'human' ones.

When discussing key words like 'reporting', 'abuse' and 'safe', facilitator/s should ask open questions to children on what they think these words mean, e.g. 'What does 'safe' or 'being safe' mean to you?'

Chapter 4:

In this final chapter, it can be useful to highlight that there are 'good' aid workers who they can turn to for reporting or discussing a concern or issue when they have encountered a 'bad' aid worker.

Activity Ideas:

Below is a list of suggestions received from child/youth professionals that attended the validation sessions on ways to make the story more creative, interactive, adapted to right ages and group size, and/or trauma sensitive. The list is not exhaustive, but has been included to be used as a 'spring board' for other ideas. Try any of the activities below!

- Facilitators can use the 'What If' questions in an interactive way. If children don't want or find it difficult to reply verbally, you can also ask the children to draw their response.
- Creating a holistic approach is key. Parents/Care givers for example, can also take part in the story telling.
- Puppets! Depending upon the age of the audience, facilitators can also use puppets to act as key characters (Tunki, Nalia, frogs, other jungle animals, Inti and Maya).

Activity Ideas:

- Facilitators can read the story in sections and after each chapter, ask children to draw their interpretation of the story to ensure that they have understood the content and to allow for deeper engagement with the core message.
- Visual reporting route! Have the children consider: who would they report a safeguarding violation to; who would be their first point of contact; would they use national lines (if they exist) or speak to an aid worker? Then the facilitators can ask children to draw the route or map that they would use to report a safeguarding issue!
- Start your own 'No to Secrets' campaign! Start a discussion with children on what good secrets and bad secrets could mean. Help the children to create a campaign which aims to raise awareness on when to speak up about behaviors and secrets that are bad to keep from parents, care givers, and other trusted adults.
- Facilitators can identify key phrases in each chapter to highlight or draw out certain messages (such as 'believe', 'support' and 'guide').

Chapter 1



Inti walked through the jungle, as he always did. This was his favorite place, deep in the jungle, among the dense trees. He enjoyed listening to the sound of the waterfall and watching the frogs jumping! He discovered this place when playing with his friends and it became his secret space.

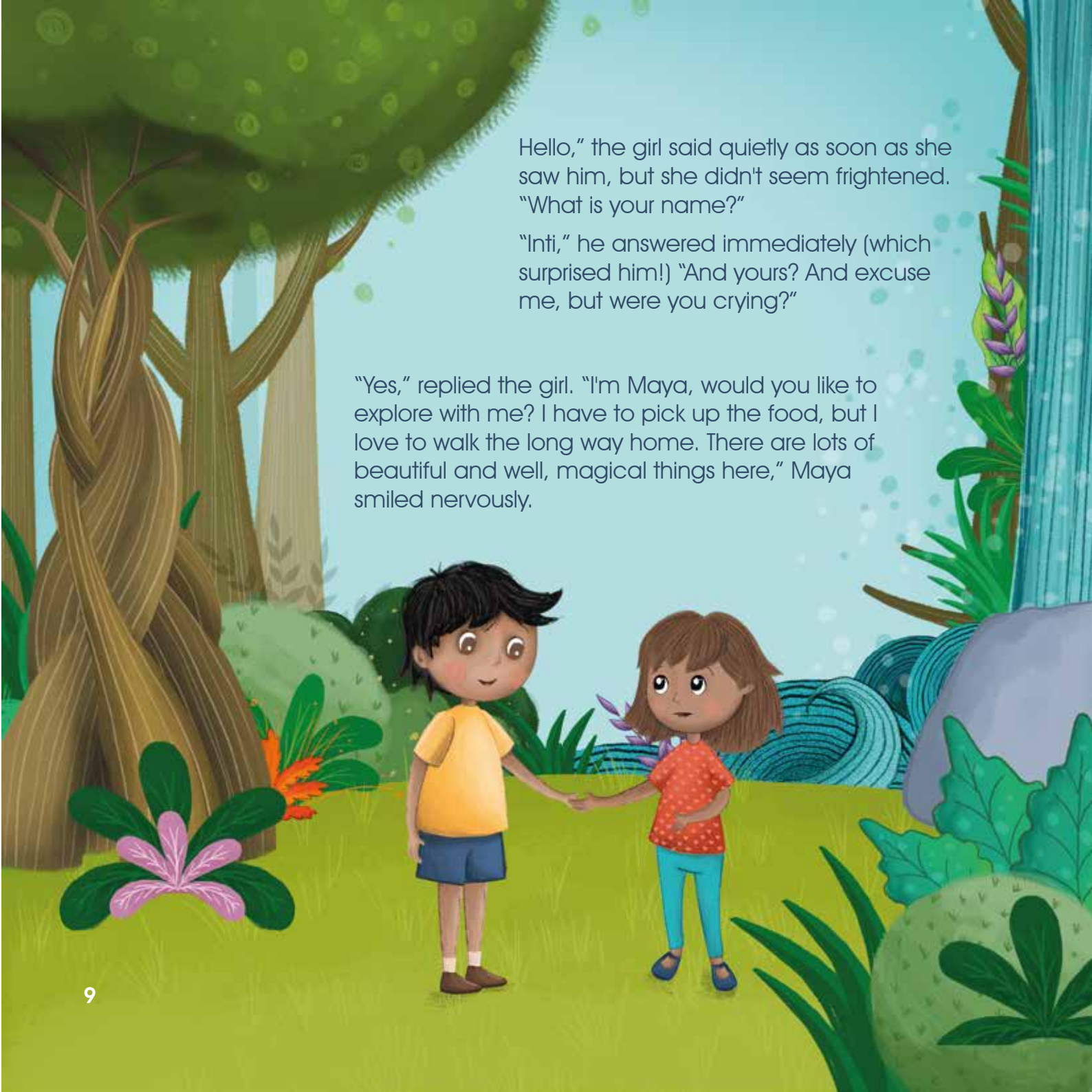


This time, as he approached his favorite spot, he noticed a figure sitting in his usual place. As he got closer, he could hear what sounded like someone crying? Inti wasn't sure. The leaves of the trees swayed in the gentle breeze and seemed to push Inti out of his hiding place.



When Inti emerged through the thick leaves, he saw a little girl sitting on HIS special rock (Inti knows it has magical powers!). The girl was crying.





Hello," the girl said quietly as soon as she saw him, but she didn't seem frightened. "What is your name?"

"Inti," he answered immediately (which surprised him!) "And yours? And excuse me, but were you crying?"

"Yes," replied the girl. "I'm Maya, would you like to explore with me? I have to pick up the food, but I love to walk the long way home. There are lots of beautiful and well, magical things here," Maya smiled nervously.



Inti stood still. He too has seen and heard the magical ways of the jungle, so Inti followed Maya as she slowly made her way into the jungle.

They walked through the jungle together. The day was warm, even the monkeys were not up to their usual antics and instead relaxed in the branches dangling their tails as they drifted in and out of sleep.

"I've never seen you here before," Inti said

"Well," Maya said, "When I'm feeling happy or sad, I come to nature. I have only been here twice before but, after where I've just ran away from, the plants and flowers spoke to me. They told me that this place was very special and that it would guide me."

"Oh," Inti replied. "I also feel the same! I love being with trees and around anything nature, especially after today and what happened."






"What happened to you?!" asked Maya

"It's strange," Inti said. "I'm still very confused, but I think I know now that what happened was not right because of the way I feel."

Just then, a lot of butterflies passed by. They were different colours of red, purple, brown and yellow!



Inti continued, "Well it was several women who worked for a foundation that help my community who hurt me."

Maya stood completely still.

"What's wrong, Maya?" asked Inti.

Her face said it all, but Inti still felt he had to ask to be sure.





"The same thing happened to me," Maya said in a sad voice. "Except that...a man, who works for one of these organizations that help us, tried to do bad things to me too. He said it would be 'our' secret," Maya replied.

"Wow," said Inti. "Can I tell you what happened to me?"

"Of course," said Maya

And so Inti began.



What Ifs

Ages 3-7

What is a bad secret and what is a good secret?
What animals can you find in the forest?

Ages 8-12

Who can you talk to and share secrets with?
Why can't adults keep some types of secrets?
What animals can you find in the forest?

Ages 13-17

What do you think happened to Inti?
Why is Inti afraid to tell people about what happened to him, even Maya?
Why might adults ask her to keep secrets?

Chapter 2

Inti's story:

"Sometimes I go to these activities, which are lot of fun, and other children like me are there. The teachers work for an organization I think, and sometimes the teachers change. At first it was just a bit painful, but then it started to happen all the time, every day, and the teachers hit us for no reason!"



"The teachers said they had to hit us so that all the 'bad' would come out, but that just made me feel worse and worse. It also confused me. If these teachers are here to help us, why are they making me feel so bad and hitting me? They say we should be grateful that they came to help, but now I don't feel like that."

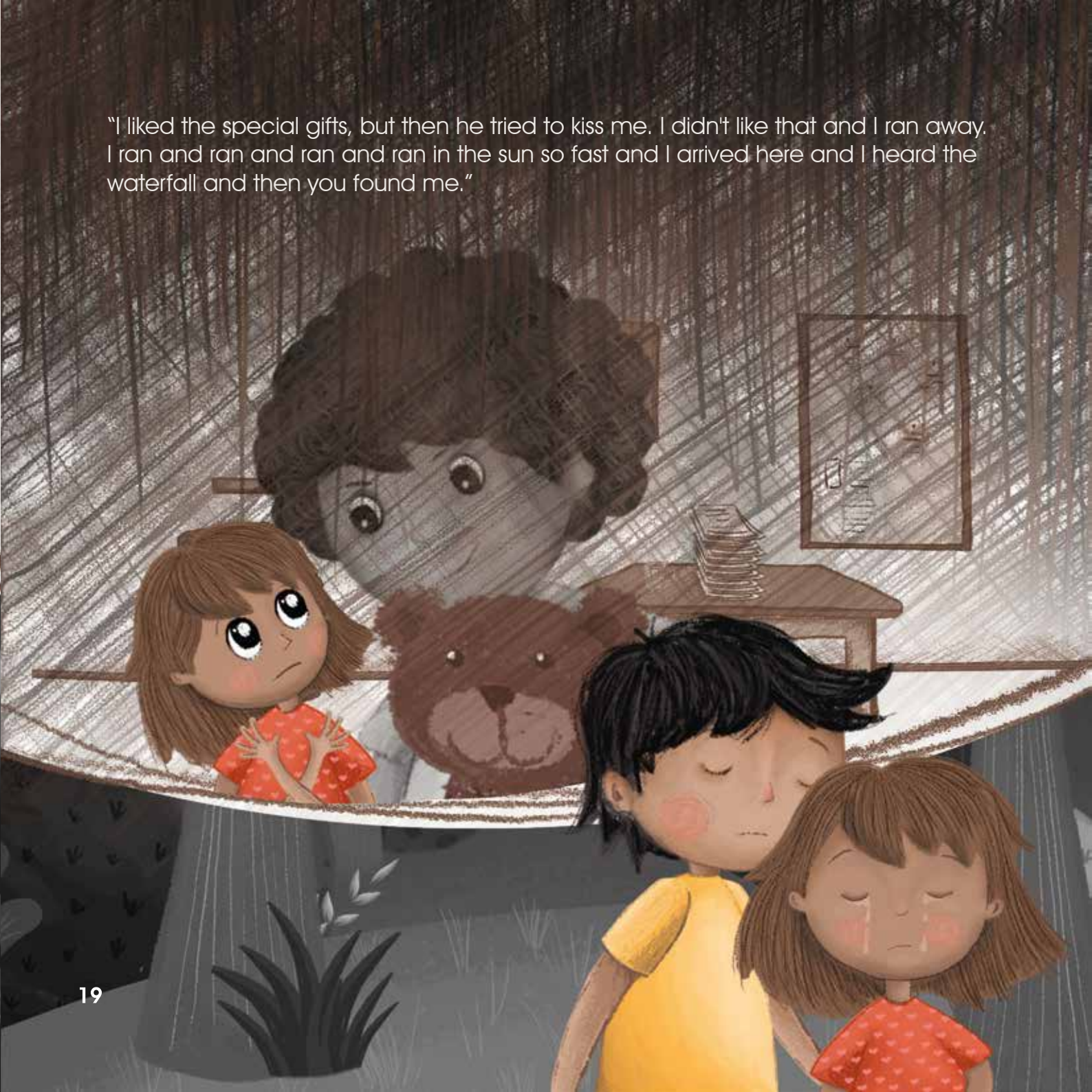


Maya's story:

"I went to a place where foundations and charities give us food and blankets and things we need. While I was there, a man who also worked for an organization, said he had special gifts just for me. He gave me a teddy bear and chocolates."



"I liked the special gifts, but then he tried to kiss me. I didn't like that and I ran away. I ran and ran and ran and ran in the sun so fast and I arrived here and I heard the waterfall and then you found me."



What Ifs

Ages 3-7

Do you think the adults in this story acted right or wrong? Why?

How should they have acted?

Ages 8-12

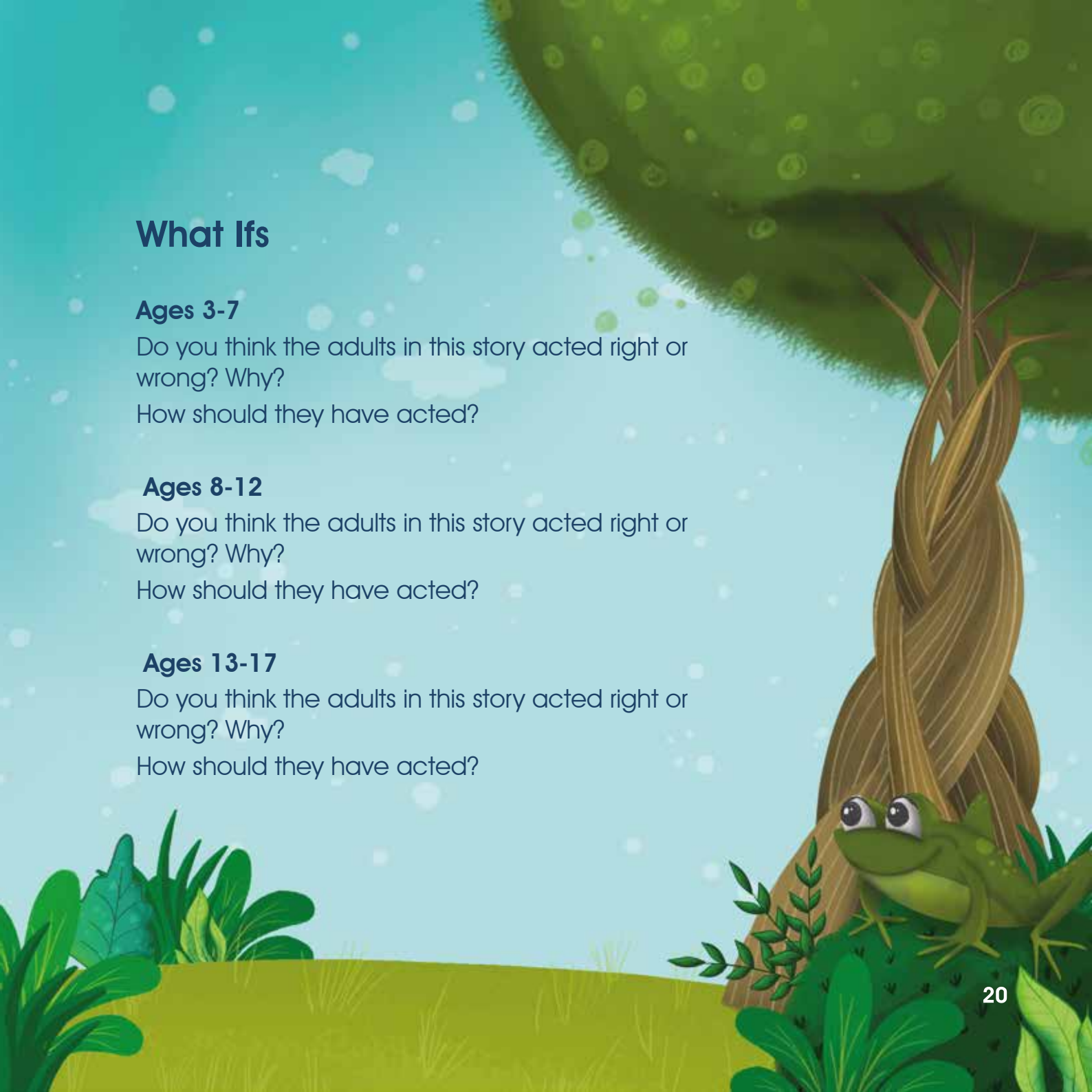
Do you think the adults in this story acted right or wrong? Why?

How should they have acted?

Ages 13-17

Do you think the adults in this story acted right or wrong? Why?

How should they have acted?





Chapter 3

Maya and Inti looked at each other. They heard loud noises now in the trees and Maya looked up. Exactly where they stood, there was a clear break in the treetops and the sun's rays filled the forest floor with warm light. A bird, which looked like a macaw flew by. It flew once, then twice, then again, then again, then again.

"Inti, look up!" shouted Maya.

Inti was already looking up and now the bird seemed bigger as it flew closer. It was a multicolored bird with veryyyyy long wings.

"Hello!" said the bird. Inti and Maya did not respond, but the bird continued cheerfully anyway.

"My name is Tunki! I live in the forest but on the other side. I recognize you," Tunki said, looking at Inti with his big wide bird eyes. "But you," Tunki was looking at Maya, "I have NOT seen you. Hmmm, you are new."





"Are you going to hurt us?" asked Inti. Suddenly he remembered what he and Maya had just talked about before the bird arrived. Maya seemed ready to run but Inti wasn't sure.

"Please don't worry," Tunki said, "I can see you are sad, but you can trust me. I am known in this jungle for making sure everyone has someone to talk to. I direct people to the right place when they are in trouble." Inti and Maya looked at each other. Trusting a bird they didn't know seemed dangerous.



Tunki realized this (he had magical powers, after all!) and to comfort them further said, "Well, as proof that I am trusted in this jungle, you can ask the wisest and oldest being in this area: the queen tree called Nalia. She tells us the truth because she is the queen of the jungle!"

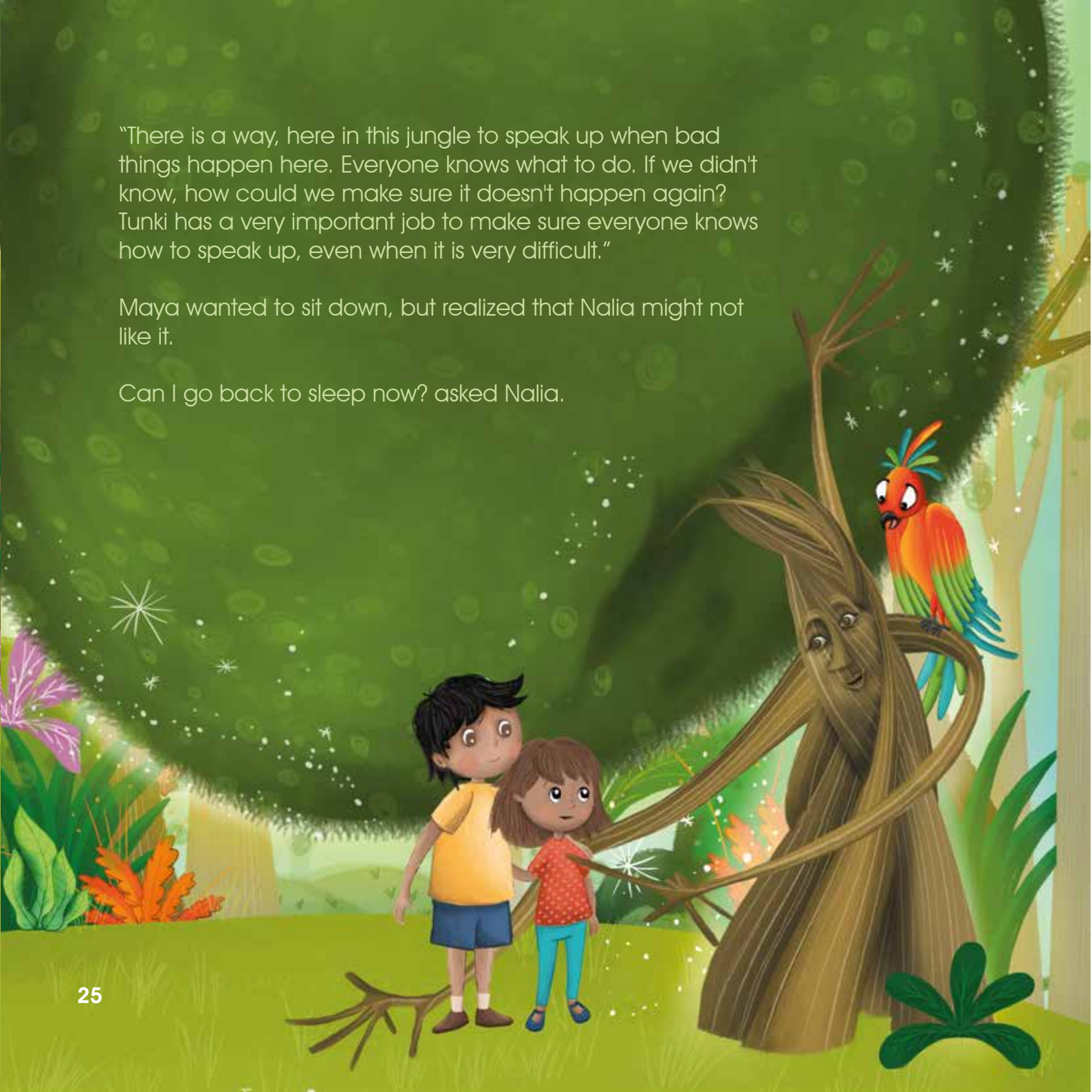
Just then the big tree brought one of its thick branches close to Inti and Maya and let out a loud howl.

"Yahoooooooooooooooooooooooooooo Tunki! You always like to wake me up from my sleep, I can hear everything! And yes, before you ask..." the huge tree turned its huge wooden body towards Inti and Maya.

"There is a way, here in this jungle to speak up when bad things happen here. Everyone knows what to do. If we didn't know, how could we make sure it doesn't happen again? Tunki has a very important job to make sure everyone knows how to speak up, even when it is very difficult."

Maya wanted to sit down, but realized that Nalia might not like it.

Can I go back to sleep now? asked Nalia.





As Nalia went back to her peaceful dreams,
Tunki continued talking.

"So you see, I AM actually quite reliable and I am here to do my job. I can
tell you that where you live, there is also a way you can tell someone if
anything happens."

Inti immediately stood up and looked at Maya.

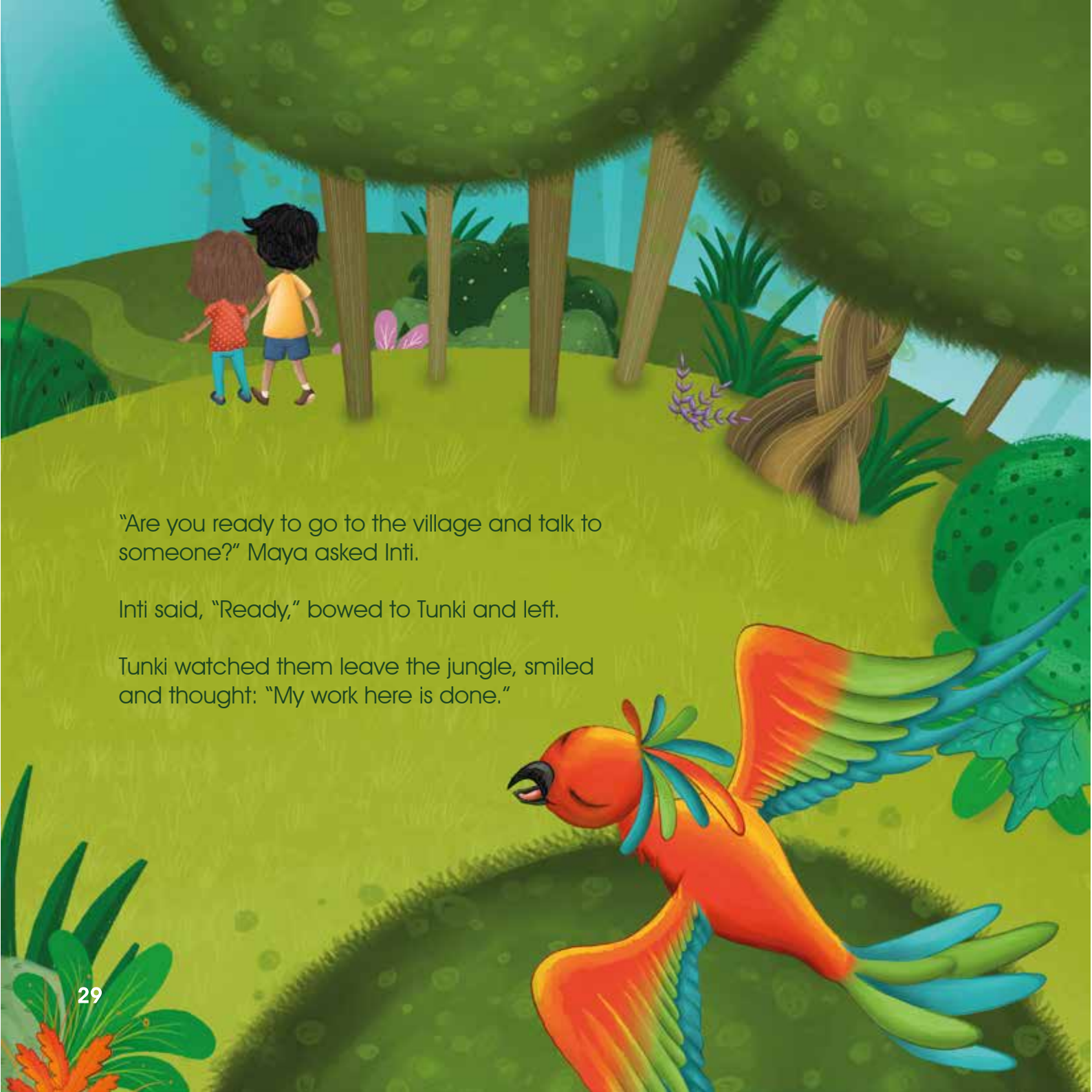


"The people who work for these foundations should NEVER have hurt you. They should never have asked you to keep secrets. They should never tell you that you are bad and they should never lie. All foundations and charities working to help people have someone to talk for support, to make sure it doesn't happen again, and to keep everyone safe from harm."

"But," Maya had so many questions to ask.

Tunki spoke right away, "They will believe you," he said as he read her mind. "The human ways to report work just like animals to believe, support and guide. You can talk to anyone you feel comfortable with. Maybe it's someone you like and see often, who wears the foundation t-shirt and who you trust. You can talk to them and I promise you, nothing worse will happen to you and what happened will NEVER be seen as your fault."





"Are you ready to go to the village and talk to someone?" Maya asked Inti.

Inti said, "Ready," bowed to Tunki and left.

Tunki watched them leave the jungle, smiled and thought: "My work here is done."

What Ifs

Ages 3-7

What did the big bird (Tunki) tell Maya and Inti to do?

Why?

What do you think 'reporting' means?

Ages 8-12

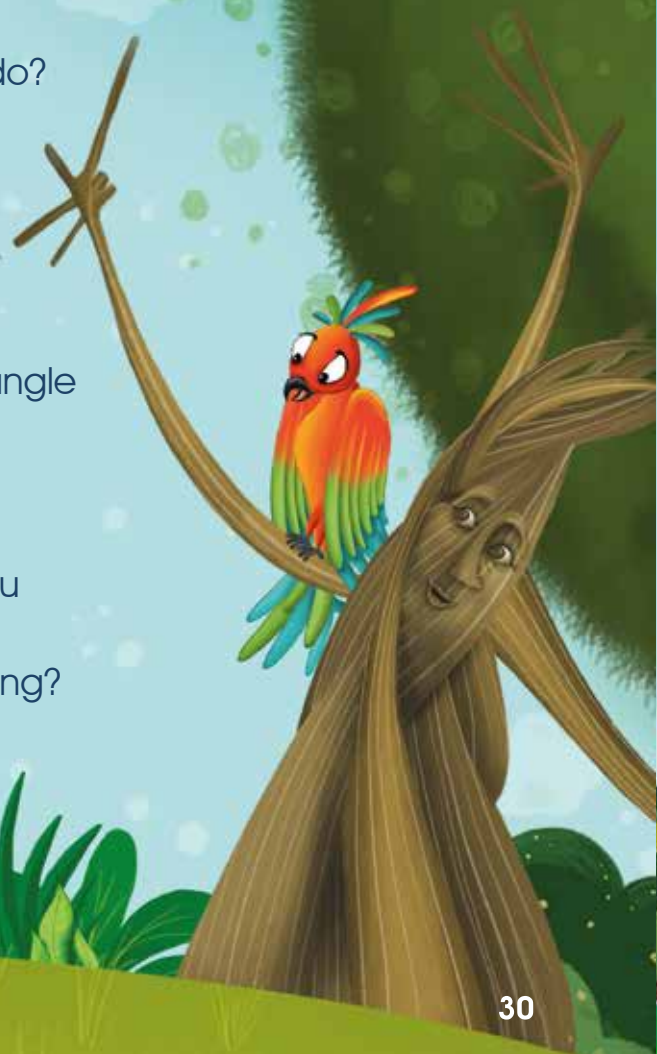
What is reporting?

What do you think of the reporting system in the jungle and how can you report like Inti or Maya?

Ages 13-17

What do you know about ways to report where you are? How could you report?

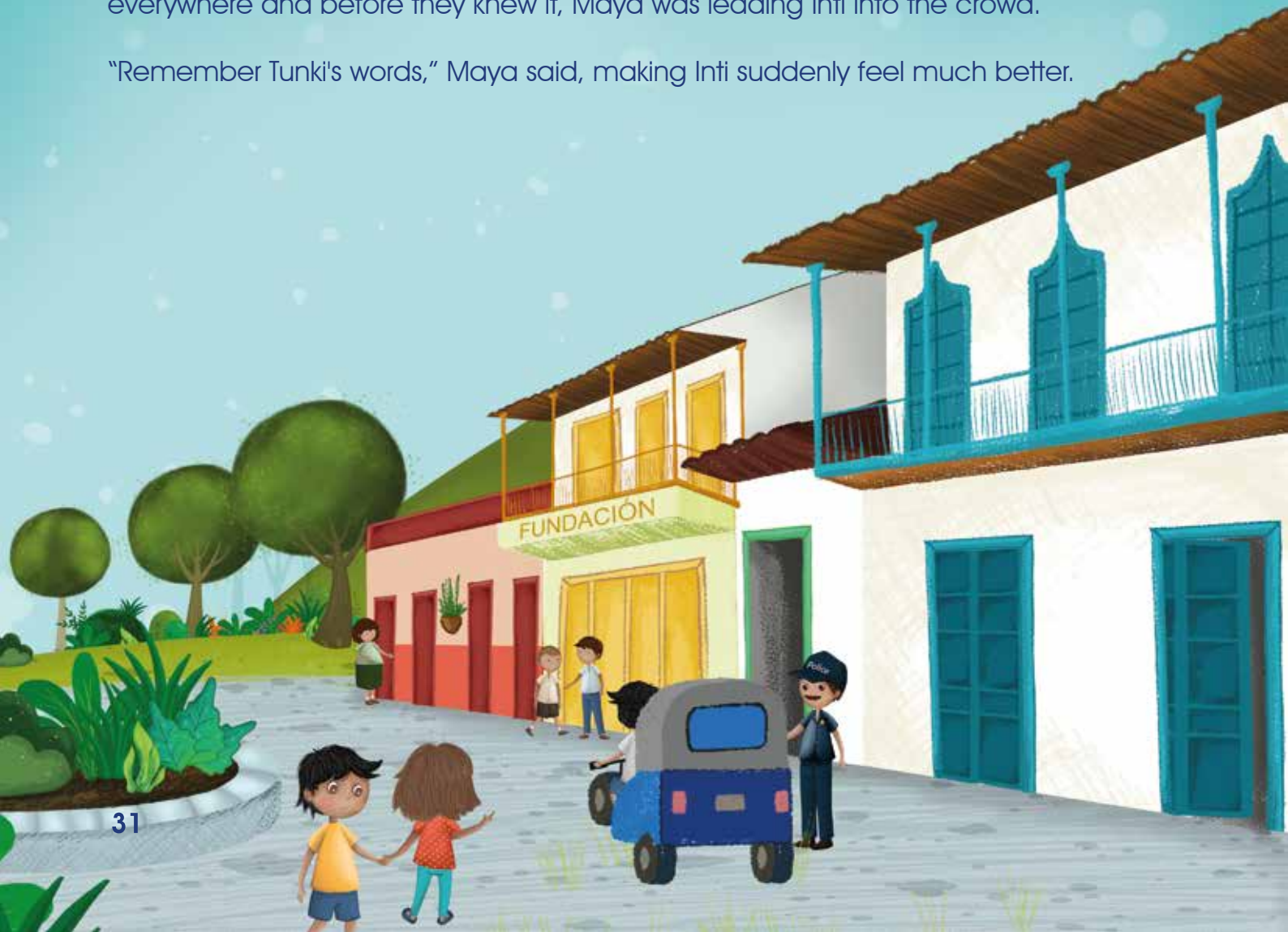
Is there anything that would keep you from reporting?



Chapter 4

In the village where Inti and Maya went, there was a lot of movement. There were children, teachers, police, military and men and women walking and running everywhere and before they knew it, Maya was leading Inti into the crowd.

"Remember Tunki's words," Maya said, making Inti suddenly feel much better.





Outside of a building there was a woman wearing a T-shirt with the image and colours of the organization, as well as her ID card. The woman was alone. Maya decided to be brave and took Inti's hand as they walked together towards her.

Maya told the woman the story of what had happened to her and also Inti's story. The woman working for the organization said, "Thank you for coming to tell me this information. You are both very brave. I believe you and I am very sorry that someone from our organization did these terrible things to you. No one should do these things and you did the best thing by telling me this. The organizations all work to respect everyone we support, and no child or adult should suffer any kind of abuse-ever. Abuse is when someone treats you badly or makes you do things you don't want to do."

"Shall we talk about this some more together?" the woman said.

Inti and Maya looked at each other. For the first time, Maya and Inti smiled and without saying a word they both said, "Yes, we would both like that very much."



Just in that moment Inti looked up and thought he saw a bright bird of many colours flying in the sky.

What Ifs

Ages 3-7

Do you know the names and colours of the foundations?

Do you think Maya and Inti are brave enough to tell what has happened? Why? Why not?

Who do you think the bird Inti saw was at the end?

Ages 8-12

Do you know the names and colours of the foundations?

Is it a happy ending or an unhappy ending? Why?

Who do you think the bird Inti saw was at the end?

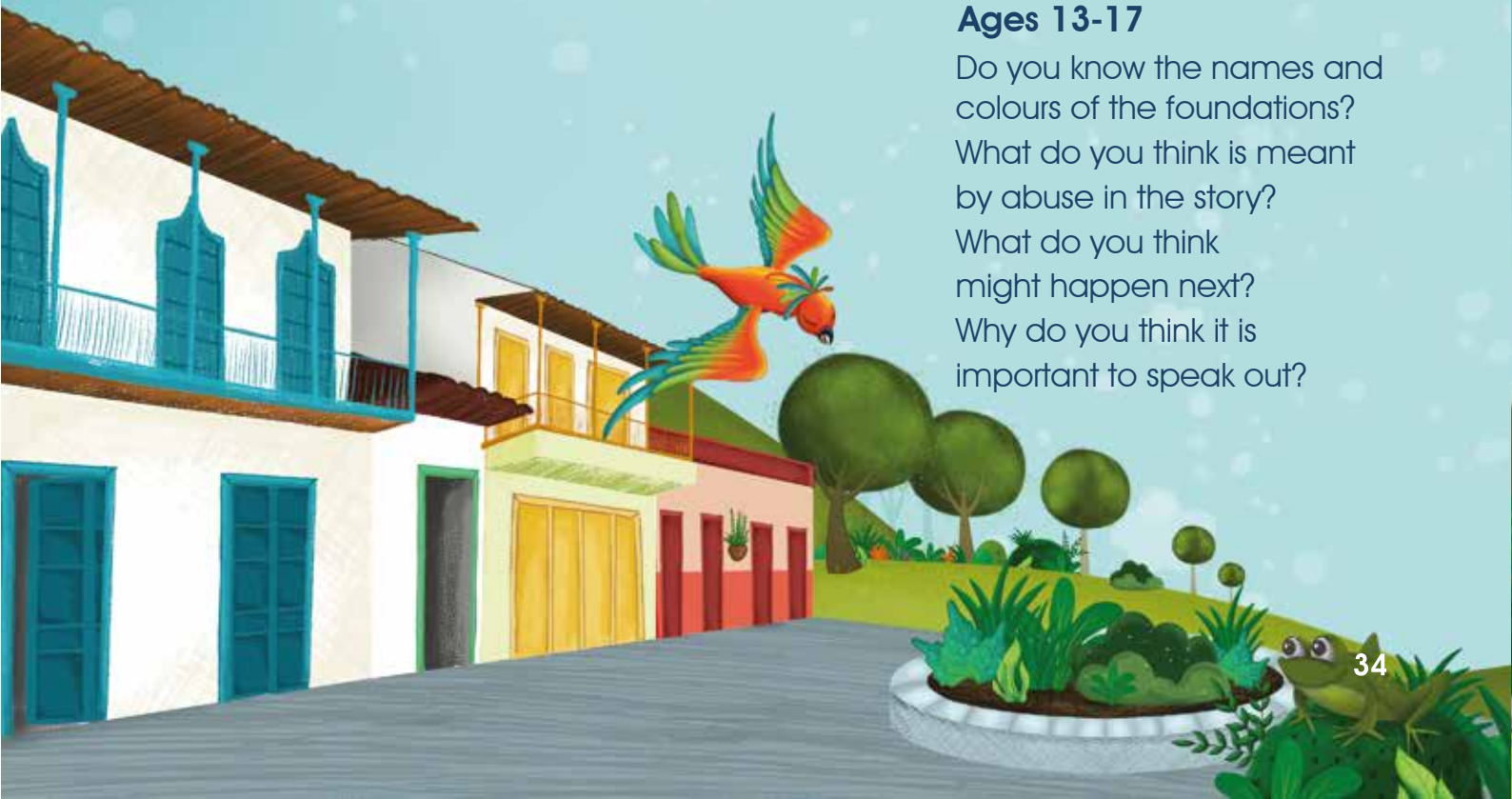
Ages 13-17

Do you know the names and colours of the foundations?

What do you think is meant by abuse in the story?

What do you think might happen next?

Why do you think it is important to speak out?





Final Questions

Who are the aid workers / foundations here,
where we are?

What does it mean to report?

Do you know how to report here? (in your location)

Is there anything that would stop you from reporting?

Annex

When piloting the story in Latin America before a book was available, children were asked to draw pictures of the story as they saw it. While every picture was amazing and we wished we could have used them all, the following are just a few of those illustrations. All images are used with consent.



Teachings of Tunki

Teachings of Tunki



A Journey Into My Care

Teachings of Tunki



A Journey Into My Care

Teachings of Tunki



A Journey Into My Care



A Journey Into My Care