Safeguarding

Distance Monitoring Tool

[Internal Document]

Introduction

Distance monitoring for safeguarding interventions was adapted by the FM in light of COVID-19 to continue the commitment to assess projects progress on safeguarding. The process is done collaboratively between the project and the safeguarding team. Findings from this assessment is expected to facilitate identify areas of strength for the project and also point out rooms for additional efforts if any.

Process

Developing the Scope of Work (SoW): The safeguarding distance monitoring SoW should be drafted by the PM in consultation with the relevant member of the Safeguarding Team. The standardized Safeguarding Distance monitoring question-set (see annexes) should be used by the consultant. However, some projects may require additional questions or areas for exploration. The decision to add further work onto the use of the standardized tool should be developed based on the projects safeguarding RAAG and Risk, and Safeguarding Team and PM's understanding of the project's performance on meeting and implementing the 14 Minimum Standards on Safeguarding.

Prior to delivering the distance monitoring, consultants should:

- Have read this guidance;
- Understand the 14 minimum standards on safeguarding;

- Have had an introductory session with the PM and the Safeguarding Team regarding the project.

<u>Step-by-step preparation and delivery</u>

1. Project Manager reaches out to the project to introduce the monitoring exercise
2. Consultant is hired.
3. PM agrees engages the project on conversation to discuss details and any pending questions and asks project for numbers of personnel who are paid, or partly paid for by the project (this can include volunteers) and their roles. It is important to ensure that support staff as well as office staff are included in the monitoring.
4. PM and Safeguarding Team look at the numbers and the names of the personnel and choose an appropriate number (around 10 to 12) for the consultant to speak with. The consultant is given the names and details of the staff and asked to organize calls with them to go through the standard distance monitoring question-set Or project to share days and dates convenient for the monitoring to take place. This is accompanied by information on any organization level internal protocols
5. Consultant has an initial call with the project and receives the name and contact information of the personnel they should report to should report to incase a breach of safeguarding policy be disclosed. Project are expected to brief the Consultant on their protocol.
6. The Consultant fills in the excel sheet template as they go. They should add in notes within the template during each interview.
7. The Consultant then completes the short template report and hands this in, with the completed excel sheet, to the Safeguarding Team and the PM.
8. A meeting is scheduled with the Project, the PM and the Safeguarding Team to discuss findings.
9. Once all the parties agree with the report, it is then shared with the project for review and another meeting is scheduled for a discussion on way forward and additional actions coming out of the monitoring are added to the SGAP for the project.

<u>Introduction on the phone/skype calls</u>

<u>SAY</u>

- My name is _____ I am a consultant working with the FM Safeguarding Team. I am calling on behalf of the GEC Fund Manager to undertake some remote safeguarding monitoring of your project's safeguarding approach. We are doing this with a number of projects remotely (in light of CoVID) to identify strengths and areas of improvement.
- .. [talk about your background here]
- I'll be adhering to the FM standards of confidentiality and data protection. I do not seek any specific names, addresses or DOB's of children. The feedback you provide will not be attributed to you directly, but will be fed into a broader summary and written report on the high level themes and issues as it relates to safeguarding work within the project.

- If, over the course of our conversation, I hear information that suggests a child or adult may be at risk I will have pass this on according to our safeguarding procedures. We will inform the FM Safeguarding Lead [email address] and your organization's Safeguarding Lead.
- It's also good to reinforce that no one is in "trouble" and this is not the point of the monitoring work, the more open and honest they can be, the more it helps us understand the work of the project (or something like that!)

Annex 1

The 14 minimum standards on safeguarding for all GEC funded organisations

GEC safeguarding standards	
These apply to all organisations receiving GEC funding (lead, downstream or other partners or contractors).	
Safeguarding	1. All organisations receiving GEC funding must have either an overarching/combined safeguarding <u>policy</u> or a combination of relevant policies which address bullying, sexual harassment and abuse targeted at both beneficiaries, including adults at risk, partner staff and staff within an organisation. 2. All organisations must have a separate child safeguarding policy which address all forms of sexual, physical and emotional violence towards children.
Whistleblowing	3. All organisations must have comprehensive systems for <u>escalating and managing concerns and complaints</u>. These must include the option of whistleblowing and for this to be available to both beneficiaries, including children and their caregivers, and staff without reprisal. 4. A clear <u>handling framework</u>, to respond appropriately to all concerns and support the survivor of violence must also be in place.
Human resources	5. All organisations must have a <u>human resources system</u> which includes effective management of recruitment, vetting and performance management. Vetting must include adequate screening and assessment of individuals that will have direct contact with children. 6. All staff, contractors, volunteers and other representatives of the organisation have at least a mandatory induction when they start and annual refresher <u>training</u> on the organisation's safeguarding policy (or bundle of policies), child safeguarding policy and whistleblowing.
Risk management	7. Each organisation must have a comprehensive and effective <u>risk management</u> framework in place which includes reference to both safeguarding and a detailed risk registers for the LNGB project. The LNGB risk register must include reference to safeguarding risks, including those for children. 8. Each organisation must have procedures in place to make sure that safeguarding processes and standards are also upheld for any <u>partner, contractor or supplier</u> they work with.
Code of conduct	9. Each organisation needs to have a <u>code of conduct</u> which is applicable both inside and outside of working hours. This needs to set out the ethics and behaviour expected of all parties. 10. Specific behaviour protocols must be in place outlining appropriate and inappropriate behaviour of adults towards <u>children</u> (and children to children).

Governance and accountability	11. Effective <u>governance and accountability</u> standards must be in place within all organisations with the Board holding ultimate responsibility for safeguarding. 12. <u>Designated safeguarding Officers</u> must be found at different levels including at least at senior level in the country office and at the Board. 13. There are clear guidelines for monitoring and overseeing implementation of the policy (policies). 14. All safeguarding incidents and allegations must be <u>reported to the GEC Fund Manager</u> within 24 hours.

GEC SAFEGUARDING DISTANCE MONITORING TOOL

Annex 2

Project Officer, Field Officers and Project Assistants						
	Standard questions	Informant 1	Analysis of answers	Strengths	Weaknesses	Recommendations
Accessibility of policy	1. When was the last time you looked at your organization's safeguarding policies? What was the reason?					
	2. In the past 6 months, has any project staff/colleague or supervisor reminded you of what your safeguarding responsibilities are? When was this and How?					
	3. If a girl is hurt by a staff members, or volunteer – what would you do? Is there a difference between what would happen pre-COVID19 and now?					
	4. What services would you direct a survivor of sexual violence to if she disclosed to you?					
	5. Would you list some of the benefits and risks associated with going to this service providers					

	7. If a community member had a piece of feedback for the project e.g. regarding the way in which a case was handled, or reports where made - Who could they go t0? b) What communication channels do they have to raise concerns					
	c) How long should take to escalate safeguarding concern?					
	8. a) Who would you report to if you had a safeguarding concern? b) Do you feel that this system is effective in facilitating safe and confidential reporting?					
Staff knowledge of policy and reporting procedures	1. When was the last time you had safeguarding training?					
	2. Please List core elements of your organizations safeguarding policies					
	3. Who is the focal point for safeguarding at national and district level? What are their safeguarding responsibilities?					
	4. What are the responsibilities for field staff/project officers who are not designated safeguarding Focal persons?					
	6. What is the code of conduct and what does it prohibit you from doing?					
If Project implementing distributions	1. How is the project mitigating risk during distributions?					
	2. What safeguards are in place during distributions?					
	3. What is the ratio of men to women working on distributions?					

	4. What measures have been put in place to ensure there isn't a long waiting period at distributions?				
	5. Are safeguarding officers present at distributions?				
	6. Has anything harmful happened as a result of distributions that you are aware of?				
If project has a 2-way communication SOP	1. Do you have girls that are using telephone and social media to learn during this COVID-19 How does the project ensure that girls keep safe using the phone/internet to keep in contact or learn during COVID-19				
	2. In online forums or group chats run by projects where children/beneficiaries will frequently be present is there a child friendly copy of the safeguarding policy available? Is this also accessible for children with different impairments?				
	Do you have any overall reflections, feedback or comments regarding SG interventions				

Senior/Safeguarding Specific Staff					
Standard questions	Informant 1	Analysis of answers	Strengths	Weaknesses	Recommendations
1. List core elements of your organizations safeguarding policy					
2. What processes do you have in place for assessing safety when you conduct activities with children, adolescent girls and the community and what do these look like? What gender or other social inclusion specific risks do you note in your activities?					
3. What logging system do you have for safeguarding incidents?					
4. How are safeguarding concerns tracked and logged? How is the confidentiality of this information maintained?					
5. What training has the focal point received and what skills do they have – Do they feel supported and skilled to carry out their duties?)					
6. When was the last training session for all staff (country office and field office)? Do you have records of who attended?					
7. Are records kept with regards to safeguarding policy implementation (for example about staff's training needs and staff's signature on policies)?					

Advanced knowledge for senior staff

	8. How are safeguards implemented for communications activities such as interviews, photos and video recording? (are informed consent sought and records kept) How are risks associated with using photos determined?					
	9. What safeguards are in place in relation to data protection?					
	10. How is safeguarding implemented in practice during the procurement process? (for example, if the organization is contracting a construction company to do some work in a school or how do they know a supplier is not using child labor or that workers are monitored?)					
	11. How does the organization know that any sub-contracted staff/contractor/volunteer is behaving according to the project's code of conduct?					
	12 How do they know that no individuals with criminal records end up working directly with a child (for example through conducting an interview)?					
	13. How do they know that no staff member is married to a child (under the age of 18)?					
Knowledge on services for SM	1. What are the trusted referral pathway for different types of safeguarding incidents? Has this changed because of COVID19? Do you think there is adequate access to reporting mechanisms for girls?					
	2. a) If a survivor/victim of a safeguarding incident reports to a health/legal/psychosocial service, how will your team in the field learn about this? B) Are there information sharing protocols in place?					

	3. If a down-stream partner receives a report regarding a safeguarding incident, what are the procedures for receiving that report and reporting to the Fund Manager?					
Lead and implementing partner programme managers	1. What safeguarding information is shared across the project? I.e. what do IPs need to share with the lead partner and how is this done?					
	2. How does the lead partner know that all partners are implementing their safeguarding policies appropriately across field offices and project sites? Do they conduct spot checks?					

VOLUNTEERS, MENTORS AND TEACHERS						
	Standard questions	Informant 1	Analysis of answers	Strengths	Weaknesses	Recommendations
volunteers and mentors	1. When was the last time you had a safeguarding training? Who facilitated the training?					
	2. What is the current trusted referral pathway for different types of safeguarding cases? Do you think there is adequate access to reporting mechanisms for girls?					

3. If a girl reports that she has been raped by a teacher, what would you do?					
4(a) If a female colleague reports that she has experienced sexual harassment, what would you do?					
4(b) If you saw a male staff frequent a female beneficiary home at odd hours, what would you do?					

Annex 3: Reporting Template

Girls' Education Challenge

UKaid
from the British people

Distance Monitoring Report Template
Name of Project:
Name of Consultant and contact details:
Dates monitoring took place:
Data Analyzed by:
Introduction:
Summary of findings:

ACCESS TO POLICIES
Analysis:
Recommendation:
STAFF KNOWLEDGE OF POLICY
Analysis:
Recommendation:

STAFF KNOWLEDGE ON REPORTING

i)   Reporting safeguarding concern involving a child
ii)   Referral for a survivor of sexual violence
iii)   *Community Feedback and Response Mechanism*
iv)   Sexual Harassment reporting system
v)   Knowledge on SG Focal persons and their roles

Analysis:

Recommendation:

ADVANCED KNOWLEDGE FOR SENIOR STAFF

Findings

    i)   Safety and Risk mitigation during activities
    ii)   SG concerns logging and tracking
    iii)   In line with safe data storage
    iv)   Safeguards in communication
    v)   Procurement of services and staffing
    vi)   Information sharing
    vii)   Safeguarding in distribution
    viii)   In the 2 ways Communication

Analysis:

Recommendation:

Conclusions

Overall Strength

Key Recommendations and other emerging issues