

# SUMMER NEWSLETTER 2024

Safeguarding and child protection are two of the three cross-cutting priorities at READ Foundation, along with gender and the environment. As an education charity, mainstreaming safeguarding and child protection across the organisation is crucial to meeting our duty of care. Our focus is to ensure no one is exposed to harm and that everyone we work with is supported without discrimination.

Our Summer 2024 newsletter provides insight into our safeguarding work. This includes protecting and safeguarding children and demonstrating compliance with our safeguarding policies and procedures. It is also a valuable opportunity to showcase safeguarding and child protection in action across some of our projects.



## MEET SHAZIA NAVEED...

...our Global Safeguarding and Child Protection Advisor

Shazia has accumulated over 25 years of experience in safeguarding and child protection. She holds an MSc degree in Gender and Women's Studies and economics and a Bachelor's degree in Law. She is also a professional lawyer with a keen interest in Human Rights. At READ Foundation, Shazia is improving our overall safeguarding and child protection processes across the organisation and our projects.

## OUR SAFEGUARDING JOURNEY: A YEAR IN REVIEW

Over the past year, READ Foundation has undertaken significant measures to reinforce safeguarding and create a secure environment for our staff, donors, and the communities in which we work. Some of our essential work includes:

### 1 CHAMPIONING ACCOUNTABILITY

Completed our CHS self-assessment. As proud members of the CHS Alliance, we are committed to upholding the Core Humanitarian Standards (CHS) and aligning ourselves with global benchmarks and best practice.

### 2 UPDATING POLICIES AND PROCEDURES

Worked diligently to identify the improvements needed in our safeguarding related policies and procedures. Our policies were revised to meet international standards and new ones were prepared where there were gaps.

### 3 TRAINING FOR PROJECT TEAMS

Organised training sessions for partners to enhance their knowledge on the safeguarding cycle, covering identification, prevention, reporting, response, and learning. Our safeguarding learning journey includes our implementing partners and the communities we support

### 4 SAFEGUARDING WORKING GROUP

Formed the Safeguarding Working Group, comprising of key members of the organisation, across different countries, ready to take forward the safeguarding agenda for READ Foundation.

### 5 CAPACITY BUILDING FOR STAFF

Delivered comprehensive safeguarding sessions and leadership training for our staff to build knowledge and understanding of safeguarding and inclusive work environments.

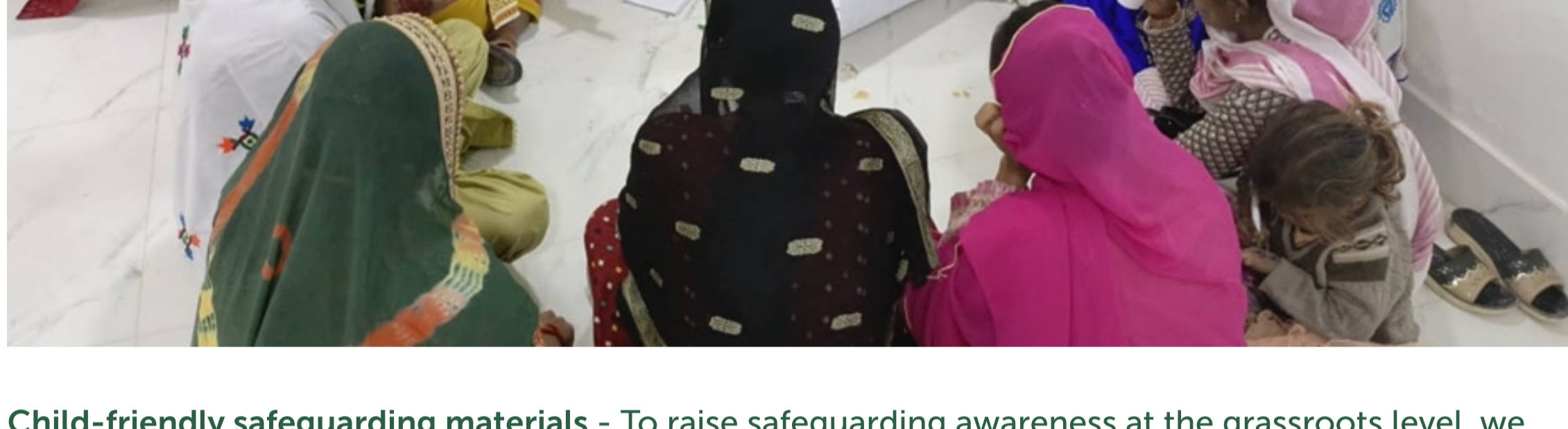
### 6 DEVELOPING ROBUST REPORTING MECHANISMS

Prepared and implemented a streamlined complaints and feedback reporting mechanisms for our projects and in our READ Foundation offices which encourages everyone to voice their concerns without fear of repercussions.

## SAFEGUARDING IN ACTION

We have undertaken significant measures to reinforce safeguarding across various tiers of the Empower Her project. This project provides access to quality education for 3,600 girls in two provinces of Pakistan. 120 Community-Based Accelerated Learning Spaces (CBALS) have been established in rural villages, and 120 female teachers have been trained to deliver a compact curriculum.

**Safeguarding training and training of trainers** - The project team, including teachers, has undergone safeguarding training, particularly emphasising our zero-tolerance approach towards sexual exploitation, Abuse, and Harassment.



**Child-friendly safeguarding materials** - To raise safeguarding awareness at the grassroots level, we have developed user-friendly materials using infographics, child-friendly content in Urdu and Sindhi, and safeguarding reporting posters to effectively communicate with lower literacy populations across the project locations.

**Reporting mechanism and complaints handling** - We have established a complaint and feedback response mechanism at each CBALS.

[EMPOWER HER](#)

## TRANSFORMING LIVES: THE IMPACT OF OUR SAFEGUARDING WORK ON LEARNERS

### AL SALAAM CENTRE TÜRKIYE

Safeguarding has been a central focus of READ Foundation's recent project at the Al-Salaam Centre in Azaz, which aims to improve the education and wellbeing of some of the most vulnerable orphan children.

Not only has the Al-Salaam Centre provided 250 orphans and vulnerable children with access to a safe, educational opportunity, but the seven-month project has also placed particular emphasis on child protection.

The project carries out a holistic range of protection activities. Among them are:

A psychosocial support programme to empower students in a way that is sensitive to their needs.

Referrals for those children who need specialised health services.

Training sessions in protection mainstreaming for educational staff.

Qamar has revived her confidence, and her life has been turned around by what the Al-Salaam Centre project has offered her. Following her father's death from cancer when she was young, she and her large family were separated and sent to different displacement camps. This took a tremendous toll on her physical and mental health, and she became introverted and reticent to talk to others.



Qamar undertook psychosocial support sessions and was referred by the Centre to the hospital so that she could receive the necessary medical attention for her condition. Her mother was invited to join the awareness sessions for caregivers, which, she says, have given her more experience and knowledge in dealing with and understanding children.



Qamar's story highlights the importance of offering support tailored to each child's needs. It is an example of how sensitivity towards safeguarding leads to the best outcome for a child's physical and mental wellbeing and gives them the resilience and strength to achieve a brighter future.

[EDUCATION IN EMERGENCIES](#)

## SCHOOL IN A BUS LEBANON

The School In A Bus (SIAB) initiative addresses the challenges faced by refugee children and young girls in accessing education in Lebanon. The project bridges the gap between formal and informal education by providing easy access to learning, as the buses are stationed around the refugee camps.

Psychosocial support is an integral part of all our projects in Lebanon as we work with refugee children who have witnessed conflict at a young age and are still recovering from the trauma of losing their loved ones. Every team member at SIAB must undergo mandatory annual training on safeguarding by Read Foundation's Safeguarding & Child Protection Advisor. Additionally, a complaint mechanism is in place to allow and encourage children and staff to report any incident that violates their rights.

There is a strong focus on engaging with parents and communities to advocate for the rights of children and protect them from child labour. The bus serves as a safe space for young women to learn vocational skills and meet and interact with other likeminded women. The curriculum is designed to be inclusive as the students are from diverse backgrounds and ethnicities, and children are also educated on their basic human rights.



Little Shaded is one of the many examples of lives transformed in the safe and nurturing environment provided by the SIAB project. Shaded lives in a refugee camp and was born in a state of displacement as her family fled the Syrian war. Her father left the family to search for better opportunities, which deeply impacted Shaded. Struggling with her emotions, she stopped talking to everyone around her. After joining SIAB, Shaded became attached to her teachers. The psychosocial sessions helped build her trust and confidence skills. Shaded is now stepping out of her shell and has become more expressive. She enjoys making friends and learning the English language.

*'I love School in a Bus because of my teacher'*  
- Shaded

[SCHOOL IN A BUS](#)